

Certificate in Adult and Tertiary Education (CATE): Programme Evaluation and Renewal

Literature Review

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Contents

Certificate in Adult and Tertiary Education (CATE): Programme Evaluation and Renewal 3

Literature Review 3

Scope of the review 5

What is curriculum? 6

Curriculum as product 7

Curriculum as process 8

Three main areas of curriculum 9

Principles which guide decision making about the curriculum 11

Curriculum planning and development 11

Tertiary teacher education programmes 13

Professional standards for tertiary teachers 14

Academic development programmes for tertiary teachers 15

Scholarship of Teaching and Learning (SoTL) 16

Learning from our neighbours – principles guiding parallel tertiary teacher programmes in New Zealand 18

Aligning with Government and Wintec Policies 21

Conclusion 24

References 27

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Certificate in Adult and Tertiary Education (CATE): Programme Evaluation and Renewal

Literature Review

The Waikato Institute of Technology (Wintec), Hamilton, New Zealand is concerned that their compulsory academic development programme is not meeting the needs of their tertiary teachers and preparing them adequately for teaching in the 21st century. Although seemingly on the periphery of the world, the institution is influenced by global shifts and general trends in education such as those noted in the King's-Warwick Project Report (2010) of their fundamental review of undergraduate curricula. The King's College London and the University of Warwick curricula review included an international survey of twenty-two institutions in five countries. The survey reports on undergraduate curriculum change in universities as "part of global shifts in society, politics, economies and education" (ibid). It notes that tertiary education no longer marks the end of a formal educational pathway. Credentialisation continues throughout the lifespan, as does workplace learning. The fast pace of change means that graduates need to be open to learning and personal development throughout their lives and tertiary education providers should equip graduates with the key attributes of self-direction, flexibility, and intellectual curiosity among others (Barnett, 2011; Land, 2009; University of Aberdeen, 2008). Curricula have changed as a result. Academic development programmes for tertiary teachers, in the same way as all undergraduate curricula, need to be evaluated and renewed to be in-demand, retain their high quality and to remain aligned with the current trends in tertiary education.

There are three main drivers for the evaluation and renewal of Wintec's compulsory academic development programme, the Certificate of Adult and Tertiary Education (CATE).

- 1) The perceptions of teaching staff that the programme may not be meeting the current needs of stakeholders, in particular, new academic staff at Wintec.
- 2) A School of Education strategic direction to "consolidate the adult education and training programme". The strategy is timely because the New Zealand Qualifications Authority's Targeted Review of Qualifications (NZQA TRoQ):

Levels 1-6 has scheduled a review of adult education and training programmes for 2013 (personal communication, Jo Chambers, QAU, 2012).

- 3) The third reason is to ensure that future curriculum decisions are research-led. The teaching staff need convincing, coherent and research-led justifications for making programme improvements.

These drivers reflect the general drivers for curriculum change noted by the King's-Warwick Project: Financial and marketing concerns, budgetary drivers, strategic planning processes and external agencies (2010).

The overall purpose of the programme evaluation and renewal is to provide

- 1) an assurance of quality
- 2) feedback to the Professional Development Adult Learning team, School of Education, to assist them with identifying and making programme improvements.

The research project will judge the worth of the current programme against the following key questions and criteria. Does the programme:

- enable participants to achieve its intended objectives and learning outcomes, at the required standard
- have a well-conceived and coherent curriculum that meets the needs of students, employers, the professions and the community and takes into account relevant research
- involve learning, teaching and assessment activities that align with the learning outcomes and are supported by research.

In addition is the programme:

- supported by appropriate regulations
- monitored with sufficient regularity and effectiveness
- continuously updated and improved in response to stakeholder feedback, research based ideas and information, and changes in Government and institutional policy.

The literature review is the first stage of the research project. It asks three research questions:

- 1) What research-based principles should be adopted to guide decision making about the curriculum of a tertiary teacher education programme?
- 2) What principles associated with parallel programmes should be taken into account?
- 3) What Government and Wintec policies should the programme curriculum align with?

Scope of the review

The literature reviewed is targeted, rather than exhaustive; most of it relating to the tertiary education environment in the UK, Australia and New Zealand. Principles guiding decision making for curriculum development are gleaned from the tertiary sector, particularly universities, which have documented recent institution-wide undergraduate curriculum reviews. Further guidance comes from 'standards frameworks' designed to give an assurance of quality for institutions. The frameworks provide criteria for judging the quality of a curriculum, as well as teaching, the learning environment and student outcomes. A further set of literature reviewed focuses on tertiary teacher education programmes. This set includes three main bodies of work: professional standards for tertiary teachers, evidence-based frameworks guiding academic development programmes for tertiary teachers, and the scholarship of teaching and learning (SoTL).

The review of parallel programmes is framed by two documents providing an overview of the tertiary teacher programmes in New Zealand (Ako Aotearoa, 2010; Viskovic, 2009) and limited to reviewing the programme information on the worldwide web, using six institutional websites. These include four ITPs and two universities, all in metropolitan areas. This decision is based on the assumption that reviewing metropolitan ITP sector programmes (Manukau Institute of Technology (MIT), Unitec, Christchurch Polytechnic and Institute of Technology (CPIT), Otago Polytechnic) provides a comparison of similar programmes, while a review of the university sector programmes (Auckland University of Technology (AUT) and University of Waikato) provides a point of difference from which to contrast our current programme.

The final set of documents reviewed relates to government and institutional policies. Institutional documents include those associated with academic performance review, for example, the Academic Staff Capability Report 2010 & 2011, the Capability Development Cycle (CDC), Teaching Quality Self Review Framework (TQSRF), Application for Promotion, International Capability Framework Policy. Other documents related to the strategic direction of the institute e.g. Academic Directions 2011 and Maori Directions Paper 2011, Wintec Business Plan 2012, and Investment Plan 2011 – 2013. Government policies were gleaned from the Tertiary Education Strategy 2010 – 2015, the TEC Investment Plan 2013 – 2015 and Ako Aotearoa's 2009 submission on the Draft Tertiary Education Strategy 2010 – 2015.

What is curriculum?

Defining 'curriculum' is an essential element of a literature review, given that the term is open to debate and difficult to define. A good place to start is to consider three levels – the 'planned curriculum', the 'enacted curriculum' and the 'experienced curriculum' (Marsh, & Willis, 2007 cited in Marsh, 2009). The planned curriculum is also known as the official or intended curriculum (Reid, 2006) and is the primary focus of this review. Walker (2003, cited in Marsh, 2009) argues that fundamental concepts of the planned curriculum include:

- Content
- Purpose
- Organisation (p.9).

The 'enacted curriculum' deals with the implementation of the planned curriculum and includes professional judgements about the appropriate pedagogical knowledge to use (Marsh, 2009). According to Marsh (2009), the 'experienced curriculum' is what actually happens in the classroom. Increasingly the experienced curriculum is no longer restricted to the classroom as information communication technology (ICT) allows e-learning mobility. A further influence extending curriculum beyond the classroom is the emerging view that learning is an on-going process (Hager, 2004).

As well as the three levels and fundamental concepts of curriculum there are important characteristics, which help to uncover the values underpinning curriculum

planning and development. These are variously noted as lists of major principles, conceptions and orientations (Marsh, 2009). The myriad of lists associated with curriculum suggest that there are many definitions (Portelli, 1987, cited in Marsh, 2009), discussion of which is beyond the scope of this review. However, there is one fundamental distinction worthy of further discussion. That is the distinction between definitions which frame curriculum as a product (thing) and those which frame curriculum as a process. This distinction can be associated with different ideas about learning, in particular an emerging view of learning as a process rather than a product “or, more accurately, as a dialectical interplay of process and product” (Hager, 2004, p. 425).

Curriculum as product

Framing curriculum as a product is a more traditional approach. Reid (2006) contends that it is the dominant curriculum model, which establishes the official curriculum as a ‘thing’; something that is redeveloped every few years and then “implemented” (Reid, 2006, p. 59). A key question for curriculum planning according to this frame of reference is how to organise the knowledge components. Further curriculum questions relate to the breadth and depth of the curriculum; what is optional and what is core to the curriculum for a programme of study.

A curriculum planning model aligned with curriculum as a product is Tyler’s (1949, cited in Marsh, 2009) model, which states how to build a curriculum. Tyler argues that there are four big questions associated with curriculum and they need to be asked in order, beginning with ‘What educational purposes do you seek to attain?’ After the educational objectives are selected the next step is to decide on the appropriate learning experiences, which then need to be organised. The final step is to evaluate the effectiveness of the learning experiences in helping students meet the specified objectives.

One of the difficulties with Tyler’s model is how you decide on the educational objectives. Should the decision be based on what students want and need? Or on what ‘society’ deems desirable? Or should the decision be framed by subject specialists? (Marsh, 2009). These questions alert us to the various stakeholders associated with curriculum planning, and the recent trend of a wider range of interest groups being involved in curriculum development (Ross, 2000, cited in Marsh, 2009).

Reid (2006) argues that the dominant curriculum tradition, based on knowledge components, marginalises key competencies, or essential learning, which are described in New Zealand as well as a number of other countries, at both a national and institutional level (Ministry of Education, 2005; Reid, 2006). He views key competencies as a potential vehicle for democracy and social justice, phrasing them as capabilities “to function in and on the world. They comprise the key ingredients for personal and collective agency.” (Reid, 2006, p. 49).

Curriculum as process

An alternative view of curriculum was proposed in the 1970s by Pinar (1974, cited in Marsh, 2009) who linked curriculum with ‘currere’, the Latin infinitive of curriculum, in order to highlight the running rather than the racecourse (p. 3). When curriculum is framed as a process, it sets out to describe a developmental process by which certain outcomes will be achieved. The curriculum is “about what needs to be gone through to attain outcomes” (Hager, 2004, p. 423).

In this view, curriculum becomes a means to an end; it assumes that the best place to start when planning a curriculum is to identify the end or outcomes. This links to Wiggins and McTighe’s (1998) conceptual framework for curriculum planning, which requires settling on the task to be accomplished and then working out how to get there. More specifically they suggest a three staged approach: identify desired results, determine acceptable evidence, plan learning experiences and instruction (Marsh, 2009, p. 32). In comparison to Tyler’s planning model, this approach to curriculum planning starts at the end, focusing on evidencing desired results rather than setting educational objectives.

According to Marsh (2009), one of the problems with this approach to curriculum is that there is too much emphasis on outcomes and insufficient detail on selecting learning experiences or how to use them, an issue raised by Hager (2004). In a paper which focuses on competency-based training, Hager argues that performance descriptors (outcomes to be attained) cannot be a curriculum because all they do is describe the end point. A curriculum (the means of achieving the outcomes) is needed to guide teachers as they devise and implement strategies which will enable learners to reach the endpoint or outcomes. He makes a further distinction between learning outcomes and performance descriptors saying

“learning outcomes are ‘mini-stages’ in these course processes and so are not to be confused with performance outcomes of a workplace” (Hager, 2004, p. 423).

The point at which the planning process starts will depend on whether the curriculum is framed as a process or a product. Although the starting point is different, there is some agreement between both framings in terms of the key areas, which need to be considered in the planning process.

Three main areas of curriculum

Irrespective of whether curriculum is viewed as a product or a process, the following areas associated with curriculum can be distinguished (Marsh, 2009):

1. Objectives, learning outcomes and standards
2. Teaching and learning modes
3. Assessment, grading and reporting

Objectives are what students are intended to learn, they can provide a clear focus for what will be evaluated and describe the instructional aims of teaching and learning modes (Marsh, 2009). Learning outcomes, on the other hand, focus on the output rather than the inputs of teaching. According to Marsh (2009), outcomes focus on competence as well as content. Specifically, an outcome is “an actual demonstration in an authentic context” (p. 47). Learning outcomes are associated with competency based education and concepts such as key competencies (Ministry of Education, 2005) and performance descriptors (Hager, 2004). Marsh (2009) makes a distinction between content standards and performance standards, saying that “content standards declare knowledge to be acquired” whereas performance standards “are tasks to be completed by a student where the knowledge is embedded in the task” (p. 49). If learning is viewed as a process, distinguishing between content standards and performance standards becomes a false dichotomy.

Selecting and organising teaching and learning modes is associated with selecting and organising knowledge content areas. Marsh (2009) discusses a number of different learning modes (p. 57), providing a somewhat arbitrary list without a clear rationale for what is included and what is left out. He considers whether the planned curricula could or should match student and teacher priorities and the

difference that ICT tools and the internet have made to planning. Depending on whether curriculum is viewed as a process or a product will dictate whether knowledge content areas hold the prime position in curriculum planning. According to Reid (2006), when curriculum is a process “the organisation of knowledge content [becomes] a pedagogical activity – where the teacher is selecting knowledge content with reference to its role in developing a learning outcome” (p. 54). On the other hand, when curriculum is framed as a product, the key to planning is to select and organise knowledge content areas so that discipline-based knowledge can be acquired.

Assessment, grading and reporting make up the third main area of curriculum. Assessment includes all strategies undertaken to obtain information about student achievement. Assessment *for* learning is formative and diagnostic (Bloxham and Boyd, 2007). It provides information to the teacher about student achievement so that teaching can be focused on learner needs. Formative feedback also provides information to the student on their progress, and is essential for successful learning. Assessment *of* learning is associated with summative assessment and involves collecting evidence from students in order to assign a grade or result, which is reported to a range of stakeholders, including learners, teachers, parents, tertiary institutions, employers and governments (Marsh, 2009).

Current thinking about assessment in higher education is changing in line with the changes to ideas about what constitutes knowledge and educating people for the ‘learning society’. If learning is a process and knowledge is embedded in a task how do we assess the gains that students have made? How do we assess complex learning? (Knight, 2007). Often, summative assessment in higher education focuses on what can be easily measured, rather than the set of knowledge, attitudes, values and skills that lead towards confident professional competence. For example, how do you assess the qualities needed to be an expert tertiary teacher? What is acceptable evidence? According to Knight (2007), it is impossible to reliably *measure* complex achievements.

The above discussion outlines some of the fundamental decisions guiding the curriculum planning process, which need to be made. How will we ensure the curriculum meets tertiary teachers’ immediate needs as well as prepares them for teaching in the 21st century? Will the curriculum be framed as a product or process

or both? Where will we begin? Who will be involved? Whose interests will be served? What principles will guide the structure of the new curriculum?

Principles which guide decision making about the curriculum

Two sets of principles guide decisions around curriculum. The first set relates to curriculum planning and development, including criteria and processes for making the right decisions. The second relates to the three main areas of tertiary teacher education programmes: objectives, learning outcomes and standards; selecting and organising learning and teaching modes; assessment, grading and reporting.

Curriculum planning and development

A set of five principles about curriculum (Beane, 2001, cited in Marsh, 2009) frame curriculum planning:

- Concern with the experiences of learners
- Making decisions about both content and process
- Making decisions about a variety of issues and topics
- Involving many groups
- Decision-making at many levels (p.9).

These principles are evident in the Australian Learning and Teaching Council (ALTC) Teaching Standards Framework developed “to provide universal goals of all institutions as they relate to quality learning outcomes and the quality of the learning experience” (ALTC, 2011, p. 16). The goals are related to three themes: teaching, learning environment standards and curriculum. The two curriculum standards require that

- the curriculum is current, academically robust and rigorous
- the curriculum content and assessment practices produce quality learning outcomes (ALTC, 2011, p. 16).

According to the King’s-Warwick Project Report (2010) concern with the student experience is the major consideration in all teaching related decisions. The report recommends that “student learning, the student experience and student engagement are put at the heart of all planning, teaching and review ... and that

initial and continuing development for academic and support staff should include sustained attention to student experience” (2010, p. 5). Concern with the experiences of learners has led tertiary institutions to become aware of the need to “better equip [students] for changing professional and employment needs and for multiple career changes” (University of Aberdeen, 2008, p. 19). Essentially curricula need to provide students with the opportunity to ‘learn how to learn’ so that their present understandings can be processed and applied in future working contexts (University of Melbourne, 2007, p. 6). Increasingly, breadth and flexibility of curricula are articulated as graduate attributes (University of Melbourne, 2007; University of Aberdeen, 2008) seeking the development of “broadly informed, reflective and literate minds capable of independent and critical thinking” (University of Saskatchewan, 1996, p. 3). This principle leads decisions which ensure learners are equipped with key graduate attributes to support their continuing development beyond the end of the programme of study.

Making decisions about both content and process should be guided by the two curriculum standards noted above, ensuring currency, academic robustness and rigor as well as quality learning outcomes. According to the University of Saskatchewan (1996) quality learning outcomes are produced through “opportunities of synthesis, application and integration of knowledge” (p. 3). In a similar vein, one of nine principles guiding teaching and learning at the University of Melbourne (2007) acknowledges the importance of having “an intensive research and knowledge transfer culture permeating all teaching and learning activities” (p. 6). This is noted as the key to developing a climate of inquiry and ensuring the processes of knowledge creation and transfer shape “the essential character of the education offered” (ibid).

Similarly, the University of Leeds’ Curriculum Enhancement Project seeks “the integration of research with learning and teaching, deeper learning; that students engage fully, have the choice of broader study and the opportunity for placement learning” (University of Leeds, 2012). Placement learning and knowledge transfer inevitably require the involvement of a wider group of stakeholders in making decisions around content and process. This trend is noted by Pinar (2004, cited in Marsh, 2009) who suggests that “[e]ducation professors are losing – have lost? – control of the curriculum we teach” (p.10). Some may question the ever-widening

circle of influence of industry and governments in curriculum decision making (Marsh, 2009), however involving many groups is another principle guiding the decision making process.

It is evident from the above discussion that tertiary teachers need to prepare for a changing teaching and learning environment, one in which students are seen as knowledge producers through active participation in social contexts (King's-Warwick Project, 2010). To teach the 21st century curricula, teachers need to develop a climate of inquiry through engaging students in active learning.

The aim of the literature review is to establish research-based principles which should be adopted to guide decision making about the curriculum of a tertiary teaching programme. One of the principles which should be adopted is the need to plan a curriculum which will prepare tertiary teachers to teach in the 21st century and a changing learning and teaching environment. This requires an awareness of emerging views of learning as an on-going process, global shifts in the purpose of tertiary education and the involvement of a wider group of stakeholders (Marsh, 2009). The second principle guiding decision making should be concern about the student experience. If student learning, the student experience and student engagement are put at the heart of all planning, teaching and review, decisions about the curriculum need to be made in association with students of the programme. The third principle guiding decision making should be that the curriculum is current, academically robust and rigorous and leads to quality learning outcomes. Who will decide on the quality learning outcomes? What major conception of curriculum will guide the choice? (Marsh, 2009). The three research-based principles provide the necessary foundation for answering these questions and guiding the decision making about the renewal of the tertiary teacher education programme.

Tertiary teacher education programmes

Principles which guide academic development programmes for tertiary teachers arise from three main bodies of work. The first is the development of professional standards for tertiary teachers (Brown, Bower, Skalicky, Wood, Donovan, Loch, Bloom & Joshi, 2010). The second relates to evidence-based frameworks guiding academic development programmes for tertiary teachers (Ako Aotearoa, n.d.; Brown et al. 2010; Hicks, Smigiel, Wilson, & Luzeckj, 2010; Viskivoc, 2009). The

third relevant body of work is the scholarship of teaching and learning (SoTL) (Brew & Ginns, 2008; Haigh & Naidoo, 2007; Haigh, Kirkness, Lester, Neill, Parker and Naidoo, 2009; Haigh, 2010; Kane, Sandretto, & Heath, 2004; Sandretto, Kane, & Heath, 2002).

Professional standards for tertiary teachers

Professional standards for tertiary teachers can serve a number of purposes such as providing a quality framework and a guide for professional learning (Brown et al. 2010; Higher Education Academy, 2011; Institute for Learning, 2008; SEDA, n.d.; Viskovic, 2009). Two sets of standards from the United Kingdom (UK) (Higher Education Academy, 2011; Institute for Learning, 2008) outline professional values, professional practice and expected behaviours as well as core knowledge needed to fulfil different teaching roles.

The UK higher education professional standards framework (UK PSF) includes a set of descriptors which outline “areas of activity undertaken by teachers and supporters of learning, the core knowledge that is needed to carry out the activities and the professional values that someone who is carrying out the activities should exemplify and embrace” at four different levels: associate fellow, fellow, senior fellow and principal fellow (Higher Education Academy, 2011). The Academy notes that “you can use the framework to design and structure your development programmes” (Higher Education Academy, 2011). This claim was criticised, prior to the recent changes to the framework, by some who noted that the framework did not provide specific criteria (Cox & Mond, 2008, cited in Brown et al.2010). Brown et al. (2010) use the UK PSF as the basis from which to develop indicators for activity, values and knowledge for three different levels of operation in order “to design a professional development programme for higher education teachers in the mathematical sciences” (p. 141). The Institute for Learning’s Code of Practice for further education teachers in the UK is less detailed than the academy’s, outlining “the behaviours expected of members – for the benefit of learners, employers, the profession and the wider community” (Institute for Learning, 2008) but not specifying different levels of operation.

Closer to home, the National Tertiary Teaching Excellence Awards (TTEA) were established in 2001 by Ako Aotearoa, National Centre for Tertiary Teaching Excellence, to recognise and promote excellence in teaching (Ako Aotearoa, n.d.).

Although Ako Aotearoa has not developed a set of professional standards for tertiary teachers, the teaching excellence awards provide a description of best practice specifically relevant to Aotearoa/New Zealand. Applicants for the awards need to provide evidence of teaching excellence against five criteria for non-Maori applicants and thirteen criteria for Maori applicants (Ako Aotearoa, n.d.). Broadly speaking, the criteria relate to leadership and professional development, evaluating learning and teaching, assessing student learning, facilitating learning and planning and design for learning. The criteria for Maori applicants include recognition of traditional Maori values and concepts which underpin kaupapa Maori tertiary teaching contexts, such as ūkaipōtanga, whanaungatanga, manaakitanga and kotahitanga (Ako Aotearoa, n.d.). Professional standards describe the key characteristics, expected behaviours and dimensions of practice of the roles of teaching in the tertiary sector. The descriptions can provide guidance for areas of basic content in relation to developing teachers' knowledge, values and skills (Brown et al. 2010; Viskovic, 2009). The emphasis on professional values, in all the frameworks reviewed, suggests the need to include professional values in the philosophy, conceptual framework and aims of the renewed academic development programme.

Academic development programmes for tertiary teachers

Frameworks guiding academic development programmes for tertiary teachers include the Staff and Educational Development Association's (SEDA) framework and the "Framework for foundations of university teaching programs" which was developed as part of the Australian Preparing Academics to Teach in Higher Education (PATHE) Project (Hicks, Smigiel, Wilson, & Luzeckj, 2010). SEDA is a UK membership association for academic developers and others interested in the educational development community (SEDA, n.d.). Its professional development framework provides recognition of institutions' professional development programmes, using named awards to recognise different types of professional development with a common set of values and core development outcomes" (SEDA, n.d.). The underpinning values could be interpreted as providing a broad guide for academic development programmes. They include an understanding of how people learn; scholarship, professionalism and ethical practice; working effectively

with diversity and promoting inclusivity; and continuing reflection on professional practice (SEDA, n.d.).

In Australia, the three year PATHE project, funded by the Australian Learning and Teaching Council (ALTC), aimed to produce a framework for programmes that prepare staff to teach in higher education (Hicks, Smigiel, Wilson, & Luzeckj, 2010). The final report of the project includes a set of benchmarking criteria and good practice statements so that institutions can assess their academic development programmes against appropriate standards. These relate to strategy and policy governing the programmes, curriculum and content, programme structure and quality assurance (Hicks, Smigiel, Wilson, & Luzeckj, 2010, p. 24). The good practice statement for curriculum and content states:

The program has a clearly articulated philosophy, conceptual framework and/or rationale which is based in pedagogical theory. This is consistent across aims, learning outcomes, content, assessment and delivery of the program. The program is sufficiently flexible to meet the needs of a diverse range of participants (Hicks, Smigiel, Wilson, & Luzeckj, 2010, p. 21).

Ako Aotearoa, the National Centre for Tertiary Teaching Excellence provides a “commitment to quality” statement for its own professional development activities rather than a professional standards framework, which could be used to benchmark academic development programmes throughout the tertiary sector (Ako Aotearoa, n.d.). Ako Aotearoa’s professional development programme (n.d.) promises key information which is high quality and evidence-based, relevant, and supportive of cultural diversity. The workshops “will provide expert delivery of high quality content, interactive sessions, practical ideas for application and enhancing practice; excellent resources to share” (Ako Aotearoa, n.d.).

Scholarship of Teaching and Learning (SoTL)

Scholarship of Teaching and Learning (SoTL) is the third body of work which can strengthen academic development programmes for tertiary teachers (Ciccone, 2008 cited in Haigh, 2010). Brew & Ginns (2008) note that the generally agreed purpose of SoTL is “to infuse teaching with scholarly qualities in order to enhance learning” (p. 535). Haigh (2010) sees it as enhancing “teaching practice through scholarship” (p. 1). Scholarship, which is public, accessible and open to critical review, includes problem posing and studying about an issue of teaching, systematically investigating teaching and student learning (Haigh, 2010). Its distinctive

characteristics include a focus on specific contexts, and critical reflection aimed at improving practice ... “with the primary intention of improving students’ learning” (Haigh, 2010, p.12). Four components to SoTL are distinguished:

1. discovery research on teaching and learning
2. excellence in teaching as evidenced by teaching awards and evaluation of teaching
3. reflection on and application of the work of educational researchers
4. reflection on practice and on research on teaching in the teacher’s own discipline (Brew & Ginns, 2008, p. 535).

Brew & Ginn’s (2008) research at one institution indicates that there is a significant relationship between engaging in the scholarship of teaching and changes in students’ course experiences particularly of good teaching, appropriate assessment and generic skills development” (p. 543). There is some research evidence that engaging in training in tertiary teaching increases student satisfaction and student-focused approaches to teaching although not all training has a scholarly approach (Viskovic 2009, Brew & Ginns, 2008). Introductory in-service tertiary teaching qualifications in NZ and tertiary teaching award programmes in Australia are most likely to be focused on basic skills or the development of specific teaching practice (Stefani and Elton, 2002, cited in Viskovic, 2009; Dearn et al. 2002, cited in Brew & Ginns, 2008). However, recent trends indicate a “more scholarly approach to educational development is emerging” (Viskovic, 2009). The argument for ensuring a scholarly focus in academic development programmes rests on the evidence of improved practice and consequent changes in students’ learning experiences. Another important factor is the relationship with accountability requirements. According to Haigh (2010), “engagement in SoTL/pedagogical research/institutional educational research can be perceived as forms of self-assessment” (p. 11), and therefore useful in meeting the external evaluation and review requirements recently adopted by NZQA (Haigh, 2009).

The importance of a scholarly approach is confirmed by an investigation into excellent tertiary teaching (Kane, Sandretto & Heath, 2004), which concluded that excellent teachers spent time reflecting on their teaching and that it was this reflection which “enabled them to interrogate their teaching practice and to find the

best fit between their subject, teaching skills, relationships built with students, research and personality” (p. 306). A further example of SoTL in action is the national project, funded by the Teaching and Learning Research Initiative (TLRI) Fund, “which involves staff from the academic development centres of some New Zealand universities and focuses on their provision of academic development support for teachers in first year courses and its subsequent impact on the learning of their students” (Haigh & Naidoo, 2007, p. 1). Insights into academic development practice were gleaned from the project. The researchers concluded that “although this form of academic development may be optimal ... it cannot be sustained indefinitely. To help ensure sustainability, teachers need to be helped to become scholarly and scholars so that they have the capacity to address their emergent questions themselves or with other colleagues (Haigh, Kirkness, Lester, Neill, Parker & Naidoo, 2009).

Professional standards for tertiary teachers, frameworks guiding academic development programmes and the scholarship of teaching and learning are focused on improving teaching practice in order to enhance learning. Together, they set principles to guide the development of the curriculum and content as well as standards for reviewing academic development programmes.

Learning from our neighbours – principles guiding parallel tertiary teacher programmes in New Zealand

New Zealand tertiary teacher programmes have no common standards, such as those of the UK PSF (Higher Education Academy, 2011). Although a minimum teaching qualification is not a pre-requisite for applying for a full-time position in the majority of tertiary educational organisations (TEOs), there is a requirement in just over 80% of the Institutes of Technology/Polytechnic (ITP) sector for full-time staff to gain a teaching qualification within a set time frame (Ako Aotearoa, 2010, p. 39). Prior to 1991, all NZ ITP tutors were required to complete a 12 week training programme, which was centrally funded. Since the centralised programme was discontinued “provision has varied considerably” (Viskovic, 2001, cited in Viskovic, 2009). *Taking stock* (Ako Aotearoa, 2010), “a stock-take” of qualifications for tertiary teachers, reports that around sixty qualifications were available to practitioners in the tertiary context over the six year period, 2004-2010, with changes in available qualifications, particularly in the ITP sector, occurring during

that time. Most people completing qualifications between 2004 and 2008 did so at Levels 4 & 5; during the same period there was a notable drop in enrolments in level 6 local qualifications (Ako Aotearoa, 2010, p. 26).

Thirty-eight of the 60 qualifications reviewed had a generic focus, while the remainder had a specific focus such as Maori, literacy and numeracy, e-Learning, curriculum/design, clinical teaching, and English language teaching. The report's (Ako Aotearoa, 2010) analysis of the graduate profile/outcome statements of the various qualifications found it difficult to compare the qualifications, however the report does categorise the statements noting the delivery skills emphasis in qualifications at Level 4, 5 & 6 (91%). Other profile/outcome statements at those levels focus on theoretical frameworks professional practice, assessment and the NZ context (41 – 57%) (p. 35).

The websites of four ITPs (Manukau (MIT), Unitec, Christchurch Polytechnic and Institute of Technology (CPIT), Otago) and two universities (Auckland University of Technology (AUT), Waikato) illustrate the continuing variety of qualifications offered. MIT offers two certificates in tertiary teaching, one at level 5, the other at level 6, as well as a graduate certificate in applied e-Learning (level 7). The focus of the certificates is on “skills and strategies” (Manukau Institute of Technology, 2012). Unitec offers a graduate diploma in higher education at level 7, which “reflects the needs of the workplace, improves teaching ability and expands understanding of educational development, management and learning technologies” (Unitec, 2012). CPIT offers a Diploma in Tertiary Learning and Teaching, with courses delivered at levels 5, 6, 7, “using a blended delivery model” (CPIT, 2012). The diploma is designed to develop skills to enhance students’ learning outcomes and focuses on the Aotearoa/NZ cultural context. Otago offers a graduate certificate at level 7, with a broad focus ranging from “gaining foundation skills for learning and teaching (level 5) ”to “writing for journal publication” as elective courses. The core courses relate to learner centred and flexible learning, assessing and evaluating for learning and constructing courses to enhance learning (Otago Polytechnic, 2012).

AUT’s tertiary teaching qualification, a Graduate Diploma in Tertiary Teaching (level 7) incorporating the Certificate in Tertiary Teaching (level 6), “provides graduates with the essential foundation knowledge and skills to be effective teachers in the adult and tertiary environment” (AUT, 2012). The programme “enables students to

design learning curriculums that promote flexibility, reflection, collaboration and critical inquiry in adult learning” and prepares them for post-graduate study (AUT, 2012). The University of Waikato offers a post-graduate certificate in tertiary teaching consisting of two modules. The first is designed for beginning teachers and requires attendance at workshops with a final teaching observation. The second is aimed at developing research and reflection tools to inform and improve teaching and is suggested for teachers at any stage of their tertiary career. Assessment focuses on “the development of two teaching portfolios and an accompanying reflection” (University of Waikato, 2012, p. 20). The handbook for the qualification outlines key features of the programme including flexibility to cater for diverse needs, authentic learning and assessment tasks, participation in ‘communities of practice’ and conversation as a key context for learning (University of Waikato, 2012).

A flexible approach in delivery strategies as well as teaching and learning content is evident in both the university and ITP programmes. All programmes are marketed to adult and tertiary educators in a range of contexts, both public and private, acknowledging those who are beginning their teaching careers as well as those who wish to “revitalise their teaching” (University of Waikato, 2012). Given the diversity of the tertiary sector, the need for integration of study with workplace needs and the trend towards blended learning options, the notion of flexibility as a guiding principle for tertiary teacher programmes is unsurprising.

The diversity of the sector is also evident in the way the qualifications are structured, encompassing different levels. For example, MIT offers qualifications at three levels – 5, 6, 7; Otago Polytechnic’s qualification, a level 7 Graduate Certificate includes one level 5 foundation course; CPIT’s Diploma in Tertiary Learning and Teaching (L6) also includes 40 credits at level 5 and finally, AUT’s Graduate Diploma (L7) incorporates a certificate at level 6. This may be an acknowledgement of the fact that tertiary teachers are “usually appointed on the basis of their knowledge, qualifications and experience in their subject areas and lack a pre-service teacher education” (Beatty, 1998, cited in Ako Aotearoa, 2010, p . 8), and therefore need to be offered programmes at a foundation level. Diversity and flexibility characterising the profiled qualifications indicates that Ako Aotearoa’s (2010) observation of “an opportunity and desire for a collaborative approach to

further qualification reviews and developments in this area” (p. 9) has, so far, not be actioned.

Aligning with Government and Wintec Policies

Wintec policies are closely aligned with government priorities for ITPs. This alignment is evident in four key institutional strategy documents, with which the curriculum should align. The first is the Wintec Strategic Plan 2012 - 2015, which “summarises our understanding of the future we face and how we intend to design and steer our organisation to bring the best possible benefit to our region and New Zealand” (Wintec, 2012b, p. 4). Two more documents provide further details of the strategic plan. One is the *Investment Plan 2011 – 2013*, which details performance commitments aligned to the Government’s priorities through the *Tertiary Education Strategy 2010 – 2015*. The other is the *Wintec Business Plan 2012*, “primarily an internal document” (Wintec, 2012b, p. 6), which outlines activities and outcomes for 2012. The second key strategy document is *Academic Directions*, which describes the implications of eight strategic approaches, the organisational values for staff, qualifications, and the institution’s approach to academic quality. The third key strategy document, *Māori Directions*, focuses on enhancing Māori achievement. Finally, the *WinQual Excellence Framework* details the whole-of-organisation approach to quality improvement and the pursuit of business excellence (Wintec, 2012b, pp. 5-6).

According to the *Wintec Business Plan 2012* the government’s key priorities for ITPs include

- Increased provision occurring at higher levels of the qualifications framework (Level 4+)
- Increasing the participation of those under 25
- Lifting the educational outcomes of specific priority groups – especially Māori and Pasifika
- Ensuring greater collaboration and increased pathways between the secondary and tertiary sectors to increase the number of students successfully transitioning from secondary school into tertiary education
- Improving literacy, language, numeracy outcomes in levels 1-3 study

- Improving institutional educational and financial performance
- Strengthening applied research outcomes and contributing to innovation in industry.

In the light of government priorities and in response to the region's needs, Wintec's strategic direction is tied to eight strategic approaches and seven focus sectors.

The strategic approaches are

- Employer and community engagement
- Flexible learning
- Internationalisation
- Organisational capability and modernisation
- Quality, academic relevance and innovation
- Research, development, transfer and commercialization
- Student participation, outcomes and Māori achievement
- Tertiary sector collaboration.

The focus sectors include agritechology, energy, trades, engineering and manufacturing.

The Wintec Business Plan 2012, outlines the major objectives and associated outcomes for 2012, for each of the strategic approaches (2012b, p. 11). These approaches, objectives and outcomes have implications for teaching staff, their capabilities and professional development. It is expected that the compulsory academic development programme curriculum will be aligned to the institution's strategic approaches and play some part in shaping the "flexible, high performing, capable and engaged workforce" (Wintec, 2012b, p. 18). In fact, two of the stated Business Plan objectives, included under 'Organisational capability and modernisation', implicate the CATE programme; these are "improved academic staff development in adult teaching" (Wintec, 2012b, p. 18), along with "improved academic staff capability in technology literacy" (Wintec, 2012b, p. 19). The implications for the curriculum of each of the other strategic approaches will be discussed in turn.

Employer and community engagement includes commitment to non-urban delivery of programmes, support for regional communities, equity and consistency of student experiences and improvements in youth transition from secondary to tertiary education. Two main implications stem from this approach; the first is ensuring the flexibility of the professional development programme so that non-urban teaching staff have equitable access, and the second is including a focus on young adult learners.

The *flexible learning* approach is anchored in a three year blended learning project, which is committed to developing and extending open, flexible and networked learning in order to meet stakeholder needs. Associated with the project is the need to redevelop curricula to utilise more flexible delivery modes and to facilitate enhanced academic staff capability in blended learning pedagogies and technologies (Wintec, 2012b, p. 14); a clear future direction for the curriculum.

Internationalisation recognises the “fundamental challenge of the institution “is to reflect and successfully cater for our increasingly multicultural student body” (Wintec, 2012b, p. 8). The institutional approach includes an improvement in retention rates for international students and, linked to this, support for staff to develop the knowledge, skills and behaviours to achieve Wintec’s internationalisation objectives.

Quality, academic relevance and innovation is focused on a whole of organisation continuous improvement culture to ensure programme relevance, quality and outcomes. This is implemented through Programme Self-Assessment, part of Wintec’s Quality Excellence Framework. Associated with this strategic approach is one of the objectives for the *Research, development, transfer and commercialisation* strategic approach, which is “to support quality research that underpins and informs training and education relevant to industry and enables innovation and regional productivity” (Wintec, 2012b, p. 23). The implication for curriculum alignment of both these strategic objectives is the need to include a scholarly approach, one which includes reflection on practice and research on teaching in the teacher’s own discipline (Brew & Ginns, 2008, p. 535).

The *Student participation, outcomes and Māori achievement* approach has a particular focus on improving Māori achievement. Other student groups noted in the plan include youth, refugee, migrant and EAL students, as well as those students with lower literacy and numeracy levels. Clearly, the curriculum needs to support staff professional development in relation to these students, to lead staff in good practice in Māori student engagement. One of the biggest implications for the curriculum is for current programmes to be reviewed for robustness, relevance and cultural integrity to ensure that the academic directions of Wintec are better aligned with “the needs and aspirations of Māori” (Wintec, 2012b, p.26). The Māori Consultation Report Summary (Wintec, 2012, December), presented to Wintec’s Council, provides further information about the enhancements associated with this strategic approach, which have direct implications for the curriculum, namely that “[a]n elective paper on ‘Engaging with Māori’ will be developed and made available to all students and staff (Wintec, 2012, December, p. 1).

In order to align the curriculum with the final strategic approach, *Tertiary Sector Collaboration*, “sensible pathway opportunities for students” (Wintec.2012, p. 28) should be included. In this case, the students are academic staff members who are seeking tertiary teaching qualifications. The current programme provides limited pathway opportunities for staff and the renewed curriculum has the potential to be part of a stronger network of provision, as was suggested by Ako Aotearoa (2010).

Conclusion

The literature review seeks to answer three research questions:

- 1) What research-based principles should guide decision making about the curriculum?
- 2) What principles associated with parallel programmes should be taken into account?
- 3) What government and Wintec policies should the programme curriculum be aligned with?

The literature reviewed related to curriculum planning and development, tertiary standards frameworks and tertiary teacher education programmes. Government and institutional policy documents were also reviewed.

A set of five principles framing curriculum planning was gleaned from the literature, including concern with the experiences of learners, making decisions about content and process, as well as a variety of issues and topics. The point at which the curriculum planning process starts depends on whether the curriculum is framed as a process or a product. Decision making in three main areas of curriculum: objectives, learning outcomes and standards; selecting and organising teaching and learning modes, assessment, grading and reporting is shaped by this fundamental framing.

The literature notes that curriculum planning involves an increasingly wide group of stakeholders, and making decisions at a number of levels. One key stakeholder group is learners of the programme. Concern for the experience of learners suggests that decisions about the curriculum need to be made in association with them. The focus should be on preparing learners for a rapidly changing teaching and learning environment, giving them the opportunity to 'learn how to learn' so they can develop a 'climate of inquiry' about their own teaching and for their students' learning. Decisions about content and process need to be focused on ensuring the curriculum is current, academically robust and rigorous, and leads to quality learning outcomes (ALTC, 2011, p. 16).

Professional standards for tertiary teachers provide a quality framework and guide for professional learning and may be useful in ensuring academic robustness and rigor of the curriculum. Notably, the Ako Aotearoa National Tertiary Teaching Excellence Awards provide a description of best practice specifically relevant to Aotearoa/New Zealand. Evidence-based frameworks guiding academic development programmes provide a set of benchmarking criteria and good practice statements against which the planned curriculum can be evaluated. The argument for including a scholarly focus in the curriculum rests on the research evidence of improved practice and consequent changes in students' learning experiences.

A scan of the current New Zealand tertiary teacher programmes demonstrates the variety of provision in the ITP sector. The diversity of the sector is evident in the way the qualifications are structured, encompassing different levels. This may be based on the fact that tertiary teachers often "lack a pre-service teacher education" (Beaty, cited in Ako Aotearoa, 2010, p. 8) requiring institutions to offer foundation level programmes as well as opportunities "to prepare for post-graduate study"

(AUT, 2012). The notion of flexibility seems to be a guiding principle for a number of the reviewed programmes, helping to accommodate for the inherent diversity of the tertiary sector.

Wintec is another key stakeholder of the programme and will seek alignment with its strategic priorities. The aim is to prepare academic staff for a rapidly changing teaching and learning environment, one in which the student body is increasingly diverse and technology literacy requirements continue to grow. Student diversity is partially shaped by government policies to increase the number of students transitioning from secondary school into tertiary education, also by Wintec's internationalisation strategy and the quest for improved Māori achievement. Flexible learning and modernisation strategies require enhanced academic staff capability in blended learning pedagogies and technologies (Wintec, 2012b). The compulsory academic development programme needs to meet the needs of teaching staff and align with the institution's strategic directions.

Academic development programmes for tertiary teachers, in the same way as all curricula, need to be evaluated and renewed to be in-demand, retain their high quality and to remain aligned with current trends in tertiary education. According to Viskovic (2009), "the literature offers plenty of ideas that can be considered when developing or re-developing curriculum for ... formal courses on tertiary teaching" (p. 9). The literature does more than this. It provides convincing, coherent and research-led justifications for judging the worth of the current programme and for making programme improvements.

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