INDEX

Academic staff perceptions of teaching excellence, 83 Accountability, 27, 49, 50, 63, 94, 102 Andragogy, 57–58	Emergent pedagogies growth of, 60–68 indicative foci supporting, 62 sketching landscape of, 51–53 European Association for
Business, Innovation and Skills (BIS), 7, 8, 9, 17	Quality Assurance (ENQA), 10, 14 Excellence, 42, 77
Centres of Excellence in Teaching and Learning (CETLs), 40–41	Excellent teaching. <i>See</i> Teaching excellence
Collaboration, 117–119	Global Teaching
Complex Adaptive System (CAS), 55	Excellence Award, 114
Complexity theory, 52–53, 55	Government-led quality approach, 6
Contextualising excellence in HE teaching	Group-approach, 65–66
O	Higher Education
Decisional Capital, 65–66	Academy (HEA), 10, 41, 95, 114
Destinations of Leavers	fellowship, 95–97
from Higher Education survey (DLHE), 12, 86	Higher Education and Research Bill (HERB), 2, 6, 11, 23
Education for All initiative (EFA initiative), 17	Higher Education Association, 6

142 Index

Higher Education Funding
Council in England
(HEFCE), 12, 41
own review of NSS, 87
Higher education
institutions (HEIs), 1,
18, 75, 138
Higher Education Statistics
Agency (HESA), 22
Human Capital, 65–66
Humboldtian approach,
39–40

Individualised Learner Record (ILR), 22 Inquiry networks, 122 International *Promoting Teaching* Project, 113

Labour Market System, 22 Leadership, 117–120 League of European Research Universities, 110 Longitudinal Educations Outcome (LEO), 22

Marketisation, 15–16, 24, 41, 49, 76, 100 'Mock TEF' exercise, 20

National Benefit Database, 22 National Pupil Database (NPD), 22 National Student Survey (NSS), 1, 12, 18, 87 National Teaching Fellows (NTF), 43
National Union of Students, 88
Neo-liberalism, 2, 109, 112
Networks for collaborative enquiry, 122
New public management (NPM), 2, 16, 109
Non-linear systems, 53–54

Office for Standards in Education (Ofsted), 93 Office of National Statistics (ONS), 19–20 'Open' systems, 55

'Pedagogic solitude', 43, 65 Privy Council, 15 Professional learning, 116–117, 120–123 Promoting Teaching Project, 116–117

Quality assurance (QA), 112 Quality Assurance Agency (QAA), 15

'Reductive materialism', 51–52 Research and scholarship, 119–120 Research Assessment Exercise (RAE), 40 Research Excellence Framework (REF), 12, 110, 112 Index 143

excellent teaching, 81 student satisfaction, TEF and, 18-21 growth of emergent teaching excellence as pedagogies, 60–68 policy initiative, in HE, 86 5 - 12HEA fellowship, 95–97 Humboldtian approach, and TEF, 12-17, 26-27 39 - 40WP, TEF and, 23–25 indicative features of HE Scholarship, research and, teaching, 84 119 - 120moral aspects of, 45 Scholarship of Teaching observations and teaching and Learning (SoTL), quality, 97–100 40,65 to pedagogies, 40 Social Capital, 65–66 as policy initiative, 5-12process of reflection, 43 Student outcomes and recognising and teaching quality, rewarding, 111-114 92 - 94Student satisfaction, TEF refining notions of, and, 18-21 114 - 115Student voice and teaching schematic of overarching quality, 86-92 elements of, 46 'Students' HE experience, sketching landscape of 92 emergent pedagogies, 51 - 53Teacher-student student outcomes and relationship, 40 teaching quality, Teaching, 42, 53-60 92 - 94Teaching and Learning student voice and Research Programme teaching quality, (TLRP), 81, 123 86 - 92Teaching excellence, 1, 2, 'technical-rational' view, 41, 42, 77, 81, 110, 116 - 117Teaching Excellence

academic staff

excellence, 83

perceptions of teaching

core principles or features of effective teaching, 85

Framework (TEF), 2,

137–139 and employability,

21 - 23

6, 12, 13, 41, 75, 112,

144 Index

opening up sector, 13–17 United Kingdom and student satisfaction, Professional Standards 18 - 21Framework (UKPSF), and WP, 23-25 95 Teaching quality Universities and Colleges observations and, Union (UCU), 11 97 - 100Validity, 96 student outcomes and, 92 - 94student voice and, 86-92 White Paper, 6, 13, 24 Trojan horse, Widening Participation, 15 - 16and TEF, 23-25