Continuing Professional Development for UM teaching staff

Executive summary

Through Continuing Professional Development (CPD), Maastricht University (UM) offers its teaching staff greater opportunities for self-directed and continuous learning and development. CPD is designed for UM staff with a University Teaching Qualification (UTQ) and a teaching load of greater than 160 hours per year. Each year, staff falling into this category, are required to reflect upon their teaching competences and take part in relevant CPD activities, which support the further development of knowledge and skills that can be applied directly in their educational roles.

The hours invested in CPD (currently 16 hours each academic year) will be financially compensated, therefore providing teaching staff the opportunity to focus on development during 'teaching time' and allowing departments to make other necessary arrangements.

CPD activities are offered within the faculties as well as at a central level. In addition to these pre-planned activities, teaching staff may also initiate their own development activities or undertake CPD in a more informal manner, so long as this is approved in advance by line-managers or faculty CPD coordinators. Standard duties, such as staff meetings or other compulsory training as part of a standard teaching role, are not considered as CPD.

CPD needs consideration, discussion and recording annually with line-managers during their HR appraisals. Additional guidance on CPD is available from faculty CPD coordinators who are also involved in the development and evaluation of CPD.

This document outlines in greater detail the following topics and provides specific information for UTQ-qualified teaching staff as well as line-managers.

1. What is CPD?

To further promote the quality of UM education and help our teaching staff to excel in their educational responsibilities, UM provides many opportunities for teacher professionalisation, including:

- PBL and Tutor Training for all new UM tutors
- The University Teaching Qualification (UTQ)
- Training for specific educational roles (for example, Board of Examiners or Education Programme Committee members)
- Continuing Professional Development (CPD)

CPD was introduced in 2019/2020 to offer UTQ-qualified teaching staff with greater opportunities for continuous learning, development and knowledge sharing. The aim of CPD is to further promote the quality of UM education, stimulate education innovation, and increase support for the UM teaching community. This is achieved through fostering an inspiring environment where staff can learn from experts as well as each other, from and during their work in order to apply new knowledge and skills to the teaching tasks at hand.

2. Who is CPD for?

CPD activities are intended for UM staff who have already completed their UTQ and have more than 10 % teaching duties (this equates to more than 160 teaching hours out of a 1600 hour full time equivalent (FTE)). In this way, the CPD activities can build upon prior knowledge and allow staff to reflect upon their teaching competences and how they can develop further.

3. What CPD means for teaching staff

By engaging in CPD, teaching staff have the opportunity to:

- be supported in identifying areas for development by their managers and CPD coordinators (or in some faculties, also CPD coaches).
- reflect upon and further develop their teaching competences.
- take part in different CPD activities each year.
- learn from experience, as well as from the experiences of other (UM) colleagues.
- apply new knowledge and skills in the educational setting.
- receive set hours each academic year to compensate time spent invested in their CPD.

In the development of the system of continuing professional development, there has been a gradual increase in the hours allotted to CPD-eligible employees (having obtained their UTQ + >10% teaching hours) as the system and support structure around CPD continues to be developed. Currently, each eligible employee is allocated 16 hours per year to invest in their CPD, independent of the exact teaching appointment.

The hours undertaken in CPD are compensated for financially, in teaching hours, thus providing teaching staff the opportunity to focus on development during 'teaching time' and allowing departments to hire additional staff or make other arrangements as necessary. Also, part of the budget is intended for covering the costs of participating in CPD activities.

In their annual appraisal talks, teachers are expected to reflect upon their development and plan for the future with their line-managers. To support these talks, the CPD annex has been incorporated into the material and

guidelines for the UM appraisal process. This helps to record the learning and impact of the learning, which has been undertaken by our teaching staff. This extra appendix will be available separately (and anonymously) from the personal HR dossier such that a sample can later be taken for evaluation purposes.

4. The UM CPD offering

Each faculty coordinates their own CPD activities to meet the (subject-specific) needs of their staff. Each faculty has a CPD coordinator and the UM The CPD coordination team consists of all the faculty CPD coordinators who work together with their teaching and management staff, as well as other stakeholders, to identify appropriate activities and explore how the various offerings (at faculty, inter-faculty or central-level) can be organised, supplemented and strengthened. Central CPD activities should be of interest to all faculties by addressing the core teaching competences listed in the appendix and offer added value by fostering worthwhile collaboration or exchange between colleagues from other faculties.

Central services and other interested parties (for example project group or taskforce members, teaching staff who want to share good practice or trainers from other departments or even external sources) also have the opportunity to put forward proposals for CPD, to be discussed by the coordination team.

In addition to the formal CPD offering at central and faculty level, opportunities are also provided for staff to initiate their own development activities or undertake CPD in a more informal manner, through journal clubs, coaching or peer-learning, for example. CPD may comprise of active participation in the following types of activities (which must not be a standard part of your duties, for example curriculum team meetings or departmental strategy days, etc):

- CPD activities offered by faculties, EDLAB or externally (including online).
- Active sharing of knowledge and experiences with experts and peers.
- Learning by doing.

5. Planning your CPD

In engaging in CPD, teaching staff can make choices based on their developmental goals regarding what, when and how they learn.

As a member of teaching staff, in planning what you want to do, you should reflect upon the three teaching competences and their related learning outcomes as listed in Appendix II. These build directly upon the competences addressed in the UTQ trajectory and as such, you can refer back to your UTQ portfolio or use the self-assessment form from the UTQ leaflet if these are helpful for you in your planning.

To aid in your growth and development as an educator, various CPD activities (e.g. workshops, seminars, symposia and coaching sessions) are offered both within your faculties and centrally and are communicated regularly, via e-mail. In addition to these officially recognised CPD activities, you could seek formal training and development opportunities outside UM or even initiate your own (for example, book and journal clubs or brown-bag lunches on topics relating to the aforementioned teaching competences) so long as these are agreed in advance by your line-manager or CPD coordinator. It is also possible to engage in non-structural activities as part of your CPD (e.g. participating in educational projects, training on the job, peer coaching or intervision sessions and self-study) although this should also be agreed in advance of participation, with your line-manager or faculty CPD coordinator.

In deciding whether an activity can be regarded as a legitimate CPD activity, you should check the alignment of the activity with the teaching competences and your specific needs, engage in discussion with your line-manager and/or CPD coordinator and reflect upon these specific questions:

- What will be learned during your chosen activity?
- How will this contribute specifically to teaching or educational activities?
- How will the new knowledge and/or skills be applied to the workplace?

It is important to note that activities that are a requirement for a usual work task or commitment (such as course development or maintenance, staff meetings, training for specific roles such as mentors and board of examiners, or any other compulsory training courses) do <u>not</u> count as CPD.

For further assistance, speak to your line-manager or get in touch with your faculty CPD coordinator. In some faculties CPD coaches are also available.

6. Keeping an overview of your CPD

It is your responsibility to keep an overview of the CPD activities you have undertaken and to record these with your line-manager during appraisals. You are advised to spend time reflecting on the learning and development which took place in the last academic year, with reference to the teaching competences listed and the related learning outcomes of the undertaken activity. To evaluate how engagement in CPD has influenced your teaching practice and your wishes going forward, it is important to reflect upon and discuss the answers to the following questions with your line-manager:

- What CPD activity or activities were completed in the last year?
- Why were these activities specifically selected (please refer to the three teaching competences)?
- How will, or how was the learning applied to the workplace?
- Would you recommend this activity to other colleagues and why?

A summary of your CPD responsibilities as a member of teaching staff are outlined in appendix II.

7. Guidelines for managers

Line-managers must be aware that CPD is a mandatory discussion point in the annual HR appraisal process for teaching staff with a UTQ and with greater than 10% appointed teaching load (based upon a full-time contract). Teaching staff should be required not only to discuss this topic during annual appraisals, but to thoroughly reflect on their competences and how CPD plays a continuing role in their educational quality.

Certain criteria should be considered by line-managers and teaching staff in deciding whether an activity should be regarded as a legitimate CPD activity and on its suitability for the specific needs of the staff member in question. Further assistance for both parties is available from the faculty CPD coordinator (or coaches in some faculties). This section repeats much of which has been outlined in section 6 for teaching staff, but it is repeated here for clarity (and for the case in which managers have skipped to their own section of this document). Foremost, it should be noted that activities that are a requirement or expectation for a usual work task or commitment (such as course development or maintenance, staff meetings or compulsory training courses) do <u>not</u> count as CPD. In selecting a suitable CPD activity, it is important to use the general teaching competences listed in the appendix as well as documenting (during appraisals) the responses to the following three questions which have also been outlined in the guidelines for teaching staff in section 6:

- What will be learned during this activity?
- How will this contribute specifically to teaching or educational activities?
- How will the new knowledge and/or skills be applied to the workplace?

Completed CPD activities must also be noted during appraisals and should include a reflection on the learning and development which took place in the last academic year, with reference to the teaching competences listed in the appendix, and the related learning outcomes of the undertaken activity. How engagement in CPD has influenced teaching practice and the needs of the member of staff going forward, should also be discussed and recorded. The following questions can be used in order to assist in the reflection process as well as the annual evaluation cycle of CPD as outlined in the following section. These questions may also be useful for completing personal development plans (PDPs):

- What CPD activity or activities were completed in the last year?
- Why were these activities specifically selected (please refer to the three teaching competences)?
- How will, or how was the learning be applied to the workplace?
- Would you recommend this activity to other colleagues and why?

8. Evaluation of CPD

The CPD activities followed by teaching staff and the (perceived or observed) transfer of learning (skills and knowledge) to the workplace will be evaluated annually by the CPD coordination team who will be given access to this information from the anonymised section of the employee dossiers. This information will be reviewed alongside further input from surveys and focus groups with teaching staff, to make informed decisions for the future of CPD. If you have feedback for us regarding your thoughts or wishes for CPD, we'd be very happy to discuss these with you further. Please contact your faculty coordinator to do so.

Appendices

Appendix I

CPD coordinators

Appendix II

Teaching competences and criteria for CPD

Appendix III

Tasks and responsibilities

Appendix I: CPD coordinators

Below are the contact details of all UM CPD coordinators:

Faculty	CPD coordinator	Contact
FASoS	Johan Adriaensen	j.adriaensen@maastrichtuniversity.nl
FHML	Lianne Loosveld & Herma Roebertsen	doc-prof-fhml@maastrichtuniversity.nl
FSE	Stefan Jongen	stefan.jongen@maastrichtuniversity.nl
FoL	Cathérine de Rijdt	catherine.derijdt@maastrichtuniversity.nl
FPN	Henry Otgaar	henry.otgaar@maastrichtuniversity.nl
SBE	Simon Beausaert	s.beausaert@maastrichtuniversity.nl
EDLAB	Donna Carroll	EDLAB-edservices@maastrichtuniversity.nl

Appendix II: Teaching competences and criteria for CPD

In reflecting on your CPD needs, you should consider the following three teaching competences and their related learning outcomes. These have been derived from, and are therefore consistent with those from the UTQ trajectory.

Developing education

1. Able to apply the educational principles of active, student-centred learning in developing education.
2. Able to explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it.
3. Able to justify the educational design choices made for different parts of the curriculum, such as a course, workshop, training session(s) or lecture.
4. Able to identify characteristics of the target group, such as prior knowledge, and design education based on these characteristics.
5. Able to clearly express and communicate the educational objectives (intended learning outcomes) to students.
6. Able to align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of constructive alignment.
7. Able to integrate ICT and/or digital tools in the educational design in a relevant manner.
8. Able to develop educational materials in line with the UM educational principles.
9. Able to improve education based on student evaluations, teaching experience and recent educational insights.

Teaching delivery

1. Able to apply the educational principles of active, student-centred learning in teaching.
2. Able to adopt various educational roles, such as tutor, thesis supervisor, coach, mentor or lecturer.
3. Able to identify differences in prior knowledge and background of students and address these.
4. Able to encourage students to embrace the educational principles of active, student-centred learning.
5. Able to supervise students individually and in groups and provide constructive feedback.
6. Able to identify functional and dysfunctional group dynamics and respond to this accordingly.
7. Able to analyse strengths and weaknesses of own teaching performance and to adjust activities accordingly.

Student assessment

1. Adhere to the guidelines outlined in the assessment policy, the Education and Examination Regulations (EER), and the Rules and Regulations (R&R) of the faculty.
2. Describe the assessment cycle and able to justify the choices made in each step.
3. Able to choose and implement an appropriate assessment method based on the principles of constructive alignment.
4. Able to use relevant assessment methods which meet the quality criteria of validity, reliability and transparency.
5. Able to discriminate between summative and formative assessment and able to apply these forms effectively.
6. Able to define criteria for different assessment methods in order to assess students and provide feedback.
7. Able to assess students on the basis of predefined criteria.
8. Able to give students constructive feedback on the basis of the formulated assessment criteria.

Appendix III: Tasks and responsibilities

What follows is a list of main tasks and responsibilities of the key stakeholders in CPD:

CPD coordinators:

- develop the CPD mission and vision within the faculty.
- are part of a UM coordination team to share ideas and develop a coherent CPD offering (both at faculty and central level).
- maintain a clear overview of, and provide input to the CPD activities within their faculty.
- promote communication about CPD activities within their faculties.
- are involved in the CPD evaluation cycle.
- coordinate and support the team of CPD coaches (if applicable).
- offer advice to line-managers in regards to the CPD offering.
- keep teaching staff and line-managers informed about internal and external CPD opportunities.

CPD coaches (if present):

- are part of a broader team of CPD coaches within the faculty.
- provide support to department heads, line-managers and teaching staff when it comes to recommending appropriate CPD activities.
- support and advise teaching staff in planning what they want to learn, develop and achieve.
- play a key role in sharing knowledge about teaching and education (for example, by offering peer-learning opportunities and coaching to staff).
- discuss CPD with the CPD coordinator.

Note: Should there be no coaches within the faculty, the coach tasks fall under the responsibilities of the CPD coordinator.

Line-managers:

- ensure that teaching staff reflect on their CPD and stimulate goal setting for further development and educational improvement.
- ensure that CPD is embedded into the annual framework of the HR cycle and that completed CPD activities are noted in the relevant forms.
- encourage their teaching staff in defining their CPD learning goals and finding activities to achieve these.
- discuss CPD regularly with CPD coordinators (and/or coaches, if applicable) and seek their input.
- encourage new teaching staff with a UTQ from another institution to reflect and focus on developing UM specific teaching competences.

Teaching staff:

- reflect upon their teaching competences and development needs on a regular basis.
- draw up individual learning goals taking into the competences outlined in the appendix.
- document their CPD activities and learning goals during appraisals with line-managers (and in their personal development plans if applicable).
- discuss needs with CPD coordinators (and/or coaches, if applicable), if required.
- proactively contact the CPD coordinators (and/or coaches, if applicable) regarding CPD opportunities.