



Council of Australasian University Leaders in Learning and Teaching (CAULLT)

THE PROVISION OF PROFESSIONAL LEARNING IN AUSTRALIAN AND NEW ZEALAND UNIVERSITIES: AN ENVIRONMENTAL SCAN **OCTOBER 2024**

This report has been funded by CAULLT and prepared by Professor Barbie Panther,
Dr Gayani Samarawickrema and Professor Steven Warburton.

ISBN: 978-1-7636289-1-5 (Digital version)

EXECUTIVE SUMMARY

PURPOSE AND SCOPE

The executive summary captures the key findings from the second CAULLT survey into the provision of professional learning in Australian and New Zealand universities. The May 2024 CAULLT survey examined professional learning focused on learning and teaching in Australian and New Zealand universities, providing a snapshot of current practices and developments in the sector. The survey, which included responses from 36 universities, aimed to update findings from a similar survey in 2019.

KEY FINDINGS

GOVERNANCE OF PROFESSIONAL LEARNING

The governance of professional learning in universities across Australia and New Zealand reveals varied approaches. Just under half of the universities have policies specifically governing professional learning related to teaching, with some incorporating it into broader HR or teaching policies. Enterprise agreements reference professional learning in just over half of the institutions. Probation requirements often include professional learning, with half of the universities mandating it, though some

allow for exemptions. Promotion requirements seldom necessitate specific learning activities, though ongoing engagement and evidence of impact are required in most promotion processes. Most universities have systems for recording professional learning, some through portfolios, and use this data in performance and promotion reviews. Frameworks guiding teaching quality are prevalent, with 83% of universities employing such structures to assess and enhance teaching capabilities.

STAFFING AND INTERNAL STRUCTURES

Staffing for professional learning in learning and teaching varies significantly across universities. The sector median is ten professional and three academic staff, an increase from 2019's average of eight. Some universities rely solely on professional staff for learning support, and several did not report staffing numbers due to the complexity of delivery responsibilities. Staffing structures typically follow a hub-and-spoke model, combining central and faculty-based approaches. Central teams collaborate with faculty units in various ways, including embedded faculty units, faculty-based roles, and faculty-specific support from the centre, involving roles like academic developers and educational technologists.

LEARNING AND TEACHING COMMUNITY

More than half of universities now have formal learning and teaching Academies, up from 26% in 2019. These academies focus on capability building, recognition and career development. Most academies promote leadership and scholarship and organise professional learning activities. Additionally, most universities host learning and teaching based communities of practice (CoPs), which have changed in focus since 2019 to address emerging challenges like artificial intelligence, digital literacy, academic integrity and Indigenous knowledges. The evolution of CoPs reflects a shift in institutional focus towards more community-based support networks and the inclusion of contemporary educational topics. Universities provide varied support for teaching-focused academics and casual staff, with most offering them the same learning and teaching professional learning opportunities as other staff, though some have specific programs for casual and education focused staff including online resources, foundation programs and induction sessions, and communities of practice.

RECOGNITION AND REWARD PROGRAMS

In Australia and New Zealand, universities actively recognise and support effective teaching through a blend of financial incentives, professional learning, and public recognition. Faculty and university level teaching awards are prevalent, underscoring a commitment to recognition of teaching excellence across the sector. Most universities (75%) offer internal grants to support innovative teaching and strategic

development. Many institutions support staff in obtaining fellowships, with 81% supporting the AdvanceHE program, either through direct application or accredited programs, a significant increase from 2019.

LEARNING AND TEACHING PROGRAMS

120 formal learning and teaching programs offered by central units and schools/faculties of education were identified in the survey. These included award programs, foundation teaching programs (some internally accredited), workshops, microcredentials, online modules and recognition programs.

Twelve Australian universities offer Graduate Certificate programs in Higher Education (4 units), targeted at staff new to teaching, usually paid for by the institution and offered flexibly in blended or online mode. In New Zealand, two institutions offered postgraduate certificates in higher education comprised of two units, both with pathways to further study in the field. This is less than 2019, when 17 universities offered GradCert programs.

Most universities provide induction or foundation programs for new educators. These include professional certificates, equivalent to two units, which can form credit into the GradCert or are accredited with AdvanceHE fellowships; short induction programs and other more substantial foundation programs, some of which are accredited with AdvanceHE. These programs can be a requirement for new staff or education-focused staff.

Role-specific programs for tutors, casual staff and unit chairs are also available in a range of universities. Several universities offer specific programs for HDR students who are

engaged in teaching. Six universities have formal leadership development programs focused on emerging or existing learning and teaching leaders and formal peer review programs operate in six universities. A range of other programs are offered, covering a wide range of topics, including curriculum and learning design, teaching practice, digital learning, assessment design and student support, offered in various formats to align with institutional goals.

FUTURE PLANS

Universities' future plans for learning and teaching professional learning focus on enhancing alignment with university strategies, expanding current offerings, and responding to organisational changes. Specific activities under development include the design of frameworks to support professional learning, strengthening L&TPL offerings, and creating self-directed resources. Several institutions plan to introduce new Graduate Certificates, micro-credentials, and short programs on emerging topics such as neurodiversity and Indigenous knowledge. Establishing communities of practice for staff and students, including formal Academies, and developing evaluation strategies for professional learning sessions are also priorities, along with supporting the growing number of education-focused staff.

CHALLENGES

Survey participants identified several challenges in providing learning and teaching professional learning. Key issues include limited access to funding and resources, impacts of organisational changes, and the complexity of professional learning being

offered across multiple teams. There is a continuous need to align professional learning activities with evolving strategic goals and academic needs. Evaluation is necessary for continuous improvement and impact assessment. Additionally, New Zealand universities face challenges due to the lack of regulatory requirements for academic professional learning.

RECOMMENDATIONS

The survey identifies several opportunities to enhance high-quality learning and teaching professional learning within the sector. It recommends reaching a consensus on a National Teaching Standards Framework, as most universities have developed internal frameworks aligned with existing standards. There is potential for greater collaboration across the sector around academies for learning and teaching. The sector should support the career development of education-focused staff and continue collaboration with AdvanceHE to contextualise fellowship programs to the Australian context. Recognition through internal teaching awards and national benchmarking should be sustained. Evaluating the impact of professional learning activities is crucial. Support for the Academic Development community through events and awards should continue to foster collaboration and showcase excellence. Additionally, the increase in programs for learning and teaching leaders indicates a need for ongoing leadership development.

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THE PROFESSIONAL LEARNING SURVEY

This report summarises the findings of the May 2024 CAULLT survey of Australian and New Zealand universities' provision of professional learning focused on learning and teaching. The findings of the 26-item survey provide a current snapshot description of 'Learning and Teaching focused Professional Learning' (L&TPL) of universities in Australia and New Zealand.

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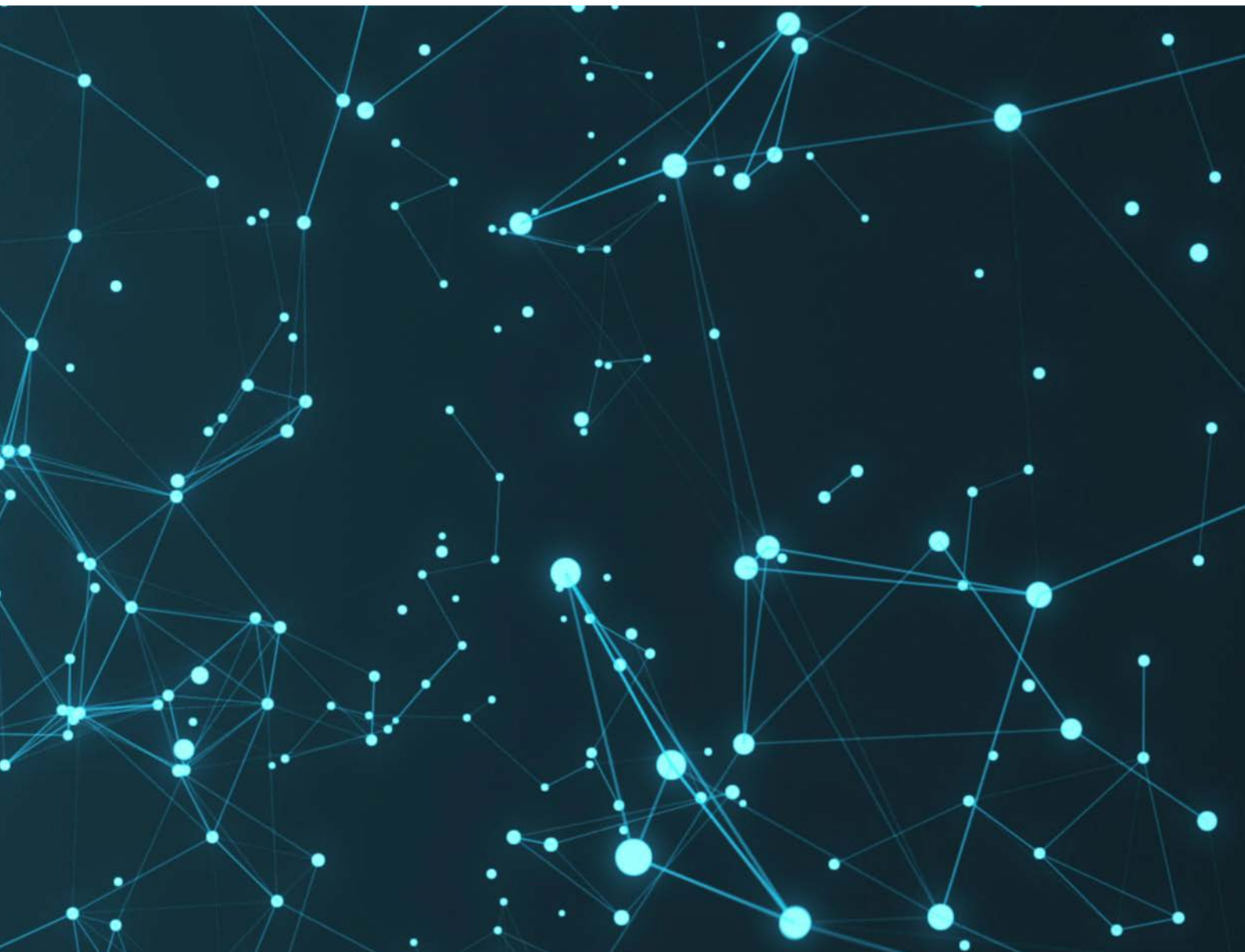
PURPOSE AND SCOPE

In 2019, at the request of the UADVCA committee, CAULLT undertook an environmental scan of professional learning activities supporting learning and teaching in Australian universities (CAULLT, 2019).

The survey was completed by 38 Australian Universities (see the final report [2019 CAULLT Professional Learning Survey](https://caullt.edu.au/wp-content/uploads/2019/12/Final.2-CAULLT-Professional-Learning-Report.pdf))¹.

Questions were designed to collect information about policy and procedure which supported professional learning for learning and teaching; measurement and targets for teaching quality; staffing; and details of the development and recognition programs being offered by each university. Five years later, it is timely for CAULLT to revisit this work and provide an update to the sector on the current state of professional learning in Australian and New Zealand Universities.

¹ <https://caullt.edu.au/wp-content/uploads/2019/12/Final.2-CAULLT-Professional-Learning-Report.pdf>



THE SURVEY

A Qualtrics survey was created, closely aligned to the survey carried out in 2019 to enable a comparison over time. The survey questions are shown in Appendix 1. Minor changes included a new question about specific professional learning for education focused academics and casual academic staff, and a question asking respondents to reflect on their future goals in relation to the provision of professional learning.

THE RESPONDENTS

Forty-nine universities were invited to take part in the survey – forty-one from Australia and eight from New Zealand. A total of thirty-six universities responded to the Qualtrics survey. Of these, five were New Zealand universities (62.5% participation) while the remaining 31 were Australian (86% participation). The map below shows the breadth of representation across Australia and New Zealand.



The Respondents to the Qualtrics Survey

Participants were asked about the details of their institution (Questions 1 to 4). The size and scale of participating universities ranged from small to very large with student numbers ranging from 4000 in one university to 90,000 in the largest participating university.

Six Australian universities belong to the Australian Technology Network (ATN), seven from the Group of Eight (Go8) universities and six from the Innovative Research Universities (IRU). All universities except two have a named central learning and teaching unit.

Size and scale of participating universities

Small <20,000 students	Medium 20-40,000 students	Large 40-60,000 students	Very Large >60,000 students
6	18	8	4

GOVERNANCE OF PROFESSIONAL LEARNING

The survey asked participants to provide information about policy and procedure related to learning and teaching focused professional development/learning: in particular, whether professional learning was governed by policy or referenced in the enterprise agreement; the existence of teaching quality frameworks; requirements for probation and promotion; and how professional learning was recorded, either institutional or individual level (Questions 5 to 11).

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POLICY AND ENTERPRISE AGREEMENTS

Professional Learning associated with learning and teaching is governed by policy in just under half of the universities who responded (45%) – slightly lower than in the 2019 survey (54%). Requirements under these policies are either in specific policy focused on professional learning for educators, part of a broader HR performance and development policy, or part

of university learning and teaching policy. One university noted the impact of a new university requirement to discuss professional learning within annual career development conversations, and the positive impact this is having on engagement with L&TPL.

Enterprise agreements of just over half of the universities (53%) referenced L&TPL in 2024 compared with 58% in 2019.



Policy and Enterprise Agreements on L&TPL

	Australia		New Zealand	
	Yes	No	Yes	No
L&TPL governed by policy	14	17	2	3
L&TPL referenced in enterprise agreement	17	13	2	3

GUIDING FRAMEWORKS FOR TEACHING QUALITY

Similarly to the 2019 study, most universities (83%) use a framework to articulate, guide and assess teaching quality. Four universities did not use any framework, standard or indicator, while two have frameworks in development. The frameworks were mostly developed within institutions and presented as teaching staff capability frameworks. Two institutions referenced curriculum design frameworks, and another referenced the use of student evaluations and QILT SES data as a basis for evaluation of teaching quality.

A number of the frameworks that have been developed are aligned with existing teaching quality frameworks including:

- [The AdvanceHE Professional Standards Framework 2023](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf)¹ (3 institutions);
- [The Technology Enhanced Learning Accreditation Standards \(TELAS\)](https://www.telas.edu.au)² (2 institutions);
- [The TEQSA Higher Education Standards Framework \(Threshold Standards\) 2021](https://www.legislation.gov.au/F2021L00488/latest/text)³ (1 institution);
- [The Australian University Teaching Criteria and Standards \(AUTCAS\)](https://uniteachingcriteria.edu.au)⁴ (1 institution).

Several institutions mentioned the application of their teaching capability frameworks across both academics and professional staff who support learning and teaching.

Frameworks for Teaching Quality

	Australia		New Zealand		
	Yes	No	Yes	No	In Dev.
Institutional framework for teaching quality	28	3	2	1	2

¹ <https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf>

² <https://www.telas.edu.au>

³ <https://www.legislation.gov.au/F2021L00488/latest/text>

⁴ <https://uniteachingcriteria.edu.au>

PROBATION REQUIREMENTS

Half the universities (50%) required some form of professional learning related to teaching as a requirement for probation. In some instances, line managers, supervisors and heads of school could deem it was not necessary for certain individuals and waive the requirement. Satisfactory performance over the probation period and meeting the L&T focused probation requirements were considered adequate in other institutions. Three universities did not have formal probation requirements and applied a system of continuous reviews, aligned with academic standards instead.

This is less than 2019, when 65% of universities indicated that they required some form L&TPL for probation, however, the nature of the requirement is similar – universities in 2019 who specified the requirements for probation listed the completion of a foundation course or unit (10 universities) or a teaching portfolio (1 university). In 2019, five universities indicated that their Graduate Certificate was compulsory for new teaching staff.

The key requirements for those universities with compulsory professional learning during probation in 2024 include:

- Completion of a teaching portfolio (1 university).
 - Completing a formal program equivalent to one unit of study (7 universities). In a number of these universities, this is the first unit of the GradCert, and staff can continue to complete the full program if they desire.
 - Only one university requiring all new teaching staff to complete a full Graduate Certificates in Higher education as part of probation (the same as 2019).
 - In two universities, the requirements for probation were set at faculty or school level which could include formal professional learning equivalent to one unit or a full Graduate Certificate.
 - In one university, the Graduate Certificate was compulsory for staff in an international campus.
- These universities without formal requirements within probation relied on a range of approaches. Also noteworthy was the provision of a workload allocation during the probation period to support staff to complete the professional learning requirement by some universities.

Probation requirements

	Australia		New Zealand	
	Yes	No	Yes	No
L&TPL requirement for passing probation	17	14	1	4

PROMOTION REQUIREMENTS

Over two thirds of the universities surveyed do not require specific evidence of engagement with L&TPL for staff promotion (69%). Nevertheless, respondents identified the need for ongoing engagement with professional learning and development activities within a range of promotion criteria, and demonstration of impact in teaching for promotion. The specific requirements and criteria varied between institutions and for some universities, were set at faculty/school level.

Again, this is lower than in 2019, when 62% of universities indicated that they had a requirement for L&TPL for promotion – however only two universities specified what that professional learning was (peer review). In both surveys, the focus for promotion panels is on evidence of the impact of professional learning on teaching practice rather than specific requirements for particular courses or programs.

For those with compulsory professional learning for promotion, this includes:

- Completing formal programs such as Foundations for University Teaching or a Graduate Certificate (required in some faculties at 1 institution)
- Engagement with peer review of teaching (1 institution)
- Development of a professional learning plan (1 institution)

Other requirements identified were:

- Demonstrating impact and influence of teaching practice.
- Demonstrating innovation and engagement in scholarly practice.
- Meeting minimum performance requirements in teaching, research and service.
- Evidence that L&T skills are relevant, updated and current
- Alignment of practice with the institution's teaching quality framework.
- Engaging in the scholarship of learning and teaching.
- Engaging in and evidencing reflective practice using data sources to improve learning.
- Engaging with annual review cycles and performance development plans.

Promotion requirements

	Australia		New Zealand	
	Yes	No	Yes	No
L&TPL requirement for promotion	8	22	2	3

RECORDING ENGAGEMENT WITH PROFESSIONAL LEARNING

Most universities have systems for staff to record their engagement with professional learning (72%). In more than half of the universities, this is via a portfolio (58%) approach. Engagement with professional learning is recorded in various ways across different universities. The information is used in promotion applications, performance reviews, and continuous professional learning for academic staff.

- Formal recording system – most universities identified a formal system to track engagement. Some systems were linked to HR systems such as PURE, ePerform, Alesco, Workday, Career Tools, LX database, etc.

- Professional Learning Plans – four universities require professional learning plans to be a part of regular performance development. These are tracked and used to inform promotion applications.
- Digital badges and certificates are used as a way of recording professional learning in one university.

Recording Engagement with Professional Learning Activities

	Australia		New Zealand	
	Yes	No	Yes	No
L&TPL activities recorded institutionally	23	8	3	2
Individuals encouraged to record L&TPL activities	18	13	3	2

STAFFING

Participants were asked to provide information about staff who support learning and teaching professional learning activities in their institution, including an estimate of the number of professional and academic staff in these roles and a summary of the structure which these staff work (Questions 12 and 13).

STAFFING STRUCTURES

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There is variation in staff numbers that provide professional learning across institutions. One very large university recorded 50 FTE professional staff and 34 FTE academic staff, distributed across faculties. In contrast, two small universities, one of which was also a regional university, recorded one FTE professional staff and one or less FTE academic staff. Across the sector, the median number of staff supporting professional learning is ten professional staff and three academic staff.

This is slightly higher than the survey undertaken in 2019, when universities had on average eight staff supporting professional learning (range 1-40), however, due to the complex nature of the structure of delivery of L&TPL, comparisons are challenging. Three universities do not employ any academic staff, with all professional learning supported by professional staff members.

Several institutions did not provide numbers around staffing due to the complex nature of the delivery of professional learning, often the responsibility of those outside of the learning and teaching centres.

Variation in Staffing Levels for Professional Learning Support Across Universities

Number of staff designated to provide L&TPL	Small <20,000 students	Medium 20-40,000 students	Large 40-60,000 students	Very Large >60,000 students
Professional staff range (median)	1-11 (6)	0-34 (8)	0-52 (22)	40-50 (42)
Academic staff range (median)	0 – 3.5 (1)	0-12 (3)	3-10 (5)	0-34 (3)

STAFFING STRUCTURES

Although all universities provided leadership and oversee L&TPL centrally, their staffing and internal structures which support this work vary widely. Nevertheless, they all use some elements of a hub-and-spoke model combining central and faculty-based approaches to facilitate on-the-ground assistance and professional learning for their staff.

Central teams work with faculties in various ways to ensure cohesive support for L&TPL. These combinations may be broadly described as:

- Independent central team and faculty units:** The central team works with faculty units that have their own independent L&T staff. Collaboratively, they provide L&TPL to the faculty staff.
- Central team with embedded faculty units:** The central team has its staff in an established small group located within each faculty.
- Central co-ordination with faculty-based roles:** Faculty-based teaching leaders and champions work with the central team to provide professional learning activities in their faculties. The key faculty-based facilitators were the PVCs L&T, Deans and those in leadership positions within the schools/faculties.
- Central team providing faculty-specific support:** Central team provides support across the entire institution. The roles involved in providing direct assistance typically include academic developers, learning designers, educational technologists, and various support staff.

LEARNING AND TEACHING COMMUNITY

Universities were asked to comment on the support they provided for education focused academics and casual academic staff, and whether they hosted an Academy or other communities to support staff development (Questions 14 to 18).

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EDUCATION FOCUSED ACADEMICS AND CASUAL STAFF

More universities reported having education focused academics than in the previous survey, up to 89% from 60% in 2019. Four universities do not employ education focused staff, ten have them at only some academic levels, while the majority of universities employ education focused staff at all levels.

In most universities, education focused staff have access to the same L&TPL offered to all staff. However, several universities offer specific programs to these staff including:

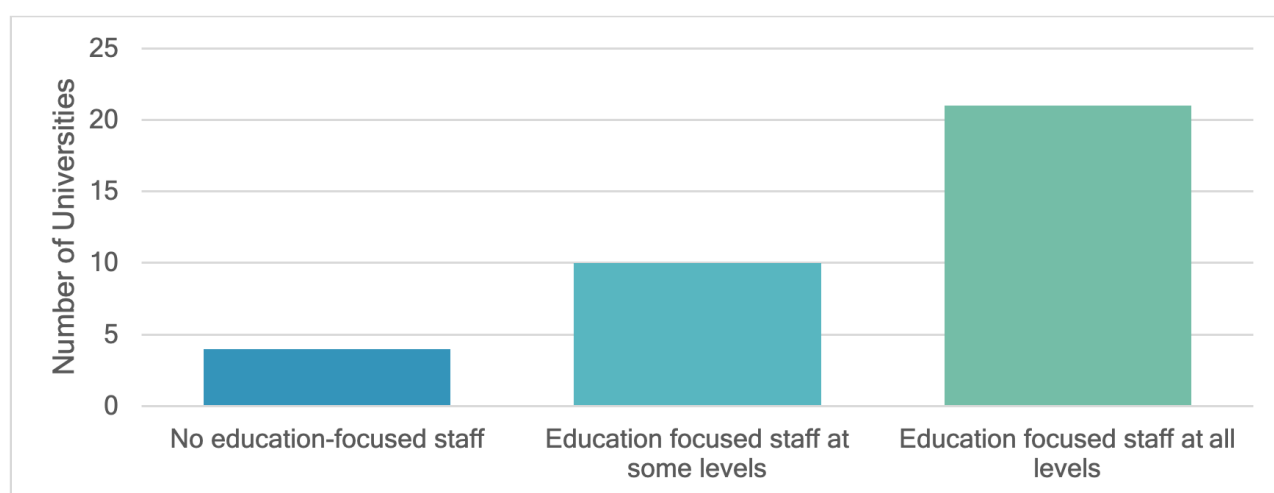
- Specific online resources or orientation sessions for education focused staff (including induction to teaching, familiarisation with the LMS, training around SoTL and academic integrity).

- A foundation teaching program specific to education focused staff (one institution);
- and communities of practice or academic networks specifically for education focused staff (three institutions).

The range of more general L&TPL opportunities made available to education focused staff include Graduate Certificates, targeted workshops, weekly webinars, symposia, orientation sessions, and communities of practice. In one institution, education focused staff are required to complete one self-paced module on teaching topics per year, and in another they are strongly encouraged to engage in AdvanceHE fellowships.

One university noted that this group of staff have limited access to conference funding, and two others noted that this was a group which will be given extra focus in the future due to changes in the sector around casual staff employment.

As with education-focused academics, many institutions make their broader professional learning offerings available to casual teaching staff. These opportunities include induction programs, foundational teaching programs, specific workshops, and general access to professional learning sessions. Four universities have programs specifically designed to support casual staff and several offer programs to HDR students and clinical educators who are teaching at that institution.



Employment of Education-Focused Academics Across Universities

LEARNING AND TEACHING ACADEMIES

More than half the universities (53%) have a formal academy that actively promoted L&TPL – up since 2019, when only 26% of universities had an Academy. In general, the work of the Academies focus on capability building in L&T. They all offer a range of programs and foster leadership, practice and scholarship. They also mentor and support staff through career

development and recognition programs such as awards and Advance HE fellowships. They organise and lead activities such as regular teaching professional learning sessions, conferences and webinars.

Some academies are more proactive than others, and some institutions expect staff to contribute more broadly to the institution

as a member of the Academy, including actively participating on advisory boards and committees supporting and promoting excellence in learning and teaching and the development of educational skills of Academy members.

One institution offers an Academy specifically for education focused academics and four have informal communities which have grown around AdvanceHE fellows within their institutions which act in the place of an Academy.

Academies Supporting L&TPL Across Universities

	Yes	No	Community of AdvanceHE Fellows	In development
Learning and Teaching Academy	19	10	4	1
Other communities of practice	30	4		

COMMUNITIES OF PRACTICE

Most universities host learning and teaching based communities of practice (CoPs) across a range of areas. This represents an increase since 2019, when only 65% of institutions surveyed ran formal communities of practice. Currently, formal CoPs operate across Australia and New Zealand to support curriculum design, teaching practice, assessment and student support.

A range of CoPs also exist to support specific learning and teaching staff including Associate Deans, Course Directors, Learning Designers, Academic Developers, Education Focused Staff, WIL practitioners, and Early Career Academics); CoPs also exist to support specific L&TPL activities including SoTL and HE research, teaching awards, AdvanceHE fellowship communities and peer review of teaching.

The range of topics of CoPs has expanded and changed since 2019, with new emphasis on emerging challenges in higher education, and reveals the changing areas of focus within the sector. The focus in technology enhanced learning has moved from specific applications such as e-portfolios and micro-credentials

to the current issues of artificial intelligence and digital literacy, with most institutions supporting communities within this space. CoPs that focus on the student experience have evolved from a focus on retention and success to the lived experience of students, including neurodiversity. Students as partners has also grown with communities of practice in several universities. In 2019, only one university noted that it had an Indigenous knowledges and curriculum community operating, while many universities are supporting staff in this space in 2024. A range of CoPs with a specific focus on assessment and academic integrity were noted in this survey, topics absent in the 2019 survey. Many of the teaching excellence networks that existed in 2019 have now evolved into more formal Academies within these institutions. We also see more communities for support for leaders and third-space staff in L&T in 2024.

Evolution of Learning and Teaching Communities of Practice: 2019 to 2024

Communities of Practice in 2019	Communities of Practice in 2024
Technology Enhanced Learning Blended learning e-Portfolios Digital badging and micro-credentials VR/AR	Technology Enhanced Learning Artificial Intelligence Digital Literacy
Student retention and success First year student experience	First and further year student experience Neurodiversity Lived experience Students as partners Open Education Practice
Indigenous Knowledges and Curriculum Employability / WIL Inclusive education Entrepreneurship Sustainability	Indigenous Knowledges and Curriculum Employability/WIL Inclusive Education Queering the Curriculum Embedding research into Curriculum Associate degrees Active Learning Peer learning Case-based learning Authentic Assessment Academic Integrity Programmatic assessment
Course Directors Learning Designers Teaching focused staff	Course Directors Learning Designers Associate Deans Academic Developers Teaching Focused Staff WIL practitioners Early Career Academics
Teaching awards, AdvanceHE fellowship community Peer review of teaching SoTL and HE research Teaching excellence network	Teaching awards, AdvanceHE fellowship community Peer review of teaching SoTL and HE research

RECOGNITION, REWARD AND SUPPORT

Participants in the survey were asked about awards, grants, fellowships and other programs related to learning and teaching that were supported at their institution (Questions 19 to 23).

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FELLOWSHIPS	22

Effective teaching practice is recognised and actively supported within Australia and New Zealand universities through a range of activities which often blend financial incentives, professional learning opportunities, and public recognition. Overall, the methods of recognition include:

- Grant schemes for learning and teaching projects.
- Support for fellowships.
- Faculty and university level awards and citations for teaching excellence.
- Secondments and special assignments.
- Support for professional learning and external award applications.
- Internal conferences and presentations to share best practices.
- Strategic and competitive funding aligned with university goals.
- Promotion criteria that include teaching excellence.

Recognition and Support for Effective Teaching Practices

		Australia		New Zealand	
		Yes	No	Yes	No
University Level Teaching Awards		30	1	4	
Faculty/School Level Teaching Awards	All faculties/schools	17		3	
	Some faculties/schools	11		1	
Internal Learning and Teaching Grants		22	7	3	1
AdvanceHE Fellowship support	Support for direct submission	13	4	1	2
	Accredited program/s	14		1	
Support for other fellowships		12	19	3	1

GRANTS

Three quarters of the institutions, 26 universities, offer internal grants for learning and teaching activities, five of these offer more than one type of grant. They are more common in larger institutions with only 1 in 3 small institutions (<20,000 students) and one in four medium institutions (20,000 - 40,000 students) offering grants.

The majority of grants described are offered at the institutional level (85% of institutions), but nine institutions have faculty, college, school level grants either in addition to, or instead of centrally managed grant schemes. One university offers grants sporadically, often aligned to strategic need, in collaboration with other central areas such as the library and student equity office. Another university only offers grants to teams led by members of their Learning and Teaching Academy. Two universities spoke of grants to support operationalisation of specific strategic projects. One institution indicated they were looking at introducing central learning and teaching grants in the future, and another had ceased their grant scheme due to budget constraints.

Most grants are offered for teaching innovation or SoTL based projects; many aligned to specific areas of strategic focus. Three institutions have grants that focus on building capability for early career researchers including two institutions which offer grants for professional learning in learning and teaching, and another uses grants to scaffold recipients towards teaching awards. Four universities offer grants exclusively for SoTL work, while several highlighted the focus on teaching practice change rather than publication as an outcome of their grants. The Change One Thing seed grants in one large institution provide funding for professional development (\$1,000) to staff who share their teaching innovations.

Nine institutions disclosed the value of their grants which vary between \$1,000 and \$2,000 for seed grants; and \$5,000 to \$80,000 for larger innovation grants (70% of grants are between \$5,000 and \$15,000). Five of these nine institutions offered set amounts for grants and the other four had a sliding scale dependent on the type of initiative being funded.

Learning and Teaching Grants by Institution Size and Focus

	Small <20,000 students	Medium 20-40,000 students	Large 40-60,000 students	Very Large >60,000 students
Number of universities offering grants (percentage)	2 (33%)	13 (76%)	7 (88%)	4 (100%)
Focus of grants	Teaching innovation Grant writing training	Teaching innovation (4) Strategic priorities (2) SoTL (2) Seed grants Early career grants Support for awards CoP Grants	Teaching innovation (2) Strategic priorities (2) SoTL (2) Seed grants (2), Early career grants L&TPL Grants	Teaching Innovation (2) Strategic priorities (2) L&TPL Grants
Amount	not disclosed	\$2,000 - seed \$5,000 - \$25,000	\$1,000 - seed \$5,000 - \$50,000	\$5,000 - \$80,000

FELLOWSHIPS

Many universities support their staff to become Fellows of professional communities such as the UK based AdvanceHE and the Australasian HERDSA Fellowships.

These Fellowship programs engage members in a community of practitioners and researchers interested in improving learning and teaching in tertiary education.

University Support for Professional Fellowship Programs in Learning and Teaching

	Number of Universities (%)	
	Australia	New Zealand
Deliver programs accredited with AdvanceHE	14 (45%)	1 (25%)
Support staff to submit fellowships to AdvanceHE	13 (42%)	1 (25%)
Do not support AdvanceHE fellowships	4 (13%)	2 (50%)

Twenty-nine universities (81%) support their staff through the UK AdvanceHE program, compared with 15 (42%) universities that support staff in obtaining the Australasian HERDSA Fellowship.

This is a notable increase on 2019, when 22 universities supported AdvanceHE Fellowships and only five offered accredited programs.

In 2024, half of the institutions who supported AdvanceHE fellowships have developed their own programs for support and assessment and are accredited with AdvanceHE and the other half support their staff to apply directly to AdvanceHE.

Accredited Fellowship Programs: Types, Learning Volumes, and Availability

Type of fellowship program	Volume of Learning	Number of programs
Fellowship writing support programs accredited with AdvanceHE	various	10 accredited programs 1 program which supports direct applications
Graduate Certificates accredited with AdvanceHE	480-600 hours	3 accredited programs 1 program seeking accreditation
Professional certificates accredited with AdvanceHE	240-300 hours	3 accredited programs
Foundation programs accredited with AdvanceHE	28-50 hours	6 accredited programs 1 program seeking accreditation
Programs which are pre-requisite for staff wishing to apply for fellowship	10-30 hours	2 programs

LEARNING AND TEACHING PROGRAMS

Participants were asked to give details about any formal programs for L&TPL offered by their university (Question 24). For each program, they were asked to give details about who delivered the program, whether there were any costs associated with the program, the volume of learning, whether the program was assessed, accreditation (internal or with AdvanceHE), intended audience and whether the program was compulsory for any groups of staff.

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Across the 36 universities in the survey, 120 formal learning and teaching programs were identified, slightly more than in 2019 (100 programs). The median number of programs run in each institution was four.

Just over half of the universities surveyed offer a specific program identified as a foundation or induction program: 15 universities offered a foundation program (1-2 units) only, 9 offered a GradCert only and five offered both (often nested).

Three universities did not offer a foundation or GradCert program, but instead offered a range of workshops to support new staff. 17 universities offered programs to support AdvanceHE fellowships and 11 offered programs to support specific roles in learning and teaching.

Half of the universities surveyed offered a program of professional learning workshops/webinar or modules in a variety of topics.

Formal Learning and Teaching Programs Offered by Universities

Type of Program	Number of universities
Foundation or induction programs	20
Professional learning workshops/modules/webinars	18
AdvanceHE Fellowship programs (accredited or support)	17
Graduate Certificates in Higher Education	14
Role specific programs	11
Other award courses (CertIV, other GradCert, Masters)	5
Leadership programs	5
Peer Review Programs	5
Advanced teaching programs	4

AWARD COURSES

Twelve Australian and two New Zealand universities surveyed offer post-graduate award programs (GradCert, PGCert, PGDip) in higher education to their staff, variously named as shown in the following table. This is down from the 47% who offered a GradCert in 2019 (17 institutions). Currently two universities are in the process of developing new Graduate Certificate programs, while one university reported that it

has discontinued its Graduate Certificate since the previous survey.

In New Zealand, two universities offer post-graduate qualifications in higher education both nested programs based on a post-graduate certificate (2 units) with provision for further qualifications (post-graduate diploma (4 units - one university) and masters programs (both universities).

Award Programs in Higher Education Offered by Australian and New Zealand Universities

	Australia	New Zealand
Universities offering a GradCert/PG Cert in HE	42%	40%
Universities offering a Masters in HE	-	40%

One Australian university offers a Graduate Certificate and Masters in Educational Neuroscience, and another a Graduate Certificate and Masters in Clinical Education with credit from their foundation program for clinical educators. Masters programs are all offered from Schools/Faculties of Education. One Australian university also offers a Cert IV in Training and Assessment to their staff teaching into VET programs.

Of the thirteen graduate certificate/postgraduate certificate programs offered to staff, nine are delivered by staff in the central learning and teaching units (70%), and four are offered through the School/Faculty of Education: one of these recently moved from the remit of the central unit into the faculty. Two of these universities noted that staff from the central learning and teaching unit contributed to the delivery of the program, even though it was owned by the Education faculty. All

programs are offered regularly, with half offering opportunities for staff to start in any semester.

Fees are waived or paid by the university, faculty or school in ten of the twelve institutions. One university noted a decrease in staff engagement since fees were no longer covered by the university. In one university, staff are required to negotiate payment within their faculty/school.

Five universities provide workload credit for staff to complete the program, in four

universities staff negotiate workload within their schools/faculties and four universities do not provide workload to their staff undertaking this qualification.

Three of the Graduate Certificates offered are accredited with AdvanceHE and completers can achieve a Fellowship (FHEA) as part of completion of the GradCert program.

Award Programs in HE offered in Australian and New Zealand Universities

Level	Program Name
VET	Certificate IV in Training and Assessment
PGCert programs (2 units)	Postgraduate Certificate in Higher Education (x2 – NZ)
GradCert and PGDip programs (4 units)	Graduate Certificate in Academic Practice Graduate Certificate in Educational Studies (Higher Education) Graduate Certificate in Higher Education (x2) Graduate Certificate in Higher Education: Curriculum, Learning and teaching Graduate Certificate of Higher Education (Learning and Teaching) Graduate Certificate Higher Education Learning and Teaching Graduate Certificate of Learning & Teaching Graduate Certificate in Tertiary and Adult Education Graduate Certificate Tertiary Learning and Teaching Graduate Certificate of University Learning and Teaching Graduate Certificate in University Teaching Postgraduate Diploma in Higher Education (NZ)
Other GradCert programs	Graduate Certificate in Clinical Education Graduate Certificate in Educational Neuroscience
Masters Programs	Masters of Clinical Education Master of Educational Neuroscience Masters of Higher Education (NZ x2)

FOUNDATION PROGRAMS

Twenty-six non-award foundation programs are offered across 18 Australian and 3 New Zealand institutions to support new and existing staff in building their capability in learning and teaching in higher education. These include orientation programs for new staff (5), Certificate programs accredited within the institution (4) and programs accredited with AdvanceHE to offer fellowships (10 programs).

The purpose of these programs are to support academics new to teaching, or new to the institution. The majority of these programs (80%) are assessed and all are delivered by the central learning and teaching team. Six of these programs (26%) are compulsory for new staff and three are compulsory in some areas of the institution.

Four professional certificates accredited internally by the university are offered. These professional certificates each consist of two assessed units (150-300 hours volume of learning) and are offered to teaching staff across the institution. Three of these programs are accredited with AdvanceHE to award AFHEA fellowship as part of the program. Credit is given into the relevant GradCert on completion of these professional certificates in two of the institutions.

Four institutions run short modules or workshops that focus on induction into learning and teaching specifically for new educators at the institution. These induction programs vary between 2 and 10 hours and half of them are compulsory for new staff.

Other foundation programs vary in volume of learning from 12-150 hours. Some consist of one unit from a GradCert which can then be used as credit into the GradCert. Others are offered in intensive mode, or as a series of workshops or modules to be completed over one semester or year. These programs are focussed primarily on new staff and staff who wished to build their capability in learning and teaching, including professional staff and staff involved in learning support. Five of the taught courses were accredited with AdvanceHE against the Associate Fellowship (AFHEA) descriptor and four accredited to the Fellowship descriptor (FHEA). In one university, staff could elect to take the course without completing the assessment and not receive the associated credential or fellowship. All these programs were offered by the central learning and teaching units in the respective universities. In five universities these certificates were compulsory for new staff and in three universities, they were compulsory in some faculties/schools as part of staff probation.

These programs were viewed as essential for those staff new to university teaching as they offered necessary fundamentals and foundational skills, including topics such as teaching practice, pedagogy, understanding of the specific university context, student experience, learning environments and online teaching.

Foundation Programs in Learning and Teaching: Volume of Learning and Offerings

Foundation programs	Volume of Learning range
Professional Certificate in Academic Practice Professional Certificate (Foundations in Higher Education) Professional Certificate in Higher Education Professional Certificate in University Teaching Practice	150 – 300 hours (2 units)
Certificate in Learning and Teaching Advanced Certificate in Learning and Teaching Exploring Learning and Teaching Foundations of University Learning and Teaching (x3) Foundation Learning Modules Introduction to Teaching (x2) Kia tū ngaio: Aro takitini Pathways to Teaching Excellence Teaching Catalyst Teaching Excellence Program Teaching Foundations Learning and teaching Principles and Practices in HE SPARK (Skills, Pedagogical Approaches, Resources, Knowledge) University Learning and Teaching in Practice University Teaching Enhancement University Teaching (Certificate) (x2)	6-150 hours
Academic Induction L&T Modules Fundamentals of Learning and Teaching Introduction to Teaching New Faculty Orientation Teaching at University	2 – 12 hours

A number of universities offer programs that are role-based and specific to HDR students, casual staff, education-focused academics, clinical educators, or subject/unit co-ordinators. Four universities offer programs targeted to HDR students who are teaching during their candidature. One program, the Academic Career Progression Program, is for PhD candidates on an academic pathway scholarship. These HDR programs include workshops, self-paced modules and coaching.

Specific programs for casual staff are offered at five universities and include a range of workshops and online resources tailored to the needs of casual staff between 3 and 10 hours. Three universities offer programs specifically targeted to new tutors, including workshops and a Certificate in Small-Group Teaching. Foundation programs are often open to casual staff, and one university supports academics and casual staff teaching in partner organisations.

LEADERSHIP DEVELOPMENT AND CAREER PROGRESSION

Six Australian universities have formal programs that supported staff in learning and teaching leadership development, one of which is specifically targeted at academic career progression for HDR students on an academic career path. The other six programs are offered to emerging or existing leaders in learning and teaching and range from 6 to 50 hours, offered as a series of workshops.

One university offers this leadership development using a case-study approach, and another requires participants to develop a teaching innovation and enhancement project as part of the program. In most cases, these programs are delivered by the central teams with support from academics and leaders from other areas of the university. This is a significant change since 2019 when only institution identified a formal leadership program which was targeted at emerging female leaders.

Six Australian universities identified formal programs to support peer review of teaching

practice for the purposes of promotion, to enhance teaching practice and to develop reflection on teaching. A similar number of peer review programs were identified in 2019.

These programs are open to all and facilitated by the central learning and teaching team with support from across the university. In one university, engagement with peer review is compulsory for promotion and in one university peer review is required for probation in some areas of the institution.

One university supports a formal portfolio process in which staff seek formal feedback and recognition of teaching through peer review of their learning and teaching portfolio. Other L&TPL staff complete at this university is credentialed and recorded as part of their portfolio which can then be reviewed by a senior teaching academic at any stage of their teaching career.

OTHER FORMAL PROFESSIONAL LEARNING PROGRAMS

Institutions target their L&TPL programs to their own strategic needs. Examples of specific areas of individual institutions' focus are shown in the following table. These programs are offered in a wide range of formats - in-person, online, in various hybrid formats, as webinars, credentials and interactive workshops. Short modular formats are common. Their durations extended from a couple of hours for workshops or modules, full day intensives, to programs which run across a year or a semester.

Seventeen universities run a regular series of professional learning activities or modules

across a range of topics in learning and teaching, incorporating effective teaching strategies and academic skills. These take the form of regular webinars, modules or workshops on topics of interest or aligned to themes of interest to the institution.

Several universities also indicated the engagement of central teams in supporting large university curriculum reform projects or other large university strategic initiatives and the professional learning provision offered through these projects.

Topics Covered in Professional Learning Modules and Workshops

Academic Integrity
 Assessment Design and Innovation
 Blended and Online Learning Design, Teaching and Delivery
 Curriculum Design
 Effective Learning and Teaching Strategies,
 Inclusive Learning Environments, Disability and Universal Design in Learning (UDL).
 Indigenous Perspectives, Aboriginal ways of knowing, Decolonisation of the curriculum
 LMS Training and use of educational technologies, Digital Fluency
 Generative Artificial Intelligence
 Reflective practice and enhancing student learning through evidence-based initiatives.
 Student Engagement, Small group teaching
 Scholarship of Learning and teaching
 Support for Learning and Teaching Awards

CURRENT CHALLENGES AND FUTURE PLANS

Universities were asked to comment on their future plans for learning and teaching focused professional learning activities (Question 25). In the previous survey in 2019, these plans concentrated on: developing more cohesive professional learning strategies; supporting promotion; creation of institutional teaching capability/development frameworks and fostering ways to recognise L&T professional learning.

FUTURE PLANS	31
CURRENT CHALLENGES	33

FUTURE PLANS

In the current survey, universities' plans reflected a similar focus on enhancing professional learning, aligning with strategic goals, incorporating innovative teaching practices and technologies, and evaluation of impact. The key themes arising are related to ensuring professional learning is aligned to strategic goals, both within the university and across the sector, development and expansion of current offerings, development of

community and response to organisational changes. One institution noted their commitment to undertaking needs assessment with staff to ensure professional learning activities are relevant to their needs. Some examples of activities institutions are currently undertaking include: aligning strategies, expanding programs, fostering communities, recognizing excellence, and enhancing evaluation.



Award Programs in HE offered in Australian and New Zealand Universities

Level	Program Name
VET	Certificate IV in Training and Assessment
PGCert programs (2 units)	Postgraduate Certificate in Higher Education (x2 – NZ)
GradCert and PGDip programs (4 units)	Graduate Certificate in Academic Practice Graduate Certificate in Educational Studies (Higher Education) Graduate Certificate in Higher Education (x2) Graduate Certificate in Higher Education: Curriculum, Learning and teaching Graduate Certificate of Higher Education (Learning and Teaching) Graduate Certificate Higher Education Learning and teaching Graduate Certificate of Learning & Teaching Graduate Certificate in Tertiary and Adult Education Graduate Certificate Tertiary Learning and Teaching Graduate Certificate of University Learning and Teaching Graduate Certificate in University Teaching Postgraduate Diploma in Higher Education (NZ)
Other GradCert programs	Graduate Certificate in Clinical Education Graduate Certificate in Educational Neuroscience
Masters Programs	Masters of Clinical Education Master of Educational Neuroscience Masters of Higher Education (NZ x2)

CURRENT CHALLENGES

Although participants were not asked specifically to reflect on challenges, a number of themes were clear in the free-text answers given through the survey related to challenges faced as providers of L&TPL:

- organisational restructures in teams who provide L&TPL impacts on delivery of programs and initiatives
- complex professional learning contexts with responsibility for L&TPL spread across multiple teams, both central and faculty based, which requires high levels of collaboration and communication
- access to funding and resources necessary to implement professional learning initiatives; some participants noted that demand for academic development support often exceeds supply, and the challenges of securing funding for initiatives
- increased numbers of education-focused staff with a large teaching load and the need for specific support for these colleagues
- continuous effort needed to ensure professional learning activities align with changing strategic goals and academics' needs
- evaluation is required to ensure continuous improvement in offerings and evidence of impact
- the need to respond to emerging topics (such as genAI) requires ongoing innovation and adaption of programs, as well as capability building for central teams; and
- for New Zealand colleagues, the lack of regulatory requirements for academic professional learning in New Zealand presents challenges.

CHANGES SINCE 2019

Internal university governance regarding professional learning for learning and teaching has not changed significantly since 2019. Approximately half of universities have policy relating to L&TPL and reference in their enterprise agreements, similar to 2019. Most universities provide systems for staff to record engagement with professional learning, such as learning plans and recording systems. Nearly all have a framework for teaching quality.

Completion of specific programs as a requirement of probation is less in 2024 than it was in 2019 (from 65% to 50%), particularly the requirement to complete a Graduate Certificate (reduced from 5 universities to 1). Foundation programs and certificates are more likely to be a requirement for probation than a full Graduate Certificate in 2024. For promotion, most universities required evidence of engagement with scholarship and impact of teaching, rather than completion of specific types of professional learning.

Staffing levels to support academic development, while variable and complex, are similar to those reported in 2019, with various models of operation from centrally driven to faculty led in operation.

To support academic communities, significantly more learning and teaching academies are in operation in 2024 than in 2019, and a greater number and range of communities of practice were reported in the 2024 survey. The focus of these communities of practice demonstrate the areas of focus for academic development and new areas of focus include Indigenous pedagogies and curriculum, GenAI and academic integrity. Communities focused on student experience

are more nuanced and include areas such as lived experience and neurodiversity. Increased engagement with students as partners is also an area of focus for some universities. Learning communities also focus on more third-space staff including WIL practitioners, Learning Designers and Academic Developers.

89% of universities reported that they had staff in education-focused roles, either some or all academic levels (up from 60% in 2019) and a range of support programs and communities for education-focused staff are in operation or planned for the near future. Support for casual staff is similar to that offered in 2019, with specific programs as well as general professional learning opportunities.

Recognition continues to be an important focus for central learning and teaching teams, with all supporting teaching awards and many offering learning and teaching grants. More institutions now work with AdvanceHE to offer fellowships (81% in 2024, compared to 62% in 2019), with accreditation for internal fellowship assessments rising from 5 to 15 universities.

A similar number of formal programs are offered across the sector as in 2019. Slightly fewer universities are offering a Graduate Certificate than in 2019, with more internally accredited shorter certificates and foundation programs accredited with AdvanceHE, some of which feed into the Graduate Certificate. More specific leadership programs have been introduced since 2019 to support staff in career development in learning and teaching. Other professional learning activities are offered that focus on specific areas of strategic importance for the universities.

RECOMMENDATIONS

Ten recommendations emerge from the report to support the sector in providing high quality learning and teaching professional learning.

1. DEVELOPING A NATIONAL FRAMEWORK FOR TEACHING STANDARDS

The 2019 survey (which only reported on Australian universities) recommended that the sector reach a consensus on a National Teaching Standards framework. It is evident from the current survey that the majority of universities have developed internal frameworks for teaching quality, aligned to the PSF, AUTCAS, TELAS or the HESF. There is an opportunity to explore these university frameworks to compare across Australian and New Zealand and identify how they are aligned, particularly in light of the recommendations from the [Australian Universities Accord Final Report](https://www.education.gov.au/australian-universities-accord/resources/final-report)¹ to develop such a framework for reporting teaching quality (Recommendation 21c, page 8).

2. FOSTERING COLLABORATION IN LEARNING AND TEACHING ACADEMIES

With a greater number of universities implementing Learning and Teaching Academies, there is an opportunity for collaboration and sharing of knowledge around good practice in nurturing and sustaining these academies across Australia and New Zealand.

3. SUPPORTING CAREER DEVELOPMENT FOR EDUCATION-FOCUSED STAFF

A move towards increasing numbers of education-focused staff in the sector (an 83.5% increase since 2014 with education-focused staff now making up 4.9% of total FTE staff in Australian universities (Australian Government Department of Education, 2024a)) highlights the need to support these staff in their career development and professional learning. The sector should continue to showcase good practice in supporting education focused staff development and provide opportunities for sharing of practice.

4. CONTEXTUALISING ADVANCEHE FELLOWSHIP PROGRAMS

The majority of universities who engaged in the survey have a relationship with AdvanceHE (27 Australian universities and 3 New Zealand universities) to provide support or programs which lead to AdvanceHE fellowships aligned to the Professional Standards Framework (PSF 2023). The university sector should continue to work with AdvanceHE to ensure that the fellowship programs are contextualised to the region. For example, one university is offering an AFHEA (Indigenous Knowledges) which could be offered more broadly within the Australian University sector to recognise those who are working to build Indigenous knowledges and ways of knowing into our curricula and pedagogies.

¹ <https://www.education.gov.au/australian-universities-accord/resources/final-report>

5. VALUING TEACHING EXCELLENCE THROUGH AWARDS SCHEMES

Internal teaching award schemes are unanimously valued as a form of recognition for teaching excellence. The sector should continue to support the [Australian Awards for University Teaching](https://universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/)² and the [Te Whatu Kairangi Aetearoa Tertiary Educator Awards](https://ako.ac.nz/programmes-and-services/te-whatu-kairangi)³, to provide benchmarking and recognition of teaching innovation and excellence, demonstrating the sector's commitment to high-quality teaching.

6. SUSTAINING INNOVATION THROUGH INTERNAL AND EXTERNAL GRANTS

Many universities recognise the importance of internal grant schemes to support teaching innovation and practice, however, external sources of funding remain critical for those institutions that do not have internal support mechanisms. Provision of grants for teaching excellence and innovation should continue to be supported by sector-wide organisations.

7. EVALUATING THE IMPACT OF PROFESSIONAL LEARNING ACTIVITIES

Many universities highlighted a need to evaluate professional learning activities to demonstrate their impact. CAULLT funded a 2024/2025 project to measure the long-term impact of Graduate Certificates on teaching quality and another exploring standards for academic development. The sector must explore how to best evaluate academic development activities and their effects on teaching quality and student learning.

8. ENHANCING PORTABILITY OF PROFESSIONAL LEARNING CREDENTIALS

To support educator mobility across the Australian and New Zealand higher education sector, we must enhance recognition and portability of professional learning, beyond the Graduate Certificate, including Professional Certificates and Foundation programs.

9. BUILDING ACADEMIC DEVELOPMENT COMMUNITIES AND EXCELLENCE

CAULLT and other peak bodies should continue to support the academic development community through events, awards and activities that build community, showcase excellence in Academic Development and provide opportunities for collaboration and sharing of good practice.

10. STRENGTHENING LEADERSHIP DEVELOPMENT IN LEARNING AND TEACHING

The report highlights an increase in programs for emerging and established learning and teaching leaders. This confirms the importance of leadership development and the role of external organisations and peak bodies in supporting universities and enriching their programs. For example, AdvanceHE is piloting leadership development, including the Aurora program for women and a joint leadership program with CAULLT targeting Course Directors.

² <https://universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/>

³ <https://ako.ac.nz/programmes-and-services/te-whatu-kairangi>

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APPENDIX 1: SURVEY QUESTIONS

INSTITUTIONAL DETAILS

1. University name
2. Number of campuses
3. Number of staff (approximate head count)
4. Number of students (approximate head count)

GOVERNANCE OF PROFESSIONAL LEARNING

These questions ask you to provide information about policy and procedure related to learning and teaching focused professional development/learning at your institution.

5. Is learning and teaching focused professional learning governed by policy? Name of policy and link
6. Is learning and teaching focused professional learning referenced in the enterprise agreement?
7. Is learning and teaching focused professional learning a requirement for passing probation? Please provide details.
8. Is learning and teaching focused professional learning a requirement for promotion? Please provide details.
9. Is engagement with professional learning/ recognition recorded in any institutional university system (eg. HR)? Please provide details
10. Are staff encouraged to record professional learning individually (eg. In a portfolio)?
11. Does your university use a framework, standard or indicator for teaching quality? Please provide details of the framework and a link if available.

STAFFING OF PROFESSIONAL LEARNING

These questions ask you to provide information about staff who support learning and teaching focussed professional learning/development activities.

12. How many staff (EFT) do you have that are designated to provide learning and teaching focused professional learning to colleagues? Feel free to explain the structure of your professional learning provision more fully in the next question.
13. Could you give a summary of the structure and nature of the staffing for learning and teaching focused professional learning. For example, do you have a hub and spoke model? What types of roles/ titles, where are they situated in the university structure (central team/distributed across schools/faculties); how do they work across campuses, etc.

LEARNING AND TEACHING COMMUNITY

The next few questions ask you about how you support communities of learning and teaching staff

14. Does your university employ teaching focused or teaching only academics? (across some or all academic levels?)
15. Do you offer any specific professional learning opportunities for these teaching focused staff? Please provide details
16. Do you offer any specific professional learning opportunities for casual/casual academics? Please provide details.

17. Does the university have an Academy or equivalent for staff that actively promotes and supports effective learning and teaching practice? Please provide details
18. Does the university host other communities for staff which actively promote and support effective learning and teaching? Please provide details.

RECOGNITION AND REWARD FOR LEARNING AND TEACHING

The next few questions ask you about awards, grants and fellowships related to learning and teaching that you may offer or support at your institution.

19. Does the university have internal learning and teaching awards? Please choose all that apply (university/faculty/school).
20. Does the university offer internal grants for learning and teaching activities? Please provide details.
21. Does the university engage with AdvanceHE to offer fellowships? Accredited/ support for staff to apply directly/not offering AdvanceHE fellowships.
22. Does the university offer support for other external fellowships (such as HERDSA fellowships)? Please provide details.
23. Are there any other ways the university seeks to recognise effective teaching practice? eg. bespoke titles, specialised secondments etc. Please provide details

LEARNING AND TEACHING FOCUSED PROFESSIONAL LEARNING PROGRAMS

These questions ask about accredited or non-accredited formal programs for learning and teaching focused professional development offered by your university. You can add details for up to six programs. Please leave those questions blank if you have less than six programs. You can contact us if you wish to add more than six programs.

24. For each learning and teaching program that is offered by your university, please complete the following information:
 - a. Title of the program
 - b. Description
 - c. Volume of learning
 - d. Frequency of offering
 - e. Who is the intended audience for the program? Is it compulsory?
 - f. Is the learning in the program assessed
 - g. Is this an award course?
 - h. Is the program accredited with AdvanceHE or other organisation?
 - i. Are there fees associated with the program? Who is responsible for fees?
 - j. Is workload credit provided to participants?
 - k. Who delivers the program?
 - l. Other comments
25. What future plans do you have for learning and teaching focussed professional learning at your institution?
26. Do you have any further comments you wish to add?

Council of Australasian University Leaders in Learning and Teaching
**THE PROVISION OF PROFESSIONAL LEARNING IN AUSTRALIAN
AND NEW ZEALAND UNIVERSITIES: AN ENVIRONMENTAL SCAN
OCTOBER 2024**

ISBN: 978-1-7636289-1-5 (Digital version)

Cite as:

Panther, B., Samarawickrema, G. & Warburton, S. (2024) *The provision of professional learning in Australian and New Zealand universities: An environmental scan*. Council of Australasian Leaders of Learning and Teaching (CAULLT), October.

WEBSITE

www.caullt.edu.au

ADDRESS

PO Box 4121, Maroubra
South NSW 2035

CONTACT

secretariat@caullt.edu.au

