



© The Quality Assurance Agency for Higher Education 2009

ISBN 978 1 84482 948 4

All QAA publications are available on our website www.qaa.ac.uk

Registered charity number 1062746 and SC037786

Staff development

1 This thematic study is based upon information provided through briefing paper from 25 United Kingdom (UK) universities which partner hip link in offering the delivery of collaborative programme in India. Before considering staff development, it is important to clarify that the collaborative programme all lead to qualification from the UK universities. The formalising university is led to ensure the facilities the UK universities formally approve the collaborative programme leading to award. Responsibilities for teaching in India in a reliable way the partner organisation; in only a few cases link are staff from the UK universities engaged in teaching in India.

2 Most of the link at each partner university significance of staff development, under good and the indication of staff in the partner organisation in a procedure for delivering and assessing the quality of the collaborative programme. The briefing paper provide considerable detail on which 'operational' staff development activities: that is delivered, when and where it is delivered, how it is delivered and how delivery is monitored. In some cases the arrangements are built into the procedure for approving the partnership. In one partnership the responsibilities for the appointment, management and development of staff are set out in the memorandum of agreement. Detailed responsibilities for staff development in another partnership can be found in an operational manual, together with a provision for regular reporting on effectiveness.

3 The criteria of curriculum vitae (CV) is the main area in which the formalising university ensure that partner staff are qualified to teach on the collaborative programme. A lesson one university require that a partner submit a pre-ordained CV at the start of each academic year in order to assess itself that the local teaching team is suitably qualified and to identify any staff development need. Even then staff are highly qualified there remain that have been identified by one university as the 'challenge' of indicating them in a procedure for delivering the curriculum. This form of 'staff development' can include such matters as learning and teaching strategies; dissemination of good practice; development of marking criteria; methodology of assessment; procedure for dealing with plagiarism; referencing and citation; use of informal learning environments and other learning resources; continuing learning material; and professional support of students. Under and above, local teaching staff are the main recipients of such development activities, but in a lesson one link, staff development for administrative staff in quality assurance procedure is considered to be of equal importance.

4 Staff from the formalising university are usually responsible for indicating local staff in a procedure for delivering the collaborative programme. In one case, for example, the university 'Centre for Academic Practice' deliver an intensive one-week programme of staff development at the start of a new partnership, and an initial staff development initiative made by subject staff from the school responsible for the programme. In another link, staff from the partnering school initiated the partnership organisation in India before the start of the programme order taking training in module and programme management for administrative staff. In addition, a special initiative in a lesson one information provided training in library research and use of databases, and the 'school' India coordinator delivered staff development relating to programme operation, student feedback and professional issues. Such development activities take place in India, but one university has organised staff development sessions during visits of the UK member of the teaching staff from India. The first week-long session, delivered by a member of the staff of the institution in the collaborative programme, concentrated on the delivery of the first year of the programme but also covered academic regulation and quality assurance procedure. A similar session in the following year concentrated on the second year of the programme and covered an additional area that had arisen in the first year of delivery.

5 The distance in olded mean has regular i i been the partner , and aff e change , a i me c i a l i m p o r t a n c e a n d h e l p o n e i r e h a a f f d e e l o p m e n i a c o n i n a p r o c e . The m o i n e n i e r a i n g a n d a f f d e e l o p m e n a p p e a r o a k e p l a c e a t h e p a r n e r o r g a n i a i o n i n I n d i a b e f o r e h e c o l l a b o r a i e p r o g r a m m e s t a r t a n d , i n e e r a l c a s e , a t h e b e g i n n i n g o f e i o n o r e m e r t h e n U K i n i e r i a f f i n o l e d i n h e p r o g r a m m e a r e p r e e n . I n o n e l i n k , h e r e a f f d e e l o p m e n i i s r e g a r d e d a ' a n o n g o i n g a c i i ' , p r o g r a m m e l i a i o n o f f i c e r i n c o r p o r a e a f f d e e l o p m e n a a s t a n d a r d a g e n d a i e m t h e n o n i i a n d h a s c o n d c e d e i o n o n o p i c i c h a t e a c h i n g m e t h o d o l o g i e , d e a l i n g i t h a c a d e m i c m i c o n d c a n d h e i e o f h e i r i a l l e a r n i n g e n i r o n m e n . A d d i t i o n a l a f f i i , o m e o f h e m a s a s e n i o r l e e l , o f h e I n d i a n p a r n e r o r g a n i a i o n a r e e n c o r a g e d i n e e r a l l i n k . The d i r e c t o r o f i d i e r e p o n i b l e f o r h e m a n a g e m e n t o f p r o g r a m m e i n o n e l i n k i i h e p a r n e r o r g a n i a i o n t h r e e t i m e a e a r o m e e e e r m e m b e r o f a f f i n o l e d i n d e l i e r i n g h e p r o g r a m m e ; h e e m e e i n g a r e a n o p p o r t n i f o r h e d i r e c t o r o p r o i d e f e e d b a c k f r o m i n i e r i a f f a n d e e r n a l e a m i n e r o n m a r k i n g , a n d a l o o r e o l e a n i e a n d p l a n a h e a d . The a c a d e m i c d i r e c t o r f o r c o l l a b o r a i o n a n d p a r n e r h i p i n a n o t h e r l i n k i i I n d i a a l e a o n c e a e a r o d e l i e r a f f d e e l o p m e n i n p e d a g o g , q a l i a i r a n c e a n d q a l i e n h a n c e m e n t .

6 A l m o s t a l l h e b r i e f i n g p a p e r n o e h a a f f i i o f h e U K f r o m h e p a r n e r o r g a n i a i o n i n I n d i a h a e t a k e n p l a c e o r a r e p l a n n e d , i n h i c h i i o f e n b e i n g f n d e d b h e a l i d a i n g i n i e r i . I n o n e c a s e a p r o p o r t i o n o f f e e i n c o m e r e c e i d b h e i n i e r i i r e t r n e d o i p a r n e r f o r a f f d e e l o p m e n p r o p o e a n d i e d m a i n l o f n d i i o f h e U K . F i n d i n g f r o m h e U K - I n d i a E d c a i o n a n d R e a r c h I n i i a i e (U K I E R I) h a e n a b l e d a n o t h e r i n i e r i o e p a n d h e n m b e r o f i i o f h e U K b a f f f r o m i p a r n e r . The i i , h i c h c a n r a n g e i n l e n g t h f r o m

. The i r e l a c o n d c l p d m a i n f o r r o d e . 1 (h e i e o e h e c o l l a b o r a i e p r o g . h f r o m) T O e d a n e n o n i r f o r r c o o r g a n i a i n e i n g r n h , a f f d e e l e g o i n g a i o g r a m c l K . F i h a d o e l i e r i i o r i m o r h m e o g f r o m



Cheshire and Merseyside Local Transport Authority
Saffrage House
Saffrage Street
Gloucester
GL1 1UB

Tel 01452 557000