

# International Peer Learning Activity Perspectives on national strategies to promote learning and teaching - Ireland

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**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



**National Student  
Engagement Programme**

Clár Rannpháirtíochta Náisiúnta  
na Mac Léinn



**NATIONAL FORUM**

FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

# National Forum for the Enhancement of Teaching and Learning in Higher Education

## Who we are

Ireland's national body responsible for leading and advising on the enhancement of teaching and learning in Irish higher education

## Our vision

A valued and informed teaching and learning culture in Irish higher education

[www.teachingandlearning.ie](http://www.teachingandlearning.ie)



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# Background

- Irish Government was funding collaborative teaching and learning projects through the Strategic Innovation Fund
- National Digital Learning Repository – 2005-12
- National Government consultation in 2012
- National Forum for the Enhancement of Teaching and Learning in Higher Education established by Minister for Education and Skills in 2012



# Original Functions of National Forum in 2012 (Multiannual funding, 4 year cycle, academically led board)

- To establish and maintain a strong evidence-base for the advancement of national strategic priorities in teaching and learning in Irish higher education
- To identify key priority themes
- To operate a national teaching fellowship scheme and national teaching awards scheme
- To operate a national grants scheme
- To facilitate academic professional development
- To establish a national digital platform



# External Review - 2017

“The National Forum is not a project but rather an essential component of the national-level infrastructure for higher education. Therefore, the mission of the National Forum is essential for the continuous development of higher education and teaching and learning in Ireland.”

External Review of the National Forum, 2017



# Sectoral Consultation identified 4 Strategic Priorities 2019-2021



**The Professional Development of All Those Who Teach**



**Teaching and Learning in a Digital World**



**Teaching and Learning Enhancement Within and Across Disciplines**



**Student Success**



# Working in partnership



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**An Roinn Oideachais agus Scileanna**  
Department of Education and Skills



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# We are inclusive, non-partisan and consultative...

- All those who learn (undergraduate, postgraduate, mature, part-time, etc.)
- All those who teach (researchers who teach, librarians who teach, etc.)
- All institution types (universities, technological HEIs, private colleges)
- Working with the sector, for the sector
  - Academic- Led Board, International Advisors
  - Student Associate Assembly and Staff Associate Assembly
  - Fulltime student intern, staff secondments to the Forum





# Our approach

**Evidence-based:**  
Evidence of research  
and experience

**Impactful:**  
Knowing what works  
and why

**Embedded in Policy:**  
Informing and being  
informed by policy

**Inclusive:**  
Working with the  
entire HE community

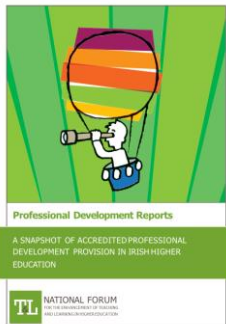
**Consultative:**  
Working with the  
sector for the sector

**International:**  
Learning with other  
countries

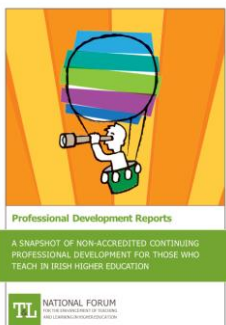


# How do we support innovation in teaching and learning?

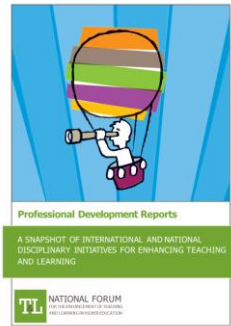




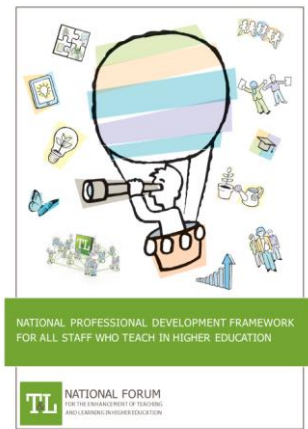
Accredited and non-accredited professional development in Irish higher education



International and national disciplinary initiatives for enhancing teaching and learning



A mapping of pathways and a conceptual model for professional development in Irish higher education



National Professional Development Framework for All Staff Who Teach

Summary findings from initial implementation of National Framework





# The Professional Development of All Those Who Teach

## PROFESSIONAL DEVELOPMENT FRAMEWORK

for All Staff Who Teach in Higher Education

### TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Collaborative non-accredited  
e.g. professional conversations with colleagues

Unstructured non-accredited  
e.g. keeping a professional journal

Structured non-accredited  
e.g. workshop

Accredited  
e.g. Graduate Diploma

### PROFESSIONAL DEVELOPMENT DOMAINS

Personal development: the 'self' in teaching and learning

Professional identity, values and development in teaching and learning

Professional communication and dialogue in teaching and learning

Professional knowledge and skills in teaching and learning

Personal and professional digital capacity in teaching and learning

### TYPES OF LEARNING

New learning

Collaborating learning

Mentoring

Leading

### UNDERPINNING VALUES

Industry

Authenticity

Scholarship

Learner-centredness

Collaboration

REFLECTIVE AND EVIDENCE-BASED APPROACHES



THE NATIONAL BODY RESPONSIBLE FOR LEADING AND ADVISING ON THE ENHANCEMENT OF TEACHING AND LEARNING IN IRISH HIGHER EDUCATION

[www.teachingandlearning.ie](http://www.teachingandlearning.ie)

National Professional Development Framework for All Those Who Teach



NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK FOR ALL STAFF WHO TEACH IN HIGHER EDUCATION



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# Developing staff capability



## Enhance your Teaching

Engage in continuous professional development, share and discuss good practice and innovation with your peers

## National Recognition

Earn digital badges for your commitment to your professional development supporting your lifelong learning and career mobility

## Connect with Peers

Designed to support sharing of experiences and best practice, development of academic networks and communities of practice

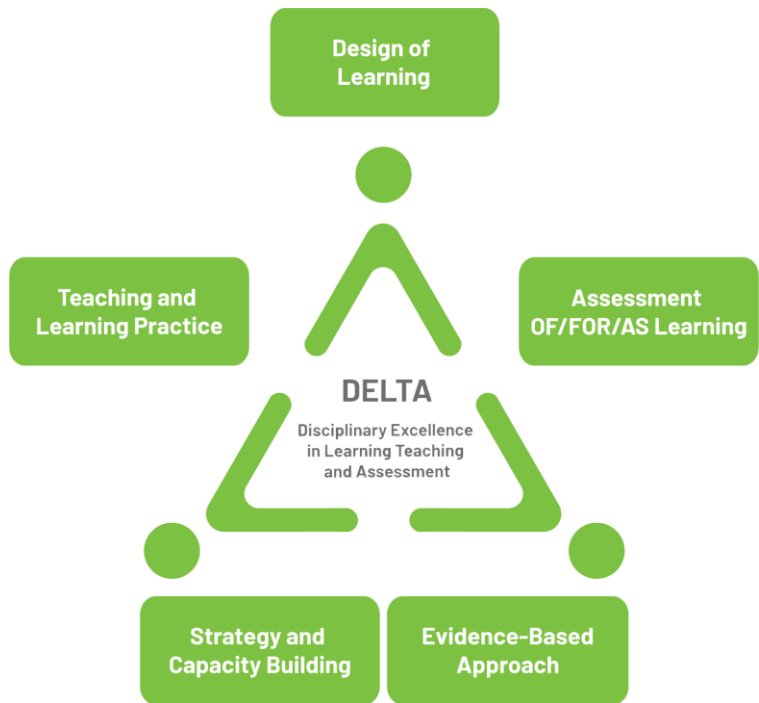
## PD Open Courses



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# Teaching and Learning Enhancement Within and Across Disciplines



Disciplinary Excellence in Learning Teaching and Assessment ... a framework for enhancement



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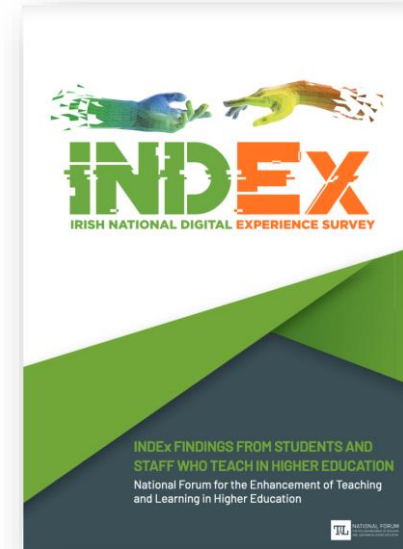
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# Teaching and learning in a digital world

Roadmap, Frameworks  
and Reviews

Survey of Digital Experiences



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# Discussing and Collating shared experiences



May 2020: Lessons learned from move to online/remote teaching and learning



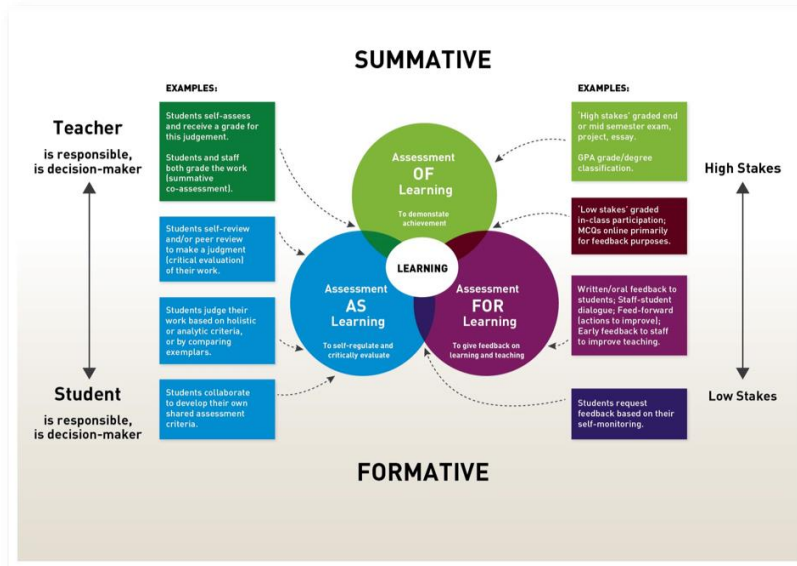
Next Steps for Teaching and Learning: Moving Forward Together  
Launch 10 November 2021





# Developing a national understanding of key topics

## Assessment



## Enabling Policies

In order for a policy to be deemed **implementable** it needs to:

- clearly define the HEI's commitment to the policy area
- have an implementation plan
- be accompanied by policy instruments such as procedures, and clearly defined areas of responsibility

In order for a policy to be deemed **situated in practice** it needs to:

- be based on consultation
- have been tested at operational level
- facilitate innovation
- be routinely monitored and reviewed for effectiveness




In order for a policy to be deemed **reflective of the HEI's priorities** it needs to:

- be guided by the HEI's vision
- be in line with the HEI's strategic objectives
- allow the HEI to meet its legal obligations

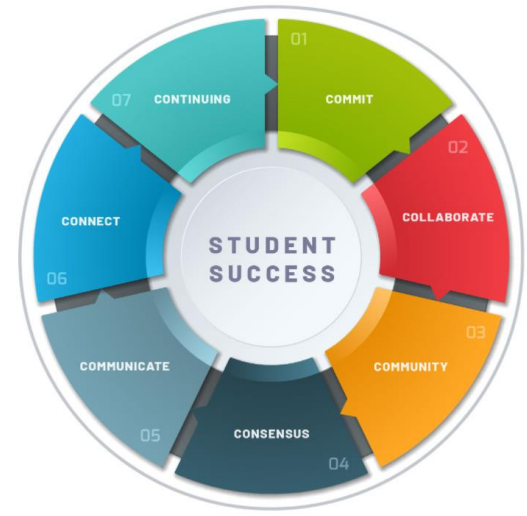


# Agreed National Understanding of Student Success




EMBEDDING STUDENT SUCCESS A Guiding Framework		NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION
<b>Enabling Institutional Capabilities</b>		
	<b>Strategy and enabling policies and practices</b>	Aligning with institutional and external strategies, student success is specifically referenced and supported by an integrated suite of enabling policies and practices across the whole of the institution.
	<b>Evidence-based decision making</b>	Enhancements to support student success are evidence-based, institutional and learner-centric used appropriately to ensure that students, staff and decision-makers have access to accurate, timely and actionable information.
	<b>Structural and well-resourced professional development</b>	Staff are supported, motivated, connected, empowered, and recognised for their commitment to the enhancement of teaching and learning and student success.
<b>Enabling Institutional Culture</b>		
	<b>Whole-of-institution approach and alignment</b>	Responsibility for student success is embedded at all levels of the institution, engaging all areas of the institutions' work and of students, staff and senior management.
	<b>Centrality of students and their learning</b>	All aspects of the work of the institution are considered through the lens of student learning. The institution creates formal and informal learning opportunities, helps students integrate learning experience, and promotes and rewards learning for all members of the community.
	<b>Inclusivity</b>	Institution systems, processes, and practices are designed to support a student and staff population that is reflective of the diversity and social mix of Ireland's population.
	<b>Communication and collaboration</b>	The institution values good communication and collaboration across all areas of the institution, between staff members, the student population and the wider community.
	<b>Respectful and meaningful relationships</b>	The institution's culture and practice values the well-being of all, and encourages respectful, positive and supportive student and staff peer-to-peer relationships and student-staff relationships.
<b>Enabling Institutional Practices</b>		
	<b>Assessment and feedback</b>	Enhancing assessment OFPROBS learning is used as a key driver of student success, to deepen learning, measure achievement, and generate actionable feedback.
	<b>Engagement and student partnership</b>	Student success is underpinned by authentic partnerships and dialogues with students.
	<b>Teaching approaches and learning design</b>	Students are engaged in their learning and are supported in the critical application of digital technologies. Approaches to learning are underpinned by the principles of universal design.
	<b>Transition and nurturing belonging</b>	A strong sense of community and sense of belonging is nurtured through institutional processes and practices. Students are supported through key transitions.

## Seven Cs for Embedding Student Success: A Toolkit for Higher Education Institutions



# Encouraging collaboration and sharing

Using OER and OEP for Teaching and Learning



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Menu

## Using OER and OEP for Teaching and Learning

Welcome to 'Using Open Educational Resources (OER) and Open Educational Practices (OEP) for Teaching and Learning'. This National Forum open resource was developed in partnership with colleagues across the Irish higher education sector. We invite you to explore the materials and to share your comments and feedback.

[START HERE](#)




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## Supporting Open Education



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## NATIONAL RESOURCE HUB

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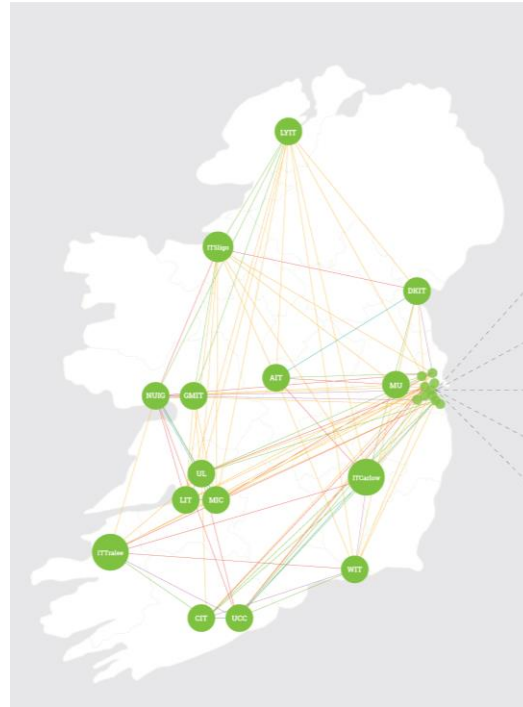
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# Funding Innovations across priority areas

Strategic Alignment of Teaching and Learning Enhancement Funding (SATLE)



National Seminar Series

- 600+ seminars since 2014
- focused conversations on assessment, transitions, professional development, digital, student success, enhancement within/across disciplines

## Strategic Alignment of Teaching and Learning Enhancement Funding (SATLE)



<b>€5.57m</b> Funding	<b>85</b> Initiatives	<b>&gt;240</b> Local enhancement projects
<b>1,045</b> Team members	<b>2,017</b> Events	<b>21,821</b> Participants
<b>140</b> National presentations	<b>75</b> International presentations	<b>30</b> Peer-review publications
<b>95</b> Peer-reviewed articles in preparation	<b>98</b> Conference proceedings, reports etc.	<b>827</b> Resources



# From January 2022

The National Forum will be established on a sustainable basis under the Higher Education Authority.

It will maintain an academically-led board.



Many thanks for listening

Looking forward to our discussion

Dr Terry Maguire

Email: [Terry.Maguire@teachingandlearning.ie](mailto:Terry.Maguire@teachingandlearning.ie)

[www.teachingandlearning.ie](http://www.teachingandlearning.ie)



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# Student engagement in higher education decision-making

Oisín Hassan, NStEP Programme Manager



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Union of Students in Ireland  
Aontas na Mac Léinn in Éirinn



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# Strategy 2019 - 2021

1

*Strengthening  
the value of  
student engagement  
nationally*

2

*Developing the  
leadership capabilities  
of students in Irish  
higher education*

3

*Supporting staff  
and students across the  
sector to foster a  
culture of partnership*





## Steps to Partnership

A Framework for Authentic Student Engagement  
in Decision-Making

### 4

#### DRIVERS OF STUDENT ENGAGEMENT

A CULTURE OF STUDENTS AS PARTNERS

THE INSTITUTION AS A SITE OF DEMOCRATIC CITIZENSHIP

THE INSTITUTION AS AN INCLUSIVE LEARNING COMMUNITY

A CULTURE OF INSTITUTIONAL REFLECTION AND ENHANCEMENT

### 4

#### DOMAINS OF STUDENT ENGAGEMENT



### 5

#### PRINCIPLES OF STUDENT ENGAGEMENT

- Dialogue
- Building Trust
- Equity and Inclusivity
- Empowerment
- Students as co-creators

### 5

#### ENABLERS OF STUDENT ENGAGEMENT

- Capacity Building
- Institutional Approaches
- Supportive Policies and Practices
- Communities of Practice
- Sustainability

DEVELOPING A SHARED UNDERSTANDING AND APPROACH TO STUDENT ENGAGEMENT IN DECISION-MAKING

STUDENT VOICE

STUDENT ENGAGEMENT

STUDENT PARTNERSHIP



**National Student Engagement Programme**  
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1

*Strengthening  
the value of  
student engagement  
nationally*

- Creation and maintenance of national framework and ‘understanding’
- Collaborative projects with national and institutional partners
- Informing policy and practice (embedding student partnership)
- National conferences and international collaborations

2

*Developing the  
leadership capabilities  
of students in Irish  
higher education*

- Student-led training and development programme
- Creation of resources for students/student representatives
- Promote and support student inclusivity and inclusive practices
- Recognition of student engagement in HE decision-making (awards)

3

*Supporting staff  
and students across the  
sector to foster a  
culture of partnership*

- Analysis of institutional practices and cultures (workshops/reports)
- Professional development for HE staff (with National Forum)
- Network of 29 higher education institutions and 26 students’ unions
- Guidance and resources for student partnership approaches

# Get in touch!

**studentengagement.ie**  
nstep@usi.ie







# What we do is designed to drive high quality teaching and learning by....

- developing, supporting and approving quality assurance
- reviewing providers of education and training
- maintaining the National Framework of Qualifications
- developing awards and standards
- validating programmes of education and training
- fostering formal international relationship with sister organisations
- setting standards in relation to education for international learners



## And how do we do this?

We highlight quality in teaching and learning with our partners by:

- carrying out reviews and discussing outcomes with providers
- developing and publishing Insights providing an authoritative voice on education, training and qualifications, e.g. *Quality in Higher Education and Further Education and Training* (Sept 2019)
- publishing our research, e.g., an impact study on COVID 19 on teaching, learning and assessment in Irish FET and HE (Sept 2020)
- organising and hosting professional development events, solely and jointly with partners, e.g., an annual National Academic Integrity Week
- consulting with stakeholders and publishing key policy documents, e.g., statutory and advisory guidelines
- Developing collaborative publications, e.g., Academic Integrity National Principles and a Lexicon of Common Terms; Guiding Principles for Alternative Assessments – in response to COVID emergency (March 2020)



## Our strategic approach:

**Focus on dynamic partnership and collaboration – fostering and strengthening partnerships to effect system change.**

Current examples of partnerships:

- capturing the student voice through working with NStEP
- coordinating and facilitating the National Academic Integrity Network(HE) including fostering development initiatives
- establishing and developing formal networks with the Professional Statutory Regulatory Bodies
- working with the National Forum on professional development initiatives, e.g., work-based assessment
- sharing and collaborating with international sister organisations e.g., TEQSA, ENQA, QAA, etc