

# **Engineering Education Research**

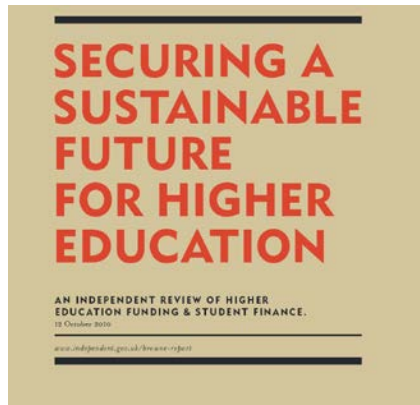
## Looking Back, Today and Looking Forward – The Challenges for the Network

Robin Clark  
3<sup>rd</sup> EER Symposium  
UK&I EER Network  
Cambridge - November 2015

# Outline

- Context
- Our Past
- Today
- Looking Forward
- The Challenges
- Concluding Thoughts

# Context





# Our Past

- 2009 – Special Interest Group
- 2013 – First Annual Symposium
- 2014 – Network and welcome Ireland
- Independent

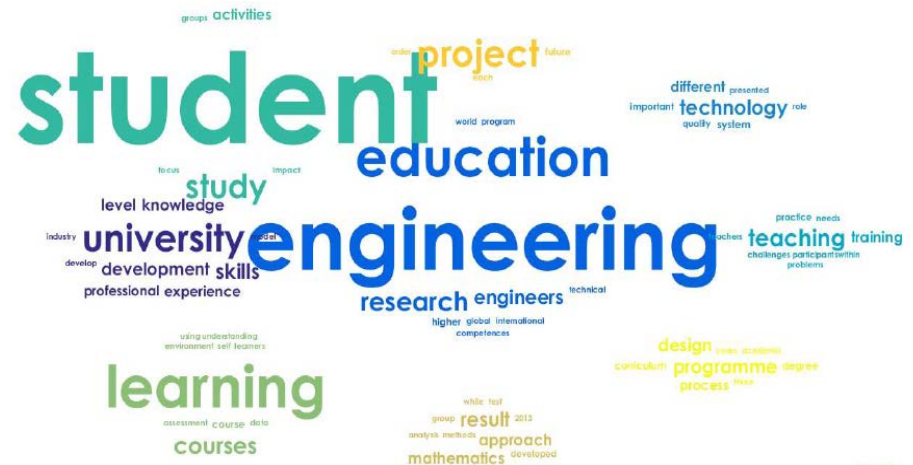


# Today

- 3<sup>rd</sup> Annual Symposium
- 40 + attendees
- 40 other colleagues across the UK&I
- Gender, staff / student
- Steering Group
- Healthy foundation

# Looking Forward

- We are at a critical point
- We need to consider ‘our challenges’
  - Visibility
  - Credibility
  - Sustainability
  - Collaboration
  - Growth



# Visibility

- We need to be more visible
- Website a priority
- Complete your profile
- Use the Network in your communications
- Logo development
- Marketing



# Credibility

- We need the key people to know who we are, what we have to offer and how good we are!
- Publicise our work
- Secure projects that allow us to demonstrate the Network's strength and credentials
- Consider all of our stakeholders

# Sustainability

- Funding
- Time
- ‘Address the mess’
  - How much money has been wasted?
  - How much further forward are we?
- We are asking the right questions
- We can be the glue

# Collaboration



# Growth

- The foundation is in place
- ‘Solve the unsolved issues’
- Create a greater understanding
- Conference
- Journal
- Impact on the future
- Opportunities for young people, opportunities for industry, opportunities for society, opportunities for education at all levels

# Future Context

- Jo Johnson

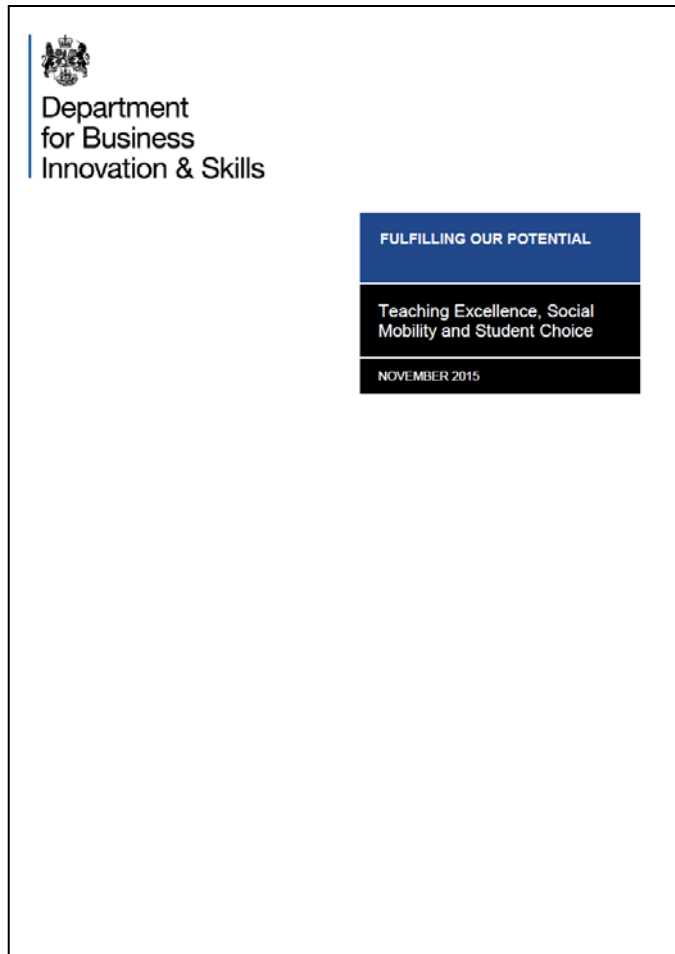
- Wants more new providers, competition is good for students and the system
- Universities should produce well equipped students ready to contribute to society and business
- Universities must do more to demonstrate that they add real value
- He wants this to include great teaching, rigorous assessment, useful feedback, preparation for the world of work
- Currently teaching quality is too variable
- Reputation is determined by research, teaching is not given enough focus or recognition
- Teaching must have equivalent status to research, we must see the same promotion opportunities etc for our best teachers

- Green Paper



Notes from UUK Briefing (Aston)

# 6<sup>th</sup> November 2015



- 105 pages to digest
- Consultation by 15/1/16
- Teaching Excellence Framework
- Office for Students
- “TEF levels will offer incentives – financial and reputational”
- An opportunity for us

# A snapshot

- In year one, meeting or exceeding the expectations for quality and standards in England (QA) (and equivalent reviews such as those by ISI) will form Level 1 of the TEF. Institutions with Level 1 TEF in this first year will be able to access specific financial incentives from the academic year 2017/18;
- Institutions will decide whether to apply for higher levels of TEF;
- In year two we will award higher levels of TEF. We would expect the financial incentives to apply at the institutional level from the academic year 2018/19 and be differentiated according to the TEF level awarded;
- The criteria and metrics used for TEF will develop over time; the TEF will evolve as more metrics are integrated, as we learn from previous years and as greater evidence and understanding of what constitutes excellent teaching develops;

# Our community

IfM



UCL Centre for Engineering Education

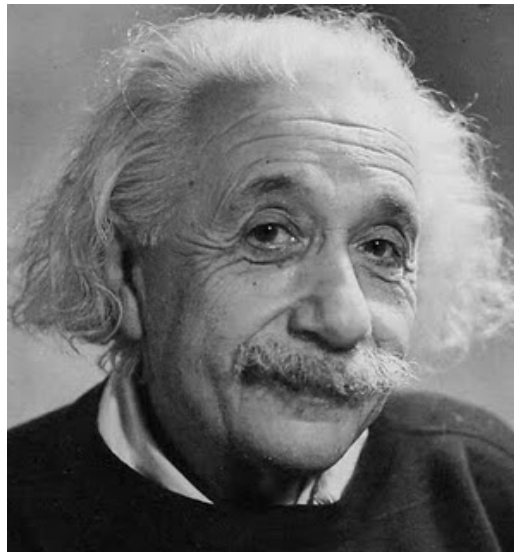


European Society for Engineering Education  
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Société Européenne pour la Formation des Ingénieurs





***"If at first the idea is not absurd,  
then there is no hope for it"***



# Concluding thoughts

- We have the foundation of a strong community in place
- Take it to the next level
- **Visibility, Credibility, Sustainability, Collaboration, Growth**
- We have much to offer and opportunities to realise
- Be passionate and get involved

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