

**The professionalisation of teaching in Higher Education in the UK:
perceptions and understandings.**

PAUL HENRY DENNISON

A thesis submitted in partial fulfilment of the requirements of
the University of Greenwich for the degree of
Doctor in Education

July 2017

FRONTISPIECE



Dalí, Salvador (1904-1989): The Persistence of Memory (La persistance de la memoire), 1931. New York, Museum of Modern Art (MoMA). Oil on canvas, 9 1/2 x 13' (24.1 x 33 cm). Given anonymously. Acc. n.: 162.1934.

© 2016. Digital image, The Museum of Modern Art, New York/Scala, Florence. Reproduced by permission.

DECLARATION

I certify that the work contained in this thesis, or any part of it, has not been accepted in substance for any previous degree awarded to me, and is not concurrently being submitted for any degree other than that of Doctorate of Education being studied at the University of Greenwich. I also declare that this work is the result of my own investigations, except where otherwise identified by references and that the contents are not the outcome of any form of research misconduct.

Signed by Student:

Signed by Supervisor:

ABSTRACT

Since the foundation of the Higher Education Academy (HEA) in 2003, professionalisation of teaching in Higher Education (HE) has had a championing organisation, whose remit includes the accreditation of initial teacher education qualifications and institutional professional recognition schemes, the two routes by which teaching academics achieve the HEA's fellowship credential, FHEA.

This thesis uses a staged research process to explore the perceptions of teaching academics about the impact and equivalence of the two routes into "the profession", and what they understand by "being [a] professional".

In stage one, a group of teaching academics at University of Greenwich were interviewed and their contributions analysed thematically. One area of consensus – what they understood by "being [a] professional" – suggested a framework of orientations that teaching professionals have "responsibility for" and "duty towards". This, in turn, suggested a congruence with the motivations that obtained when the professions developed as clerical specialisations, during the Middle Ages, and which emerge in new but recognizably related forms ever since. The concept(s) of professionalism are re-emergent. They are socially robust.

In stage two, the study was widened to include interviews with educational developers at three other Higher Education Institutions from diverse mission groups revealing notable variation in the way professionalisation was implemented across the sector. The framework of orientations crystallized as a model for the "logic" of an ideal-type individual professional, consistent with Freidson's (2001) "third logic" of collective professionalism.

In stage three, key outcomes were critically evaluated in a free-text questionnaire to norm circles of teaching academics, experienced in implementing the two routes, and also to the original interviewees. The results lend considerable warrant to the model for the "logic" of an ideal-type professional. Other research outcomes have implications for the increased governmentality in the HE sector brought to bear through the (2016) Teaching Excellence Framework.

ACKNOWLEDGEMENTS

Thank you to all the participants who gave your time and good will to this research study and contributed so much to the outcome. Thank you also to Karen Hustler and Professor Sally Bradley of the HEA for your permission to contact participants in part 3.

Thank you to my two supervisors, Professor Ian McNay and Dr John Smith, for your generous support, unfailing guidance and judgement, and your ideas and debate.

Thank you to other members of the Education Doctoral teaching team, particularly Dr Jane Barnard, Franca Kinchington, and Shirley Leathers, and to Professor Rose Barbour of the Open University for her timely help and encouragement.

Finally to my lovely wife, Maddie, for everything, thank you.

CONTENTS

FRONTISPIECE: Dalí, Salvador (1904-1989): The Persistence of Memory.....	ii
DECLARATION	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
TABLES.....	xiii
FIGURES.....	xiv
1. Introduction, rationale and professional context.....	1
1.1 The aim of the research and its resolution into research questions	1
1.1.1 The Aims... ..	3
1.1.2 ...and their resolution into Research Questions.....	3
1.2 Why this research is important and timely.....	6
1.3 The structure of my research	9
1.4 Philosophic underpinnings	10
1.4.1 Modified Essentialist Social Constructionism	10
1.4.2 Norm circles.....	12
1.4.3 Pragmatism and research methods	13
1.4.4 Duality of the Self and the Other	14
1.5 Professional Context	16
1.6 Positionality.....	21
1.7 Reflexivity – some explanation of the “Self”	23
1.7.1 Why reflexivity?.....	23
1.7.2 The warning and disclaimer	24

1.7.3	Choice of Qualitative Approach	25
1.7.4	Personal aside.	27
2.	Critical Review of Literature	29
2.1	Outline and Introduction	29
2.2	The universities and professions.....	30
2.2.1	Before the Professions	31
2.2.2	The law: a profession resurrected.....	34
2.2.3	Universities.....	37
2.2.4	The Profession as secular priesthood: an essentialist inheritance	40
2.2.5	Credentials and credentialism.....	42
2.2.6	Critical views of the symbiosis and of professions.....	44
2.2.7	The professionalisation of everyone.....	47
2.2.8	The professional in a profession: the search for a framework	50
2.2.9	The Individualistic approach: a deferral.....	53
2.3	Professionalism in Higher Education: the last 60 years	53
2.3.1	Landmark reports	53
2.3.2	Massive Expansion	55
2.3.3	Accountability.....	57
2.3.4	Managerialism	59
2.3.5	Marketisation	60
2.3.6	Technology Enhanced Learning (TEL).....	61
2.3.7	Employability.....	62
2.3.8	Reflective Practice	63
2.3.9	Professionalisation in HE.....	65
2.3.10	The HEA	69
2.3.11	The UK Professional Standards Framework (UKPSF)	70

2.3.12	Professionalisation through legitimation: a parallel case?	75
2.4	Other frameworks relating to the individual professional	78
2.4.1	A word about frameworks	78
2.4.2	Models and frameworks for the individual professional	80
2.4.3	Statistically validated measures of professional identity development	83
2.5	Conclusions	85
2.5.1	What do they understand by “being [a] professional”?	85
2.5.2	Professionalisation in HE and the different routes to “becoming [a] professional”	86
3.	Research Design and Empirical Methods	89
3.1	Preamble	89
3.2	Choice of method for Part 1	89
3.2.1	A dialogical research method	91
3.2.2	Reasons for not choosing a questionnaire for Part 1 and 2	92
3.2.3	Dialogical semi-structured interviews	94
3.3	Research design	95
3.3.1	Part 1: Single-case case-study	96
3.3.2	Other Professions	100
3.3.3	Research exclusion	101
3.3.4	Data sufficiency	102
3.4	Data generation through semi-structured interviews	103
3.5	Data transcription, anonymity, and analysis	104
3.5.1	Data transcription	105
3.5.2	Anonymity	105
3.5.3	Analysis	106
3.6	Part 2: Widening the scope	106

3.7	Part 3: Putting the findings to the test.....	108
3.7.1	A change in research design: the questionnaire	108
3.7.2	Considerations in planning the questionnaire	111
3.7.3	Post-hoc checks on questionnaire responses	114
3.8	Reflexivity – lessons learned	118
4.	Case study Data presentation and findings for Part 1	120
4.1	Chapter outline	120
4.2	Being a professional in HE	120
4.2.1	Professional skill oriented	122
4.2.2	Professional Community oriented	124
4.2.3	Professional service oriented	125
4.2.4	The professional credential.....	128
4.2.5	Comparing with other professions.....	129
4.3	The different routes to “becoming [a] professional”	131
4.3.1	Entering the profession via initial teacher education (PG Cert in HE).....	131
4.3.2	The GOLD recognition process.....	133
4.3.3	The value and use of dialogue.....	138
4.3.4	The value and use of reflection.....	139
4.3.5	The need for continuing personal learning and development	143
4.3.6	The view of the other route	146
4.4	Does the policy of professionalisation work for them?	151
4.4.1	The size and shape of the profession.....	153
4.4.2	Disciplinarity versus the generic	156
4.4.3	Juggling other agendas.....	159
4.4.4	Teaching versus Research	161
4.5	Discussion of Part 1 Findings: case study University of Greenwich.....	163

4.5.1	Question 2 “Views on different routes to becoming [a] professional”	163
4.5.2	Question 1: What do they understand by “being [a] professional”?	166
4.5.3	A model for the “logic” of the professional and the profession	170
4.5.4	Other aspects of professionalism around Question 2	174
4.5.5	Question 3: Does the policy of professionalisation of teaching academics align with their views or undermine them?	176
5.	Part 2: Four HEIs.....	179
5.1	Preamble	179
5.2	Alliance University (University of Greenwich)	181
5.2.1	The Education Development Unit (EDU):.....	182
5.2.2	Technology Enhanced Learning	183
5.2.3	University Policy on PG Cert and the GOLD recognition scheme	185
5.3	Russell Group University	186
5.4	Million+ University	193
5.5	Non-aligned HEI.....	199
5.6	Discussion of Part 2	204
6	A model for the “logic” of professionals.....	209
6.1	A model for the “logic” of a professional?.....	209
6.2	The duality of motivations	210
6.3	Pre-conditions of a profession	210
6.4	The “logic” of the professional and the UKPSF	212
6.5	The context of the “logic” of the professional.....	213
7.	Findings from the Questionnaire	215
7.1	Preamble	215
7.2	The first five assertions: Q1 to Q5.....	218
7.2.1	Professionals in general	218

7.2.2	Teaching Academics in HE.....	223
7.3	The “core” assertions: Q6 to Q8	226
7.3.1	Q6: “The model makes sense”	227
7.3.2	Q7: Correspondence between secular professionals and teaching professionals	231
7.3.3	Q8: Is it compatible with the UKPSF?	236
7.4	Explorative questions Q9 and Q10 in the questionnaire	240
7.4.1	Q9: Equivalence of the two routes?	240
7.4.2	Q10: HEI targets for staff with ‘a teaching qualification’	243
7.5	Discussion of the questionnaire’s findings	246
8.	Conclusions and recommendations.....	250
8.1	“Being [a] professional”	251
8.1.1	Evaluation of the model	252
8.2	“Becoming [a] professional”: views on the two routes – namely qualification and recognition.....	254
8.3	How is the policy of Professionalisation viewed by teachers in HE: does it align with their views of professionalism or undermine them?	255
8.3.1	Professionalisation and credentialisation	258
8.4	Extending and improving the model.....	260
8.4.1.	Autonomy, altruism and trust.....	260
8.4.2	Unravelling a category-mistake.....	261
8.5	Final reflection	265
9.	References	267
Appendix 1:	The UKPSF in both its incarnations.....	290
Appendix 2:	Participant selection of Stage 1 participants	291
Appendix 3:	Annotated list of Stage1 interview respondents.....	293

Appendix 4: Post Facto checks on Stage 1 participant selection.....	297
Appendix 5: Final Thematic Codes.....	299
Appendix 6: The questionnaire in its 10-question form	301
Appendix 7: Colour-coded individual response table for the questionnaire	308
Appendix 8: Per-group option choice results for the questionnaire.....	310

TABLES

	Page
Table 1: UK-based information about 19 of the early professions to achieve Chartered status.	49
Table 2: Three descriptive accounts of an “ideal-type profession” by writers in the field of adult education, each a generation apart.	51-2
Table 3: The five questionnaire groups, their number of respondents <i>N</i> , response rate, and time-on-task.	117
Table 4: Free text response rates per respondent group.	117
Table 5: A model for the professional and the profession.	172-3
Table 6: Comparisons between HEIs selected for Part 2 interviews.	180
Table 7: The break-down of mission group, where identified, against whether the HEI had a target percentage for staff to hold a teaching qualification or FHEA for 41 respondents.	245
Table 8: The stated target percentages for staff to either hold a teaching qualification or FHEA.	245

FIGURES

	Page
Figure 1: The elements of professionalism as evidenced in the Recognition versus qualification routes into the profession.	20
Figure 2: The cycles of Teaching and Learning and Interpretive Empirical Research compared.	26
Figure 3: Definition of profession (OED, 1971, 1427).	31
Figure 4: The early history of professions and the gradual separation of the Church and the universities.	38
Figure 5: Agendas in HE impacting on the teaching academic.	57
Figure 6: The three dimensions of the UKPSF.	71
Figure 7: The UKPSF (2011) Descriptor 2 excerpt.	74
Figure 8: Fournier's "Professionalism as disciplinary logic".	76
Figure 9: Evans' model for professionalism.	81
Figure 10: Interactive triangle model suggested by Burrage <i>et al.</i> for professionals, clients and the state.	83
Figure 11: Preliminary and eventual constituencies of Stage 1 participants, showing their alphabetic-chronological code-name initial.	99
Figure 12: Intrinsic orientations of (a) the HE teacher, (b) the secular Professional, and (c) the medieval Christian priest.	169
Figure 13: Orientations of the duty towards : (a) for the secular Professional and (b) for the teaching Academic in HE.	210
Figure 14: (a) The orientations of the medieval Christian priest and (b) those of the post-Enlightenment secular professional.	211

	Page
Figure 15: (a) the dimensions of the UKPSF and (b) the “logic” of the professional.	212
Figure 16: The alignment of the “logic” of the professional and the purposes of some organisations in Higher Education.	214
Figure 17: Quantitative summary of responses for the first five assertions of the questionnaire (Q1 to Q5).	218
Figure 18: Quantitative summary of responses to assertions Q6 to Q10.	226
Figure 19: The agree / disagree responses to assertion Q6.	227
Figure 20: The agree / disagree responses to assertion Q7.	232
Figure 21: The agree / disagree responses to assertion Q8.	238
Figure 22: Responses to whether academics see the two routes as equivalent to one another.	241
Figure 23: An HE teacher’s (a) orientations of <u>duty towards</u> / <u>responsibility for</u> may be evoked by (b) the <u>expectations of</u> and <u>trust given</u> by the objects of those orientations.	261
Figure 24: The orientations of <u>duty towards</u> / <u>responsibility for</u> (outward pointing) and <u>expectations of</u> / <u>trust for</u> (inward pointing) for the (a) HE Teacher, (b) secular professional and (c) Medieval Priest.	263

1. Introduction, rationale and professional context

1.1 The aim of the research and its resolution into research questions

This thesis sets out to investigate and explore the understandings, views and perceptions of academics about the concepts of profession and professional, and, by extension, professionalism and professionalisation, as they relate to teaching in higher education (HE). This places it at the very heart of HE; what it feels like and what it means to work as a teaching academic in the opening decades of the 21st century. There are other occupational groups in HE – researchers, strategic managers, university administrators – to which these concepts have been applied, but it is upon **teachers** in HE and **teaching** in HE that this thesis will focus, particularly upon the routes by which teaching academics achieve professional status, and whether their experience of a particular route affects their views and perceptions of these concepts and their validity. There are certain meta-questions accompanying the above: what is the relationship between professionalism and the current evolution of teaching in HE? Are there indications for policy-makers in the sector that should be noted? Should there be a chartered profession of teaching academics? These questions are both fundamental and timely, and will be addressed and discussed in depth.

Profession, and the derived terms professional and professionalism, are notoriously difficult to define as terms in use, as every author on the subject observes in their opening paragraphs. I follow their example, but defer a fuller discussion of the derivation and associated meanings of these words to Chapter 2. It is worth mentioning the different nature of the concepts as they are held by an individual – “the professional” – or shared by a community – “the profession”. The word professionalism applies to both, but with slightly different connotations: is professionalism something extrinsic that you have and show, like a badge of rank or a brand, or is it something intrinsic that you are and feel, and which tacitly underpins what you do? More than one author offers up professionalism as “an ideology” (Argyris and Schön, 1974: 146; Eraut, 1994: 1; Johnson, 1972, 1984 cited

in Eraut, 1994; Freidson, 1994: 169; Freidson, 2001: 106), a suggestion which at least has the merit of preserving this inner-outer extrinsic-intrinsic ambiguity. More than one goes further, reserving professionalism for the “profession”, and using professionalism for “the professional” (Hoyle, 1975; Evans, 2008).

At the outset of this study, it is also worth bringing forward the notion of professional credentials, those extrinsic symbols of inclusion in a particular profession, which mostly appear as post-nominal letters. The reification of these credentials – credentialism – was one of the aspects of my reading that came through in my interview data; indeed it was only occasionally that the distinction between the credential and the profession was clearly expressed.

The last few years have seen the Fellowship of the Higher Education Academy (FHEA), together with its advanced categories of Senior Fellowship (SFHEA) and Principal Fellowship (PFHEA) come to be regarded by many, and by the Higher Education Statistics Agency (HESA) in particular, as *de facto* credentials for the “teaching profession” in HE, credentials that have been sought by, and awarded to, more than 40% (see page 8) of the HE teaching workforce. A fuller account of the history and development of these credentials and, in particular, the part they play in the current evolution of the landscape of HE, is presented in section 2.3.11 of the literature review (see page 70). They do not, at the time of writing this thesis, *define* the profession of teaching in HE (if we admit such a thing to exist), nor do they convey professional entitlement in the sense that being a member of the Bar entitles you the rights of audience in the High Court, or registration with the General Medical Council entitles you to practise as a doctor; nevertheless, they signify a group identity based on formal peer recognition and assessment of aspects of professionalism and have been widely recognised in the academy. As far as HESA

is concerned, they contribute as a “key indicator” of comparative quality between Higher Education Institutions (HEIs)¹.

1.1.1 The Aims...

The aims of this investigation are to explore the perceptions of teaching academics in HE around profession, professional, and professionalism, as they relate to teaching in HE, and whether those perceptions are different depending on the route by which they gained the credentials of their teaching role – via Initial Teacher Education (ITE) or via a recognition scheme, sometimes called a Professional Development Framework (PDF). Additionally, I aim to explore how the policy of professional credentialisation of teaching academics is impacting upon those perceptions and the academics who hold them. By teaching academics, I mean those academics for whom teaching students forms part, or all, of their work – this includes those who teach and are research-active, those who teach and also have administrative and management duties, and those who teach part-time, including hourly paid teachers.

1.1.2 ...and their resolution into Research Questions

Having settled on the general aims, the research questions emerged in discussions with my supervisors. One question which we considered at length was “Whose perceptions were we exploring?” If teaching in HE were a recognised profession with a well-defined demarcation between those in the profession and those out of it, this question would have been easy to answer: we would want the perceptions of those “in the profession”. The actual situation is more complex, as I show in the

¹ See <https://www.hesa.ac.uk/collection/c15025/a/actchqual>.

next chapter. Since there is no well-defined demarcation, we agreed that practical alternate for “in the profession” would be “holding the HEA fellowship credentials FHEA, SFHEA, and PFHEA²” (a fuller account of this argument is given in the next section). This would also ensure that those with whom we made enquiry would have practical experience of at least one of the routes by which the professional status was gained, since HEA fellowships are only awarded by those two routes.

Limiting participants to those holding a full Fellowship of the HEA had also the effect of setting a clear boundary to the scope of my empirical research. Higher Education has a complex employment structure around its periphery – hourly paid teachers, visiting lecturers, guest lecturers, teaching assistants, including PhD students, (Rhoades, 2017: 204) – a whole world of complexity that would inevitably blur, distract from, and perhaps contaminate the research findings and outcomes. As it was, at the cost of some loss of some generality, we ensured that the perceptions we were studying were from a well-defined and unambiguous body of people.

A further theme for discussion was around which was the primary thread of research, profession or professional? This is more than a mere play on words, since (as we will see) although it is generally agreed desirable for teaching academics to be professional in their work, it is by no means agreed that they constitute, or ought to constitute, a profession.

I am grateful to my lead supervisor, Professor Ian McNay, for finding a way through this mine-field and suggesting the formulation of my general aims above into the following three research questions:

² Although the Associate Fellowship, AFHEA, is recognised by HESA or other HE bodies, Associate Fellows are specifically regarded as peripheral and assistant to the HE “teaching profession”.

1. What do those Higher Education teachers who hold (a category of full) Fellowship of the Higher Education Academy understand by “being [a] professional”?
2. What are their views on different routes to “becoming [a] professional” – namely the Postgraduate Certificate in Higher Education (or similar **qualification** routes) and the GOLD professional development framework (or similar **recognition** routes)?
3. Does the policy of professionalisation of Higher Education teachers align with their views or undermine the conceptualisations they hold?

It will be seen that we agreed that the individual **professional** is the pre-eminent concept to be explored. This was partly because we thought that the likelihood of consensus was greater. To discover a majority consensus around the concept of professional among HE teachers and analyse it in detail we thought to be a worthwhile aim. By limiting the enquiry to this particular well-defined group of HE teachers, the aim was to achieve a clarity that would depict what consensus there was with some authority. I did achieve this aim, though perhaps not as I expected when I set out.

For reasons of time and resources, we agreed it was not practical to explore these questions across the whole of the Academy, but instead to adopt a case study approach, using the University of Greenwich as an example of an HEI which has aspirations of achieving an overwhelming majority of its teaching staff awarded a category of full HEA fellowship³. These results would then be contextualised by

³ In the University of Greenwich Strategic Plan 2012-2017 “Making Greenwich Great” (University of Greenwich, 2012), the first key performance indicator (KPI) against the first strategic objective of “Maximising the individual potential and satisfaction of students through outstanding learning and teaching” is to achieve 75% of academic staff with an accredited teaching qualification. The main way in

interviewing lead educational developers from other HEIs. A fuller rationale is included in Chapter 3.

In adopting a case study approach, it became feasible to undertake semi-structured interviews for data generation, a mode I was particularly desirous of employing, as I explain below. I explore what a group of HE teachers (those holding a category of fellowship of the HEA) understand by “being a professional” and their views on the different routes to “becoming a professional”, *expressed in their own words*. This last point is important; the study may be compared to a compilation of eye-witness accounts in that the way witnesses express themselves irreducibly conveys much of the nuance of what they see (and understand).

The third question, on whether the policy of professionalisation aligns positively or undermines their positions vis-à-vis **professional**, goes further and opens up some of the meta-questions to which I have already referred: What is the current policy on professionalisation? How is it framed? What effect will the perceptions of individual staff have upon the success or otherwise of this policy, and contrariwise, what effect will the policy have upon the perceptions of individual staff?

1.2 Why this research is important and timely

There have been moves on the part of the Higher Education Academy to launch a chartered profession of learning and teaching for UK academics, based on the categories of HEA Fellowship (Marshall, 2016: e-mail), moves which were halted after some sectoral feedback. In my research, I am talking to the very people who would be eligible to become members of the chartered profession if this agenda

which this will be achieved is by the award of a category of Fellowship of the HEA, by one of the two routes; qualification or recognition.

were to proceed. If there is sufficient consensus in their perceptions to support a well defined, well ordered, well formed proto-profession then the move towards chartered profession status might succeed in building on this.

On the other hand, if the disparate modes by which they had gained their category of HEA Fellowship disrupts this consensus, or there are other aspects where the understanding of professional and professionalism is fractured, then this would indicate that the intended membership of a prospective profession might not go along with the chartered profession agenda, especially if, as seems likely, it involves an individual annual fee. Consensus around what a profession should be, and how professionalism is understood, is a necessary pre-requisite for the successful establishment of a chartered profession, but is by no means sufficient in itself to guarantee that such a move would be successful.

The HEA projects a confidence that professionalisation based upon Fellowships of the HEA is the foregone conclusion of unfolding developments in HE, and perhaps they are right, given the implications of the Teaching Excellence Framework (BIS, 2016). However this confidence is by no means universal across the UK. For instance, it is still possible to write and have published a popular UK text on “Developing as a Professional in Higher Education” without mentioning the HEA or any of its fellowships (Weller, 2016).

The two routes to professional status as FHEA are through initial teacher education (ITE) leading to a qualification, such as the Postgraduate Certificate in Higher Education (PG Cert) or the Postgraduate Certificate in Academic Practice (PGCAP), and through recognition via an in-house professional development framework such as Greenwich Opportunities for Learning and Development (GOLD) or through an equivalent process by direct application to the HEA.

Recognition, as distinct from ITE, is not a new “route” – it was possible to be recognised as a fellow of the HEA through recognition from its inception in 2004. Many members of the Institute of Learning and Teaching (ILT) applied to be recognised as Fellows of the HEA (its replacement). In the last few years, however, recognition has achieved greater prominence. Since the revision of the

UKPSF in 2011, and the establishment of the new categories of fellowship of SFHEA and PFHEA, many HEIs have devised in-house schemes for staff to obtain recognition, accredited by the HEA.

Such an in-house scheme is the University of Greenwich GOLD scheme, dating from September 2012. These schemes were given a powerful boost in 2013 when the various full⁴ categories of fellowship of the HEA were recognised as teaching qualifications in the anonymised information sets about HEIs gathered by the Higher Education Statistics Agency (HESA), one of the measures that affects HEIs' competitive ranking. Previously, the only HE-specific teaching qualifications were the ITE schemes, such as the PG Certs or PGCAPs which were accredited by the HEA as a badge of quality and whose graduates were then awarded FHEA.

For the HE sector as a whole, the percentage of teaching staff holding Fellowship, Senior or Principal Fellowship is greater than 39% and approaching 50% – the apparent vagueness caused by the difficulty in defining “teaching staff”⁵.

The importance of the professionalisation agenda itself is a major theme of the thesis and is further explored in Chapter 2, but it is worth pointing out that this agenda is inextricably entangled with the other policy agendas in HE – Accountability and Marketisation, for example – which have been in evolution since before the Dearing Report (NCIHE [July] 1997) nearly 20 years ago. In Chapter 2, I give some account of them. I also critically examine previous

⁴ That is, excluding the partial “associate Fellowship”.

⁵ For instance, in March 2015 the number of Fellows, Senior Fellows and Principal Fellows of the HEA was 59168 (HEA statistics from a presentation to Accreditors, 6 March 2016, during a training Webinar) out of 93710 full-time and 57500 part time academics for whom teaching was part or all of their paid duties (Source: HESA statistics for 2015-16, released 19 January 2017 by Free Online Statistics – Staff, at www.hesa.ac.uk/stats-staff, accessed 26 January 2017).

descriptions of a profession that have been formulated in the context of post-compulsory education (including HE) and some of the models for a professional that are offered by various authors today (see section 2.4.2).

1.3 The structure of my research

The literature review in chapter two is divided into three parts.

It begins with an account of the origins of professions and their links with universities. This leads into a review of research into the professions and a discussion of descriptions, models and frameworks that other authors have offered to explain how professions are distinct from non-professional occupations, particularly in education.

In the second part, I look at the recent history of Higher Education, taking the Robbins Report (1963) as my starting point, focusing on when and how the professionalisation of teaching agenda in HE developed, and when and how the other agendas developed alongside. I look at the foundation of the Higher Education Academy and the publication of the UK Professional Standards Framework, investigating where it came from and the choices it embodies.

In the third part, I attempt a critical review of current thinking around professionalism in education and its place among other agendas, seeking for a satisfactory constituent model for what motivates a professional.

My data generation and analysis are also in three parts.

In Part 1 (chapter 4), I gather the views and understandings regarding professional and professionalism of a selection of University of Greenwich staff who hold Fellowship (FHEA) or Senior Fellowship (SFHEA) of the Higher Education Academy, their views on the route by which they gained their Fellowship and of its alternative, and of professionalisation and what a profession of teaching might look like in HE. This stage of the investigation is in the nature of a single exploratory

case study (Bassey 1999: 12; Yin 2009: 24) and arrives at tentative conclusions, including a model for the “logic” of a professional, relevant to teaching academics in HE.

In Part 2 (chapter 5), I interview key individuals in recognition and ITE from three other HEIs from diverse mission groups (and none), and also from the University of Greenwich. The purpose of these interviews is to assess the HEIs’ various stances with regard to professionalisation, as embodied by the achievement of Fellowship of the HEA, and to elicit their views on how the teaching in HE is evolving with regard to the “HEA’s professionalisation agenda”.

In Part 3 (chapter 7), I administer a short on-line questionnaire, whose primary purpose is the critical validation of the model for the “logic” of a professional developed as a result of the stage one interviews (see chapter 6), but which also tests reaction to other findings from stages one and two.

My final discussion (chapter 8) combines the results of each of these research efforts, historical, contextual, theoretical, empirical exploratory and empirical confirmatory, to form conclusions and recommendations, demonstrating that in combination, the research efforts mean more than they do individually.

1.4 Philosophic underpinnings

1.4.1 Modified Essentialist Social Constructionism

Since this thesis is about what people think and say in their own words, myself included, the most appropriate epistemology, the first of Crotty’s “four elements” (1998, 4), seemed to me to be social constructionism. As an educationalist, this resonates with the dominant discourses (Vygotsky, 1978; Illeris, 2007; Elder-Vass, 2012) in the UK on “how students learn” and it is tempting to further assume a whole-hearted social constructionist frame of reference. That would be simplistic, however. Sayer makes the case for avoiding taking sides in what he calls “disabling dualities” (1997: 459) – I prefer the term “binaries” in this context – such as that of

social constructionism versus essentialism and argues that this oppositional binary is by no means logically inevitable. Sayer points out that where we have to categorise, “essentialism is unavoidable” (Idem: 454). He further suggests that language, which is socially constructed, must necessarily have essences in the definitions of words (Idem: 456).

“One purpose is to identify the essences of an object which supposedly determine – or are indispensable for – what it can and cannot do; these are its ‘generative’ properties.” (Idem: 458)

In this thesis, the object in mind is the definition and understandings of “professional”, and although the meaning of the term was obviously *originally* socially constructed, it is one of the themes of this thesis that it still retains essentials – generative properties – which have been carried down from an earlier age, rather than socially constructed in the modern day. Trowler, in a keynote broadcast (2012), supports the idea that “a moderate form of essentialism is necessary... [in fact] absolutely vital in thinking about Social Science...” even while expressing a view opposing strong essentialism.

Elder-Vass resolves this riddle differently. He places essentialism in a dipole binary not with constructionism, but with extreme nominalism (2012: 126), arguing against the latter by quoting Sewell:

“What things *are* in the world is never fully determined by the symbolic net we throw over them.” (Sewell, 1999: 51, cited in Elder-Vass, 2012: 121).

He (Elder-Vass) acknowledges that we are captive within our world of words (social constructionism) but points out that we are able to observe and interact with a material world around us that is not subject to that captivity (realism), a “fact” confirmed by inter-subjectivity. He proposes a cross-over between the two “isms”; **realist social constructionism** (Elder-Vass, 2012: 7). Almost everything that we think or say is developed in language through social constructionism, but Elder-Vass (Idem: 20) insists that our memories, thoughts and words have physical counterparts in our heads and bodies as networks of connections between atoms, shaped by our social interactions. Thus social constructionism has a realist, indeed

a materialist, basis in physical groups of people – norm circles (Idem: 22) – who actually undertake the social construction (and reconstruction).

In proposing this explanation, Elder-Vass (Idem: 43) explicitly rejects Popper’s “third world” of ideas⁶ (1979: 158), which Popper calls “modified essentialism” (Idem: 197). Elder-Vass does not deny the existence of the ideas, simply that they can exist without a materialist basis. The exact distinction between his and Popper’s positions is finely judged, and both are happy to discuss ideas in terms of logic and validity. For myself, I accept Popper’s modified essentialism, as long as it is also in a moderate form, but combine it with Elder-Vass’s realist social constructionism to underpin my research. This brings my approach within the ambit of Giddens (1984) theory of structuration, with Sewell’s refining explanation of the dual character of structures, “composed simultaneously of schemas, which are virtual, and of resources, which are actual.” (Sewell, 1992: 13).

1.4.2 *Norm circles*

The social constructs at the centre of this thesis – professional, professionalism, and profession – cannot be entirely explained as constructs of today’s society, even though I subscribe to the view that everyone actively and individually constructs the contents of their head through social interaction.

The concept of professional, as well as the attitudes, drivers and skills of professionals – professionalism – have been re-constructed, developed and defended over a long period of time by norm circles of people (Elder-Vass, 2012: 22), some norm circles in the professions themselves. The composition of these norm circles evolves as generation succeeds generation and individual members

⁶ “We can call the physical world ‘World 1’, the world of our conscious experiences ‘World 2’, and the world of the logical contents of books, libraries, computer memories, and such like, ‘world 3’.” (Popper, 1979: 74)

join or die or are struck off. How the constructs professional and professionalism evolve in parallel to the evolution of their “carrier” norm circles obviously depends on the myriad individual agency and experience of their members, but also upon *the nature of the constructs themselves*. (This is the modified essentialist twist I add to Elder-Vass’s work.) Some constructs are more tenacious than others, just as some tunes are more annoyingly memorable than others. I have a suspicion which I hope to sustain into a probability, that some of the elements that construct these concepts and entities come from an essentialist “resonance” from the origins of the term **profession**. They are learned. Freidson acknowledges these resonances as the “folk concept” of the profession (1994: 20), but I hope to argue that there is a tenacity in the constructs themselves, and the language in which they are normalised, that carries connotations from generation to generation.

1.4.3 Pragmatism and research methods

Let me now to turn to the practicalities of my intended empirical method. I shall use research methods that approximate as closely as possible the normal exchanges between colleagues – conversation, discussion, debate – claiming warrant for it under the principle of continuity (Schutz, 1954: 272).

I will be adopting a pragmatic orientation, in the sense of employing methods as little contrived as possible, to pursue my data, cutting across paradigms, while acknowledging each. As Hammersley explains:

“A pragmatic orientation rejects the development of distinct methodological identities, for example researchers’ self-identifications as qualitative or quantitative researchers, as discourse analysts, action researchers, etc.” (Hammersley, 2013).

This approach is consistent with the co-construction of knowledge in a social constructionist way. To my mind, pragmatism means that the *end* of the pursuit of knowledge is prioritised over the *means*, always provided that the methodological decisions which underpin those means are explained and justified sufficiently to avoid the charge that pragmatism has become mere expedience.

The research questions relate to the understanding and views of teaching academics who have either qualified or been recognised as Fellows of the HEA. I have been a Fellow and am a Senior Fellow of the HEA. It follows, therefore, that I am myself a potential “data subject” or, as I prefer to call it, participant, and that I ought to acknowledge my dual status as researcher and participant, and reflect mindfully upon it (Drake, 2010: 86). To do otherwise would introduce a note of artificiality and would be inconsistent with the mutuality which is implicit in the concept of “co-creation”, thus introducing a potential source of conscious or unconscious error. As far as possible, therefore, I intend to report the contributions of participants, myself included, in their own words, reproducing the “common-sense experience of the intersubjective world in daily life” (Schutz 1954: 269).

1.4.4 Duality of the Self and the Other

I have already mentioned three dualities in relation to professional. The first is the individual professional as opposed to collective profession, the second is the attitudes to the professional and the attitudes to the professional credential, and the third is the intrinsic and extrinsic aspects of elements of professionalism. All of these appear to me to be examples of the overarching duality of Self and Other, the opposition of the internal self to an external other. This duality, or class of dualities, is inescapable, given the social constructionist–modified essentialist stance I adopt. Constructionism contends that the contents of one’s head are actively constructed by each one of us internally, within the Self, but that the stimuli which guide that construction process come from the intersubjective ‘World’, including the society in which we live (the social of social constructionism). With my mixed approach, I also allow that the construction of meaning depends upon authoritative ideas that inhabit and energise that society (essentialism). The Self and the Other will be a recurrent theme in my thesis, touched on from time to time as a kind of motif, and surviving to form part of my conclusions.

Once you identify them as a duality, the Self and Other are ubiquitous. Paulo Freire, for instance, makes explicit allusion to them in his "Pedagogy of the Oppressed" (1975: 82) :

"I cannot exist without a *non-I*. In turn, the *not-I* <sic> depends on that existence."

Freire had just cited Sartre on the same theme:

"Consciousness [*I*] and the world [*non-I*] are given at one stroke: essentially external to consciousness, the world is nevertheless essentially relative to consciousness." (1975: 81) (my insertions).

In the quotation, Sartre is himself interpreting Husserl. Sartre, in his article, continues:

"Husserl sees consciousness [*I*] as an irreducible fact that no physical image can account for. Except perhaps the quick obscure image of a burst." (Sartre, 1947: 31)⁷ (my insertion).

Thus we see that the Self and the Other thread back through intertextual linkage from critical pedagogy through existentialism to phenomenology, through three generations of 20th century philosophy.

More recently, Stacey (2003: 19 and 33) quotes Elias who actually does propose a duality, as opposed to a binary:

"...concepts such as 'individual' and 'society' do not relate to two objects separately but to two different yet inseparable aspects of the same human beings... Both have the character of processes... the relation between the 'individual' and the 'society' is an 'interpenetration' of the individual and social system." (Elias, 1991: 45-46)

⁷ "La conscience et le monde sont donnés d'un même coup: extérieur par essence à la conscience, le monde est, par essence relatif à elle. C'est que Husserl voit dans la conscience un fait irréductible qu'aucune image physique ne peut rendre. Sauf, peut-être, l'image rapide et obscure de l'éclatement." (Sartre, 1947: 31).

It is no exaggeration to say that the duality of Self and Other has dominated philosophy and the examination of knowledge since the development of consciousness of the Self sometime in the first two millennia BCE, as evidenced in the evolution of language and thought (Jaynes 1990: 453).

In research terms, the Self and the Other, are represented in the ways in which different frames of reference treat point-of-view. In literature – novels and such like – point-of-view refers to the author’s stance as a narrator, their “camera-angle” as it were, distant and remote, or up-close and personal; flat and “factual”, or angled and emotive; first person or third person. In the scientific method, researchers go to some lengths to avoid acknowledging point-of-view, or attempt to obliterate it. They aim at the ‘third person’ “objective result”, employ methods that deliberately minimise two-way human communication, analyse them using statistical measures whose validity depends upon anonymity and equal impact, and write up their results in passive voice. In Sociology and the other human sciences, this approach appears contrived and self-defeating.

My own approach is to acknowledge I am undertaking insider research (Costley et al, 2010; Drake, 2010; Hanson, 2013), that I am an equal participant, deliberately identifying and expounding my stance, while at the same time committing to a critically ‘valid’ representation of the state of affairs as I encounter it; the Self (me as researcher) as part of the Other (my Data Participants), reported on by the Self (me as author) to you, the Other (as reader). This approach not only guides decisions around the dialogical “exploratory” stages of my research, but also the “evaluative” questionnaire stage.

1.5 Professional Context

It is necessary to explain for the convenience of the reader the difference between, and something of the history of, the two routes to “becoming a professional”, mentioned in the second research question.

From 2006, when the United Kingdom Professional Standards Framework (UKPSF) was published, it has been customary for students on the PG Certificate in HE (PG Cert) to have their portfolio of course-work, including their professional reflections and additional evidence of practice, assessed against the three 'dimensions' of the UKPSF (see Figure 6, page 71, and Appendix 1, page 290). This assessment was made by the teaching team against a checklist of items; the students' knowledge of the UKPSF remained untested and, at best, implicit, the learning outcomes of the programme having been "mapped" against the relevant items of the UKPSF by the programme team in such a way as to establish an equivalence in the eyes of the accreditors of the HEA.

For some universities this remains the way in which students demonstrate they have satisfied the Fellowship criteria of the UKPSF. However, at University of Greenwich, from re-accreditation in February 2011 onwards, the PG Cert required students to map their own evidence explicitly against the UKPSF, and to provide a reflective/effective guide to their portfolio which ensured that this equivalence was personally articulated (University of Greenwich, 2011).

The original (2011) University recognition scheme was formally specified in the same accreditation proposal document and approved by the HEA. This scheme sought to reproduce the same rigour and extent of the PG Cert in an e-portfolio of evidence, designed around the same parameters. It was one of the very first such schemes to seek HEA accreditation and undoubtedly it suffered from the experimental nature of the recognition process, as it was then. This scheme was based upon an equivalence which owed much to the methods of Recognition of Prior Learning (RPL) in that it sought to reproduce an equivalent set of evidence to that produced by participants on the PG Cert.

In the months that followed HEA accreditation (2011 and 2012), it was found that no member of University of Greenwich staff seriously attempted recognition by that route (there were a handful of enquiries). I and my colleagues concluded that the recognition scheme was too arduous to be tempting to already experienced (and busy) members of staff to undertake. It should also be stated that the

institutional pressure to achieve FHEA through recognition was not there at that time.

Meanwhile, other HEIs, notably University of Exeter, had devised and accredited recognition schemes that were considerably more streamlined and less demanding in their parameters of assessment and achieved considerable uptake. The momentum towards recognition could be built if the balance between effort and reward were so amended.

The Education Development Unit at University of Greenwich (as we had become by then) went “back to the drawing board” and produced a more streamlined recognition scheme, rebranded as Greenwich Opportunities in Learning and Development (GOLD) which was accredited separately in September 2012, (University of Greenwich, 2012). Thanks to this design amendment and probably because of growing pressure to obtain categories of fellowship of the HEA, we had our first successful applicants in December 2012.

It may be surmised from the above brief history, that the GOLD recognition route is considerably less extensive in evidential terms and less demanding in time and effort than the PG Cert route. The justification for this disparity is that the PG Cert is also a postgraduate qualification of 60 (postgraduate) credits associated with an extensive formal learning process. However, in the *realpolitik* of professionalisation, where the FHEA itself is regarded as the equivalent of the postgraduate teaching qualification, the additional benefit becomes intrinsic, rather than extrinsic. The scholarship and learning which underpin the PG Cert add considerably to the depth of understanding and the repertoire of expertise of the new teachers, counterbalancing to some degree the lack of actual teaching experience of the beginner. Some competitor HEIs have abandoned the credit-bearing qualification route almost entirely (see section 5.3, page 186).

Let me explain the logic by which the comparability of the two routes is maintained at University of Greenwich.

The PG Cert in HE is a one-year part-time 60-credit postgraduate qualification designed to induct students with little or no previous experience into the profession of academic teaching in HE. It requires them to master a considerable amount of professional knowledge, to undertake at least 60 hours teaching in HE, and to demonstrate reflective practice to a professional standard. It also requires them to adopt appropriate professional values. Evidence of these three aspects is compiled by the student into a “e-portfolio of evidence”, explicitly (in the case of University of Greenwich) mapped and explained against the UKPSF.

Students on the PG Cert in HE use reflection to combine the theoretical knowledge and learning they acquire on the programme with their (sometimes restricted) practical experience of teaching, undertaken alongside their study. Reflection may be seen to facilitate the student’s opening out into a professional (represented in the red diagram of Figure 1 by a triangle balanced on an apex). Reflection is introduced right at the start of the programme and permeates assessment practices that follow, both the teaching practice assessments and the written essays and reports. The final e-portfolio collects this reflectively founded study, scholarship and practice which is finally reviewed against the UKPSF, as evidence of capability, corroborated by their mentor. The mentor also undertakes several teaching practice assessments and gives ongoing support.

The GOLD recognition scheme, on the other hand, is designed to facilitate the summary presentation of a substantial amount of current professional practice, complemented by an adequacy of theoretical expertise and a willingness to demonstrate reflective practice and engage with the UKPSF (University of Greenwich, 2012), building on a broad base of substantial teaching experience (represented by the blue triangle of Figure 1).

The GOLD recognition scheme has the aim of presenting a reflective epitome or capstone summary of the professional practice of an experienced teacher in HE. In a sense, it operates in a reverse direction to the PG Cert in HE, being a form of RP(E)L (Recognition of Prior (Experiential) Learning), formerly AP(E)L (Accreditation of Prior (Experiential) Learning). Applicants focus down an extensive, ill-defined

body of experience into a few thousand words of self-generated reflective evidence, in which claims of competence are made.

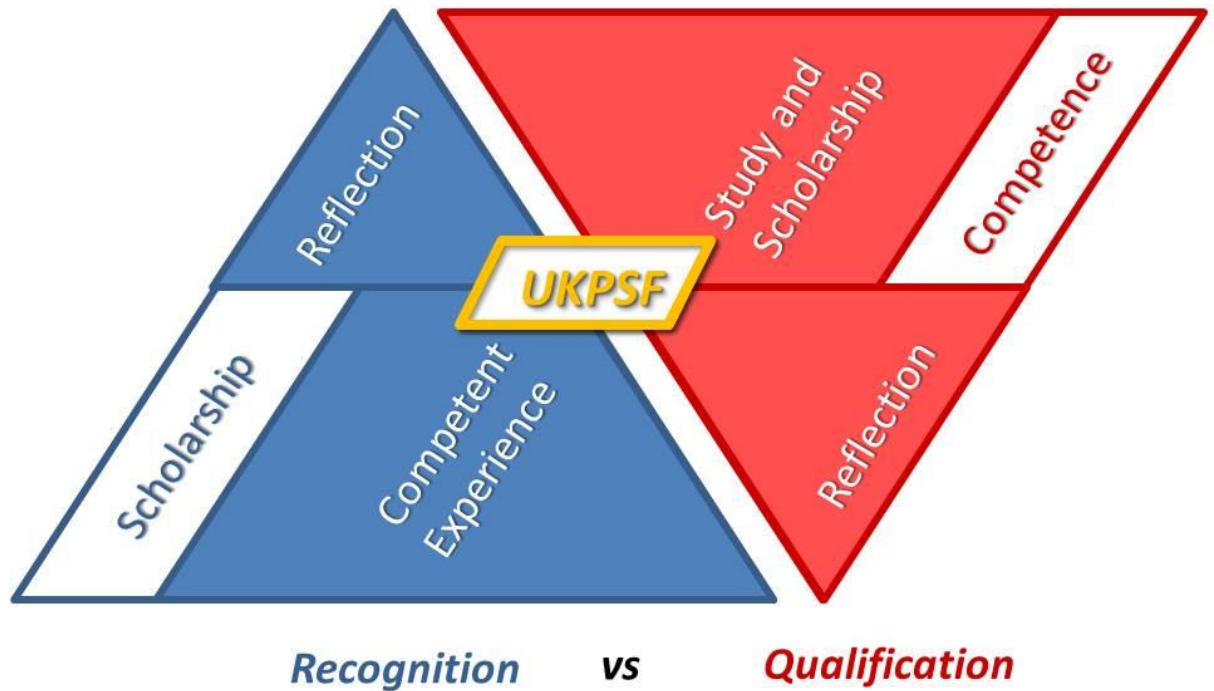


Figure 1: The elements of professionalism as evidenced in the Recognition versus qualification routes into the profession. They are both referenced against the UKPSF.

These are corroborated by two independent referees, one of whom acts as a dialogical mentor and undertakes a single developmental peer observation of teaching (University of Greenwich, 2012). The reflection combines scholarship with the competent experience that has gone before.

The UKPSF, its dimensions, elements and criteria, is common to both the PG Cert and the recognition scheme, and is therefore a symbolic marker for the equivalence of “professionalism” gained by either route.

1.6 Positionality

Having decided on the research aim and research questions and having sketched in the professional context and reasons why they are worthwhile topics of investigation, it remains to say something about why I feel I am well placed to pursue the answers.

I was appointed Programme Leader for the PG Cert in HE in September 2009, and transferred from the Business School to the School of Education (as it then was) to take up my post. Even before that, I had been interested in Professionalism, and had written and presented on reflective practice (Dennison, 2008; 2009; 2010).

As part of the preparation for reaccreditation of the PG Cert in HE in February 2011, I attended, together with two colleagues from the programme team, an HEA workshop where we “invented” the first University recognition scheme that was such a notable failure. When, as the newly formed Education Development Unit, we decided to design a replacement recognition scheme, I became leader of the development team and subsequently Academic Lead for the scheme. I was therefore well placed in the University to undertake a comparative study between the two routes into the profession, since I was programme leader for the PG Cert in HE and also Academic Lead for the GOLD recognition scheme. There would be issues to consider around ethics, power relationships, and disinterestedness, as there would be in any insider research (Costley et al, 2010; Drake, 2010; Hanson, 2013), but these in no way diminished the opportunity nor my enthusiasm to take it up.

Both schemes were reaccredited in September 2015, and I was a key member of the re-accreditation team. Within the University of Greenwich, my dual role afforded me appropriate, collegial access to those who have achieved fellowship through either of the routes and also means I am thoroughly familiar with the routes’ documentation and operation.

This “dual lead” that I undertook is not uncommon in educational development units (or their equivalent) in HEIs where they are operating both initial teaching

qualification schemes, such as the PG Cert HE, and professional recognition schemes⁸, such as GOLD, and have both accredited by the HEA. According to the HEA, there are more than 120 HEIs where this is so. I interviewed two other “dual leads” as part of my research. (The third was from a Non-aligned HEI with no recognition scheme in place at that time.)

I have a further claim to positional advantage for the research which is my role as a recognition and accreditation consultant with the HEA. This means I am up-to-date with developments of both routes within the sector and have extensive knowledge of how the two routes operate in other universities.

To look at my positionality another way, I am a member of the **norm circle** (section 1.4.2, page 12) of programme leads for the PG Certs, of the **norm circle** of academic leads for recognition schemes, and a member of the **norm circle** of consultants with the HEA. These three memberships facilitated the multiple questionnaire exercise in Part 3.

I am aware that my positionality opens me to the charge of bias “simply because [I] have commitments pertaining to the field in which the research is being carried out.” (Hammersley & Gomm 1997: 4.5), and because my role makes me a figure identified with the successful operation of both schemes with the association of an implicit power context. There is also the potential bias of my own perspective and the bias I may introduce to findings through my positionality. This danger is

⁸ Professional Recognition schemes are commonly called CPD (continuing professional development) schemes. The GOLD scheme is officially called a professional development framework (PDF). Both terms are confusing: CPD schemes are about recognition and CPD is only one component of that, while PDF is easily confused with PSF, the abridged and internationalised form of the *UKPSF*. I prefer, and shall use, the term “recognition scheme” instead either of these alternatives.

somewhat balanced by the detailed knowledge of the research context and its micro-politics (Costley *et al*, 2010: 41). Some apparent ‘bias’, of course, may simply be the result of honestly reporting from a self-centred point-of-view, rather than constructing an impersonal ‘observational’ point-of-view which is wholly contrived (see section 1.4.4 above, page 14).

1.7 Reflexivity – some explanation of the “Self”

1.7.1 Why reflexivity?

One of the current shibboleths of teaching and learning is the notion that effective teaching (and learning) begins with some account of the starting point, the prior knowledge, of the learner. Later in this section, I suggest that research and learning have much common ground so it is appropriate to give an account of the starting point of the researcher seeking knowledge at the commencement of their research. This is not quite as neat a connection as I would wish in that the researcher has the role of “teacher” rather than “learner” in my comparative cycles (Figure 2), but if we accept that learning may be co-created, as many do (Freire, above, for instance), then there may be a reversal of roles between teacher and learner as they interact, and the comparison may stretch.

In any case, there are plenty of authors such as Barbour to remind us that “researchers cannot enter the field as empty vessels” (2014: 37) – note what Freire would identify as the “Banking” metaphor! – and reflexivity is there to acknowledge the researcher’s subjectivity, conscious or unconscious, their previous assumptions and convictions, and the potential for impact upon their research results as a kind of warning or disclaimer to the reader.

“In some versions it is sufficient to articulate these views, in order to let the reader decide.... In other versions the researcher is urged to ‘work with subjectivity rather than against it’ (Parker, 2004: 97) and to interrogate some of his/her own preconceptions...” (Barbour, 2014: 37, citation in the original).

“...Social inquirers ha[ve] to accept the inevitable presence of the self as researcher in the knowledge generated by social inquiry.” (Greene, 2012, 756)

“...research will inevitably be affected by the personal and social characteristics of the researcher, ...that this can be of positive value as well as a source of systematic error, it does not require us to give up the guiding principle of objectivity.” (Hammersley and Gomm 1997: 4.12)

So reflexivity is included to acknowledge the above points but remains a minor accompanying theme, rather than the main research outcome, which has been the case in other enquiries (Ashmore 1989).

1.7.2 The warning and disclaimer

The professional aspect of my subjectivity is given in the preceding section, but some account of my personal intellectual preoccupations and preconceptions may be helpful at outset.

Bruner asserts that the self is constructed and validated when we tell stories (1990: 111). Jaynes makes the point more strongly in claiming that our individual identities, our individuality, developed from the impact of language upon our psyches (1990: 257); that we literally developed the possibility of individuality through the development of language. This foreshadows Lyotard’s quotation in my epilogue regarding childhood, which Lyotard further explains as follows:

“By childhood, I mean the fact that we are born before we are born to ourselves. And thus we are born of others, but also born to others, delivered into the hands of others without any defences.” (Lyotard, 1993: 149 cited in Bickis and Shields, 2013: 142).

I have a longstanding fascination with the symbolic nature of language (Pinker, 1994; Deacon, 1998). In researching the meanings we give words, I find it informative to touch on the historical etymology of the words in parallel with the history of their referents.

It is impossible to do this without venturing into metaphor, “a lie which tells the truth” (Byrne and Callaghan, 2014: 43). It seems to me that the ubiquity of

metaphor lies at the heart of the “problematic” relation between description and prescription (Idem: 75).

In my previous role as Director of the MBA at University of Greenwich, I was course leader for a 15 credit one-week block course, “Creative Problem Solving”, and designed and led a 30 credit undergraduate course “Creativity and Decision Making” for a number of years. From this teaching, I derived some experience, even expertise, in managing the creative process in a dialogical setting (Dennison and Duncan, 2009), which will inform my approach to the data generation part of my research, as well as my perceptions around validating results.

1.7.3 Choice of Qualitative Approach

I had had considerable experience in the analysis of quantitative research data, having co-authored comprehensive studies based on large scale survey data sets, such as the Workplace Employment Relations Study (WERS), (White *et al*, 2006; Dennison & Corby, 2005; Corby & Dennison, 2005; Corby *et al*, 2002), my contribution being statistical analysis and interpretation. For my doctoral research, I made the conscious decision to begin with a qualitative and emergent method, that of semi-structured interviews in the initial exploratory part of my research, rather than a quantitative survey such as a paper-based or on-line questionnaire, or its dialogical equivalent of fully structured interviews.

I had developed a certain disenchantment with the highly structured deterministic approach of such quantitative methods – “clock” methods rather than “cloud” (Popper & Eccles, 1977, 33) – and was determined to explore an alternative in the exploratory phases of my research. As has been pointed out before (Dennison, 2010, online), research shares many approaches, concepts and terminology with this scholarship of teaching and learning. This may be seen in the present instance, in that my disenchantment with deterministic research approaches parallels disenchantment in parts of HE for some approaches in teaching which require learning to follow a predetermined structure (Rowland, 2006: 19).

More detailed explanation of my objections I will defer to Chapter 3, but let me attempt an introduction of them by comparing the stages in interpretivist empirical research to those commonly derived for the process of teaching and learning.

There are many four-fold cycles which may be found to describe the iterative process of teaching and learning, of which Kolb's (1984) is perhaps the most famous example (Dennison, 2009). With certain variations, they may be seen as analogues of each other and of a generic cycle which I propose is shown on the left of Figure 2 below.

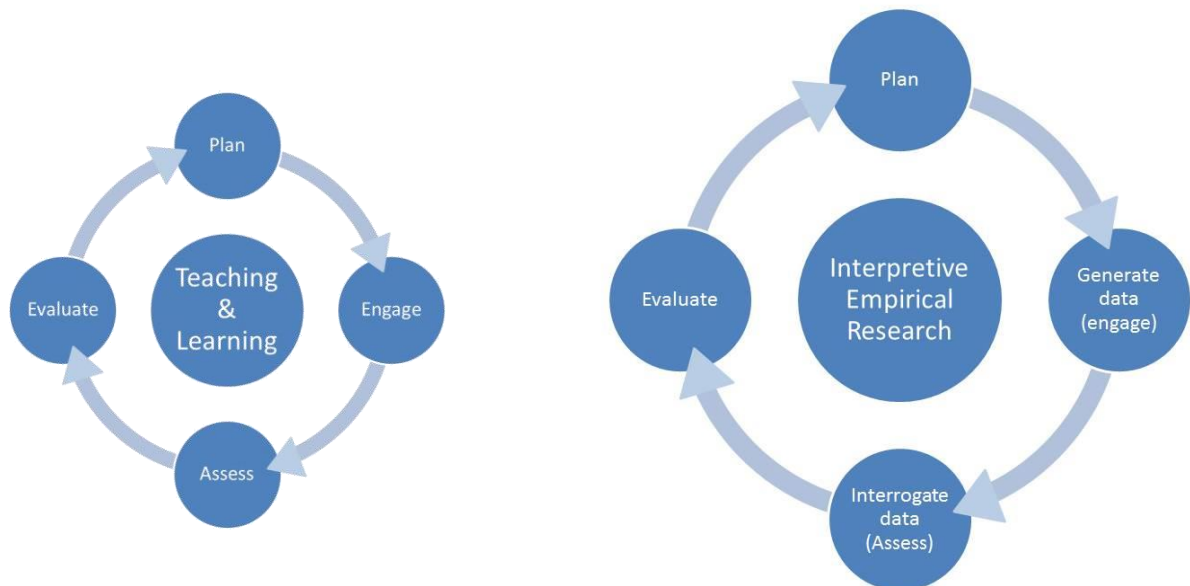


Figure 2: The cycles of Teaching and Learning and Interpretive Empirical Research compared.

The left hand cycle shows four stages in Teaching and Learning: Plan – Engage – Assess – Evaluate. The actual teaching-learning nexus is at the engage stage, where the teacher stimulates and supports learning. The results of this learning are analysed and judged during the assessment stage and the overall process is evaluated.

Compare this with the cycle on the right, which shows corresponding stages for the interpretive empirical research process. Whereas in teaching and learning, it is the

promulgation of knowledge – its re-creation in the heads of learners – which is the aim, with research it is the formation of that knowledge itself. And just as validity, reliability and transparency are terms familiar to the teacher in relation to assessment of learning, so they apply – in broad terms – to the interrogation of data. Semi-structured interviews are akin to one-to-one dialogical exchanges as a mechanism for stimulating learning – generating data – whereas closed-question questionnaires employed at that stage are akin to the deployment of multi-choice tests, and open text questionnaires are akin to essay examinations. Most teachers immediately realise the pedagogic shortcomings of the last two alternatives and the corresponding richness of exchange of the first. I contend that, for parallel reasons, the shortcomings and richness of the alternatives also hold true in research. If you are looking to explore in depth what people understand, to viably reconstruct a formulation of their views, you need to go beyond the questionnaire.

On the other hand, if you already have a general statement of a theory, or a formulation of that theory, which you seek to test against the public opinion of your target group, then a questionnaire may be suitable. It is a shift from the constructionist negotiation of formative research (or learning) to the more judgemental approach of summative assessment, where the things being assessed are the questions, rather than the respondents. In the right-hand diagram of Figure 2, this is the third stage – data interrogation (assessment).

1.7.4 Personal aside.

It was only when I came to present my methods planning at the 2015 Ed. D conference that I discovered what was surely the trigger for my choices of research focus and method may well have been two presentations at the University of Greenwich Ed. D Researcher Conference two years earlier, in May 2013, when Linda Evans (2013) gave an informative presentation entitled “Research professionalism and professional development concepts”, and Martyn Hammersley (2013) presented on “Pragmatism, paradigms, and research as reflective practice.” Both helped shape my thinking, since their interventions came just at the point where I

was contemplating what focus and context my research should have. Evans provided stimulus to the development of a theoretical framework around professionalism, while Hammersley gave depth and some confidence to my effort to construe a particular approach to method.

2. *Critical Review of Literature*

2.1 Outline and Introduction

In this thesis, I explore perceptions of the words **profession** and **professional** as concepts-in-use among a population of teaching academics, firstly at the University of Greenwich and then farther afield, and thence the perceptions of the associated words **professionalism** and **professionalisation**. These are words of power; they resonate with and permeate the attitudes and prejudices of society for better or ill. They have long distinguished histories, their meanings sufficiently complex and important to be “contested” (Hoyle & John, 1995: 1; Evans, 2013; Lewis, 2014: 45), “troublesome” (Burrage *et al.*, 1990: 204), and “much disputed” (Evetts, 2014: 31).

“Much debate... has centred around how professions should be defined...” (Freidson, 1994: 14); “...a group of occupations the boundary of which is ill defined.” (Eraut, 1994: 1); “Defining professionalism cannot be done without some ambiguity.” (Dzur, 2004: 13); “... it is inherently difficult to pinpoint the constitution and characteristics of professionalism.” (Kolsaker, 2008: 516); “professionalism... an artificial construct with ever contested criteria and definition.” (Lewis, 2014: 45); “Few areas of social enquiry... have become so involved, distracted and perplexed by matters of definition than the study of the professions.” (Burrage *et al.*, 1990: 204).

Although this thesis is concerned with the ‘profession’ of **teaching** in HE, and with ‘professional’ and ‘professionalism’ in that context, in order to unravel what is meant by those usages, it is necessary to explore when and how professions developed and whence the particular “logic” of the professional derived. Freidson (2001) uses “logic” to describe the mindset of a profession, sidestepping the politically loaded “ideology” and the scientifically loaded “paradigm” and I intend to follow his example.

This chapter begins with an exploration of the prehistory and early history of professions and professionals in the context of the first development of the European universities and the revival of knowledge during the 11th and 12th

centuries CE, and will necessarily touch on the etymology of these words. It continues with a brief account of the evolution of the professions to the present day, including the growth of professionalisation in the 19th and early 20th centuries CE.

In part 2 of the chapter, attention is switched to the context of the research project. A summary overview is given of the landscape of HE in the last few decades, contrasting the situation at the time of the Robbins Report (1963) with that of the Dearing Report (NCIHE, 1997) and later. The developing agenda for professionalisation as it applies to HE is examined, alongside the history and interrelatedness of other agendas in HE.

From there, the establishment of professional associations related to teaching in HE is considered, and there is a critical discussion of the development of the UKPSF as a central icon in the professionalisation agenda.

In addressing these historical perspectives in parts 1 and 2, I necessarily venture some way beyond the purposes of a traditional critical review of literature, which surveys thinking elsewhere as a backdrop to a proposed empirical study. The results of these secondary enquiries directly feed in to my primary findings and eventual conclusions.

In the final section, I briefly look at recent literature around professions and professionalism, in particular the concepts of professionalism and professional as ideal-types. My intention is to find a “logic” that might theoretically underpin the analysis and conclusions I draw from the Greenwich case-study.

2.2 The universities and professions

The professions have a long and symbiotic relationship with universities, reaching back to the middle ages and the very inception of the words **profession** and **university**. As always, the etymology of the words carries information about their origins and development; the Oxford English Dictionary provides the succinct definition of profession shown in Figure 3 below. The final sentence spoils the

effect with something of a contradiction. It begs the question: were there three original professions or four?

Profession (prəˈfɛʃən).

III. 6. The occupation which one professes to be skilled in and to follow. **a.** A vocation in which a professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it. Applied *spec.* to the three learned professions of divinity, law, and medicine; also to the military profession.

Figure 3: Definition of profession (OED, 1971, 1427).

2.2.1 *Before the Professions*

Medieval England was organised into three “estates” under the Monarch, after the model of France (Huizinga, 1924, 55) – the Church (whose task was the worship of God and the spiritual wellbeing of the world), the Nobility (whose task was keeping order and defending against enemies), and Commoners (whose task was all other kinds of work) (Dane, 1981: 290). The King might require oaths of fealty from each of the estates. The three estates survived in France until the time of the French Revolution. Elsewhere they evolved but vestiges can be found, for instance, in the UK’s parliamentary system (the Lords Spiritual, Lords Temporal, and the Commons). In a sense, the three estates were the medieval equivalent of Freidson’s three ‘logics’ of today (2001:1) in that each estate group was motivated by different drivers: the clergy were for dedication to God and saving souls, the Nobility were for what we would now call political power and something we hardly understand today, “honour”; the peasants were for toil and obedience. This organisation of society prefigured the professions in that there were two specialist groupings – the clergy and the military – and then everybody else.

These proto-professions – the clergy and military – evolved as specialist occupational groups whose function was the maintenance of those services previously undertaken by an estate: they were able to make a “bargain ‘with society’”, as Rueschemeyer describes the professions as doing (1983: 44), in the societies they served.

The negotiability and terms of the bargain also evolved over time. Society grants fewer privileges to professions these days, having grown from city states to nation states to multinational blocs such as the European Union. Meanwhile, the number of professions has multiplied and their services have become correspondingly more circumscribed and specialist.

The estates claimed a particular problem of society and offered to solve it – the spiritual wellbeing of society (on the part of the church) and the political security of society (on the part of the military). The clergy were the learned profession, since their calling required book learning, but the military also had their expert knowledge and skill. Not everybody had the mental capacity and learning to be a priest and not everybody was entrusted with the security of their society; the military were selective as well. This gives rise to the expectation that the professional is someone undertaking mental or white-collar (ie learned) work, and the separate and sometimes contrary expectation (in war and sport, for instance) that a professional is someone who is simply good enough at what they do to contend for victory.

Each group was exclusively entrusted – licensed – with tasks that were forbidden to ordinary people. The clergy were licensed to marry, baptise, bury, exorcise, and perform the sacraments required by the Church; the military were required to make war on the enemies of a society, a task that entailed such crimes as murder, arson, larceny, etc, and the duty to suffer death if such was required. Each group was able to argue that, because of this special licence, their members were no longer laity or civilians; they had the right – duty – to wear special uniforms or badges of rank, to be self-regulating with their own hierarchies, to be judged by their own system of courts, and in fact to be societies operating in a larger society.

Pretending to be a priest or a soldier was a punishable offence. Indeed, such prerogatives existed in Roman times and they survive today; the church and the military still enjoy (if that is the word) specialist legal codes and hierarchies – “profession-resembling structures” (Brante, 1992, 11).

In the case of the priesthood, joining the profession actually involved making a profession in the original sense of the word.

“Religious professional is a redundancy. A professional, as I understand it, is supposed to profess, to testify, to bear witness to some sort of faith or confidence or point of view.”

(Palmer, 1973: 2 cited in Argyris and Schön, 1974: 146).

It is possible that the military also made a “profession” in that they made an oath of fealty to the King, and that the King embodied society at large. It is notable that both these original professions were funded communally. The clergy had their own system of taxation – tithes – while the military were also funded from forms of taxation, sometimes supplemented with the spoils of war. It is probable that from earliest times there were mercenary soldiers who worked for the highest bidder, but the money came out of public – or more likely Royal – funds. It is further notable that fiduciary trust, both to the King and to the common weal, took priority over even the interests of the professional himself, in these original two professions, and this carries over (sometimes vestigially) into modern day professions. It may also be inferred that the bargain that each struck with society was collective; all the priesthood and all the military were involved in the agreement.

From the priesthood – the learned calling of divinity – sprang the other two “learned professions” of the OED (see Figure 3).

“the priest was the prototypical professional, practising within the framework of the church, vested with religious authority, an initiate functioning within a sacred brotherhood and combining in an undifferentiated way, the functions of judge, healer, teacher and minister.”

(Argyris and Schön, 1974: 147)

The clergy evolved specialisms around their book learning; namely ecclesiastical law, and medicine. Ecclesiastical law was a special case, as we shall see in the next section, and originated in Bologna; medicine centred on Paris. The learned professions retained something of their priestly prerogatives. Only members of the profession could practise; there was a certain air of dignity and service; and all three professions, divinity, law, and medicine, involved a quasi-confessional relationship with the client, in which the client confessed sins, ailments, or their legal position to a trusted professional who was expected to keep that confession entirely confidential. This confidentiality, like the seal of confessional, was part of the bargain struck.

Each specialism of book learning was capable of further subdivision, so that medical professions proliferated. Others joined in. Each body of knowledge capable of exclusive application to society in return for a livelihood developed as a profession. The great age of professionalisation – and incidentally the middle classes – began in the 19th century (see Table 1, page 49); it was also an age of some expansion of higher education.

Meanwhile, the military, by analogy, gave rise to professional sporting teams and individual sporting professionals (Crook, 2008, 21). In a sense the professional foul is the direct descendant of the acts of war “forbidden” to amateurs.

Military professionalism and learned professionalism cannot be sensibly reconciled in a single “professional framework”.

2.2.2 *The law: a profession resurrected*

Until recently, authors (Crook 2008: 11; Freidson 1994: 17; Neal and Morgan 2000, 14; Burrage 1990, 17, Argyris and Schön, 1974: 147) traced the origins of the professions only as far as the middle ages, in particular to the extraordinary flowering of the study of divinity, law, and medicine in the 11th and 12th centuries, coinciding with the foundation of the earliest European universities, and having its origins in the Church as the repository and guardian of learning. Brundage,

however, in a scholarly and convincing analysis (2008), argues that it was the sudden *recovery* of knowledge of the legal system and legal professions from Roman times that sparked it off.

“The recovery of the juristic learning embodied in Justinian’s Digest came as a powerful, almost intoxicating revelation to western European scholars.” (Brundage, 2008, 77).

The legal **profession**, more or less fully formed, returned from the dead in a few decades somewhere between 1150 and 1250 AD (Idem: 3). Far from being an “invention” in the late middle ages, the distinctive ethos of a **profession**, as opposed to an occupation, was re-invented from a Roman prototype that had evolved over more than ten centuries in parallel with the development and usage of Roman law. This proto-profession had disappeared from Europe at the time of the fall of the Roman Empire. The long and tortuous evolution of the proto-profession makes the relatively sudden appearance of professions fully fledged more understandable and therefore more credible.

Brundage writes:

“A profession in the rigorous sense applies to a line of work that is not only useful, but that also claims to promote the interests of the whole community as well as the individual worker. A profession in addition requires mastery of a substantial body of esoteric knowledge through a lengthy period of study and carries with it a high degree of social prestige. When individuals enter a profession, moreover, they pledge that they will observe a body of ethical rules different from and more demanding than those incumbent on all respectable members of the community in which they live.” (Idem: 2)

The Roman legal proto-profession had its origins in the select priesthood from the patrician class who made up the college of pontiffs and who maintained monopolistic control of the records of cases, of legal opinions, and of the laws themselves (Idem: 11 citing Livy, *Ab urbe condita*, 1.20.5). It was only after this secrecy was challenged by violent plebeian protests that the laws were first published (Idem: 13 citing Livy and Cicero).

As Roman society expanded from a city state to the whole of Italy and beyond, Roman statutes and laws, process of law, and record of judgements were reformed

to accommodate the new complexity and multiplied in complexity themselves. The professions at law multiplied as well: as well as jurists, who might advise judges or litigants or even law-makers on points of law, there were legal representatives (proctors) and spokesmen (advocates) (Idem: 17).

The empire increased the demand for legal experts. Legal language evolved to the point where it was scarcely comprehensible to lay people. The legal proto-profession of advocates was granted a monopoly on representing clients in court. There was an approved list of advocates, and to join the list you had to prove you had studied law sufficiently and pass an entrance exam. By the end of the 5th century CE law schools had standardised their curriculum and in 425 law professors (ie teachers) were paid by public funds. Lawyers could be disbarred for professional misconduct. (Idem: 25-35).

In short, by the time of the downfall of the Roman empire in the west, the legal proto-professions closely resembled modern legal professions in their sophistication and complexity, having begun their evolution as a priesthood whose care was a body of knowledge to which they had exclusive access.

This heavily compressed account shows how, over a long period of time, the interrelated mesh of attitudes and regulations that make up a modern profession developed in an organic trial-and-error way, including:

- The sense that professionals engage in their calling for the good of society as a whole, their own livelihoods being predicated upon the sustainability of the calling
- This in turn explains the delicate, even ambivalent, attitude toward fees
- The protective, possessive attitude of a profession to its particular specialist knowledge
- The relationship between the body of professional knowledge and the corresponding length of training required to qualify for practice;
- The monopolistic position of a profession towards engaging in its services;
- The high status they enjoy – like a priesthood;

- Their regulation by government and their own representations to affect that regulation, both of the profession and the professionals it encompasses.

What makes Brundage's account of the recovery of the legal profession "out of books" the more striking, is that it forms a real-life enactment of Popper's thought experiments in arguing the existence of the "third world" of logical ideas (1979: 107-8), a case of history imitating philosophic speculation.

2.2.3 Universities

The University of Bologna (founded in 1088) is regarded as the first European university, since it is generally credited as being the first to apply the term *universitas*⁹ as a self-description. This term was subsequently adopted by existing centres of higher education in Paris and Oxford (Crook, 2008: 12; Unibo, 2014). The University of Paris is perhaps the most ancient seat of learning of the three, having a distinguished forbear in the *École du Palais*, existing since the time of Charlemagne, more than two hundred years earlier. Studies were divided into the trivium (grammar, rhetoric and dialectic), which Durkheim claims focused on 'the word' (in the religious sense), and quadrivium (geometry, arithmetic, astronomy, and music) which focused on 'the world', approximately corresponding to first and

⁹ "The word *universitas* originally applied only to the scholastic guild (or guilds)—that is, the corporation of students and masters—within the studium, and it was always modified, as in *universitas magistrorum*, or *universitas scholarium*, or *universitas magistrorum et scholarium*. In the course of time, however, probably toward the latter part of the 14th century, the term began to be used by itself, with the exclusive meaning of a self-regulating community of teachers and scholars whose corporate existence had been recognised and sanctioned by civil or ecclesiastical authority." Encyclopaedia Britannica: History of Education. The development of the universities.

second cycles (Durkheim, 1977: 48). This Word–World dipole is challenged by Bernstein (1990: 149, cited in Beck and Young, 2005: 186).

The University of Bologna used the trivium as a prerequisite for higher study in law at the end of the 11th century (UNIBO, online) and from the 12th century there was a specialised school of civil law. It was here that the remarkable revival of the civil legal professions probably originated.

By the beginning of the 13th century, the University of Paris was protected by king’s diploma (ie charter) and formed into a *universitas* around 1210 CE. Students wore the monastic tonsure and were privileged in being subject to ecclesiastical (not secular) jurisdiction. Studies were divided into four faculties: the general faculty of Arts, from which a student had to graduate to enlist in one of the specialist faculties of Theology, Law and Medicine (Féret, 1913).

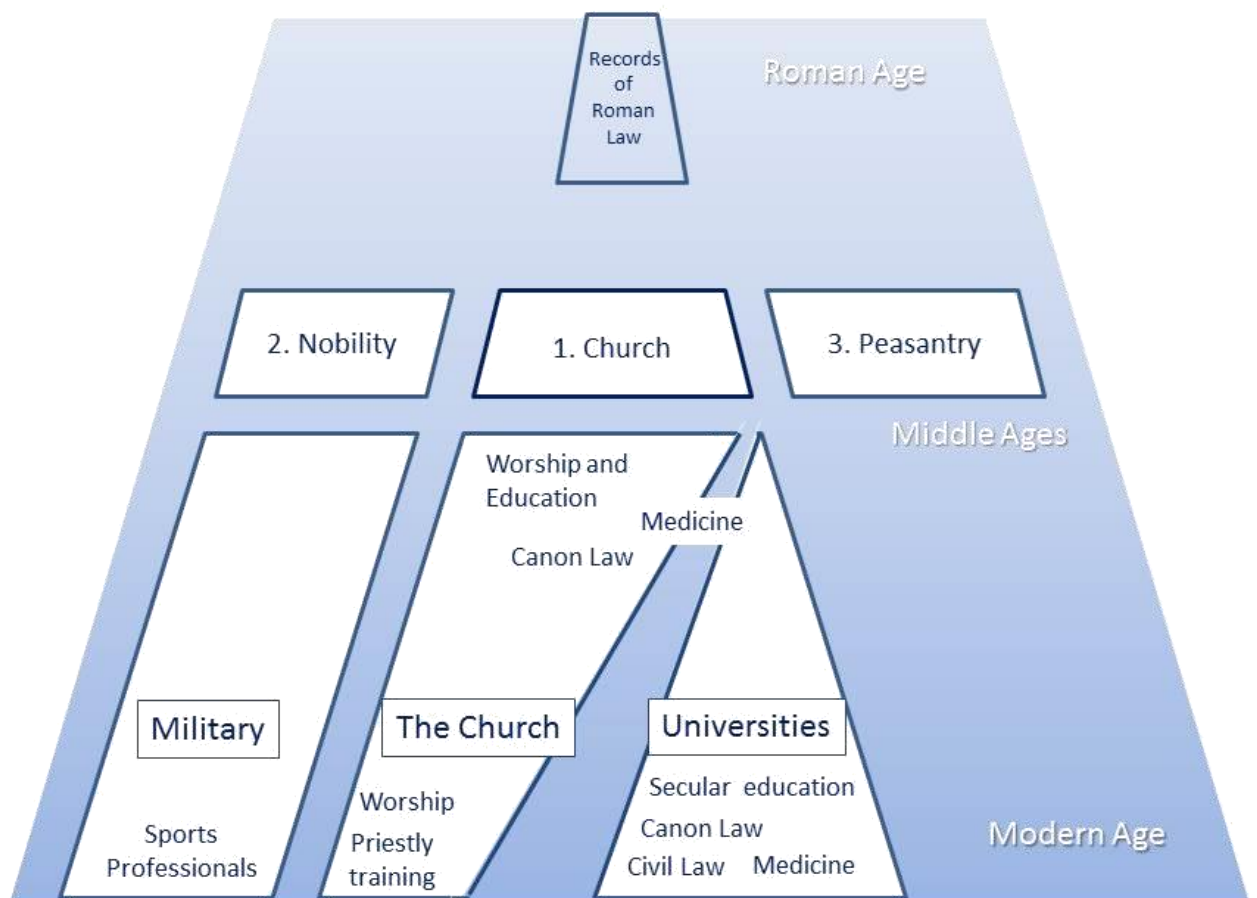


Figure 4: The early history of professions and the gradual separation of the Church and the universities.

It is no coincidence that these advanced faculties correspond to the original “three learned professions of divinity, law and medicine” (Figure 3).

The three ancient learned professions may be considered to have had a fourth alongside them, the university teachers who taught each of the other three specialisations (Freidson, 1994, 135; Wilensky, 1964: 141), or perhaps, more accurately, each profession had specialist teaching members within it. Clerics were taught by specialist *teaching* clerics; lawyers by specialist *teaching* lawyers, doctors by specialist *teaching* doctors; each profession had a specialist subcategory of members who taught the knowledge of that profession. Indeed the fortunes and reputations of the ancient professions, their relative status, appear to follow the status of their body of knowledge and its supposed utility in society. So, in the middle ages, the oldest profession, “the Church”, was in prime position, and its professional knowledge, Theology, was (at that time and place) the most important and reliable, in the scholastic tradition. Law was next, and Medicine a distant third. At this stage, they could be labelled “status professions” (Elliot, 1972, cited in Freidson, 2001: 21; Brante, 1992: 11).

This relative status continued until the 18th century, when advances in medicine based on science first began to bring benefits to doctors (and their patients) adding lustre to that profession, a process continuing until the present day, when the medical profession is regarded in the literature as the premiere profession: “truly” (Hoyle & John, 1995 25), “ideal” (Eraut, 1994: 1), “prestigious and wealthy” (Freidson, 1994: 180), while the more ancient profession of the church hardly

features¹⁰. Modern science-based professions might be called “occupational” (Brante, 1992: 11).

2.2.4 *The Profession as secular priesthood: an essentialist inheritance*

What is clear is that the professions had their origins in the Church and inherited the organisation and assumptions of religious orders. Professions have evolved a long way from there, but it may be argued that our attitudes to the professions and the attitudes of their members still resonate with the attitudes by which their religious (Christian) forebears were regarded. They are modern-day ‘secular priesthoods’.

“Professional ideologies were transformed with secular ideals of progress. The concept of the professional as guardian of the secular values of society emerged...” (Argyris and Schön 1974: 147)

The literature around profession is peppered with references, sometimes in clear speech (see page 33 above), but sometimes oblique, to lingering quasi-religious aspects. A couple of further examples:

“The object of the professional attitude is the **client conceived in terms of vulnerability**: typically there is inequality of power. This is obviously the case in a doctor/patient or teacher/pupil relationship. It can be argued that because of the dominant position which the professional occupies in relationship with his client, and because as a professional he must supply a service, and often assess its success as well, he must be governed more than others by principles of ethics; in particular in this context he must be

¹⁰ Professionalism in the Church of England has declined to the point where the Primate of England, Justin Welby, worked in the oil industry for 11 years, prior to commencing his career in the Church.

(<https://www.gov.uk/government/news/archbishop-of-canterbury>) . This is not a criticism of the Church (nor Justin Welby); it does show that in some professions, the spirit of exclusivity in the form of lifelong commitment has declined, which many regard as a good thing.

governed by a **desire to be of assistance**, often called **'beneficence'**." (Downie, 1990: 150 – my emphasis).

"professions are 'socially idealised occupations organised as **closed occupational communities**'." (Collins 1987 cited in Burrage, Jarausch and Siegrist 1990: 205).

Collins distinctly suggests a monastic approach. Some claim that a profession is merely knowledge-based – but over and over again one comes across the idea of a vocation: deep, holistic, unselfish, literally "a calling".

A less altruistic side of the 'secular priesthood' is suggested by Illich, that of arrogating the diagnosis, treatment and evaluation of treatment of a societal "problem" with an eye upon their own benefit; the dark side of the priesthood.

"A profession claims legitimacy as the interpreter, protector and supplier of a special, this-worldly interest of the public at large." (Illich 1977: 11)

Brante goes further, suggesting that "professions constitute the arbiters of normality", who safeguard "the good and proper way of living" (1992: 15), and citing Foucault's pronouncement from "Discipline and Punish" on the "universal reign of the normative":

"The judges of normality are present everywhere. We are in the society of the teacher-judge, the doctor-judge, the educator-judge, the 'social-worker'-judge; it is on them that the universal reign of the normative is based;"

(Foucault, 1979: 304)

Rather than being judged by society, the professions – teacher, doctor, educator, social worker, judge – sit in judgement on society, and for society, thereby reversing roles. The insight is, perhaps, one-sided. There is a duality between the judgement on society by professionals and the judgement of professionals by

society: each judges and is judged by the other. This is also the case for Universities¹¹.

2.2.5 *Credentials and credentialism*

Induction into a profession involves the mastery of the extensive body of specialist professional knowledge, a substantial **sunk cost**, and the on-going “active relationship” with that knowledge is a substantial **on-going cost**, in terms of time, effort and financial resource (Eraut, 1994: 7). It is hardly surprising, therefore, that the professions organise their affairs in order to bring in a correspondingly high return to their members in remuneration in the course of a professional career. Setting mere money aside, being a member of a profession was also “associated with traditional gentry status” and was characterised by lifetime, relatively secure and stable work careers (Freidson, 1994: 18 and 151). And since professionals – the middle-class – were well remunerated, so the universities who educated them were able to make commensurate charges for degrees and tuition.

Ordinary members of the public had to be able to recognise a genuine professional from a charlatan. Judging whether such specialist professional knowledge was actually present in an individual was not something a non-professional could (be expected to) do, so the professions developed a controlled system of credentials – degrees – which were short-hand guarantors of this fact, and formed part of an overall system of licensing and protection for the profession in question. No one can practise a profession without the requisite degree certificate, authenticating their professional knowledge, or without leave to practise, generally granted after a period of additional study “on the job” either by the professional body or

¹¹ The New Zealand 1989 Education Act requires universities to accept “a role as critic and conscience of society” (Virgo, 2017: online).

association (in the UK) or by governmental licence (on the continent) (Neal and Morgan, 2000).

The provision of professional credentials helped form the structure of university education, with its ceremonies of degrees and diplomas and its emphasis on examination and assessment.

“A bachelor’s degree traditionally meant that the recipient had obtained a general education.

A master’s degree is a licence to practice... [as a professional] The degree marks the possession of advanced knowledge in a specialist field.

A doctor’s degree historically was a licence to teach – meaning to teach in a university as a member of faculty... it proclaims that the recipient is worthy of being listened to as an equal by the appropriate university faculty.”

(Phillips and Pugh, 2005: 20)

It is this mutually beneficial relationship between the professions and the universities that I describe as symbiosis.

As the professions gained in prestige and wealth, so did the universities. As universities gained in reputation, so did the professions they served. Both institutions believed in the promulgation of knowledge, indeed saw it as part of their respective missions: universities published knowledge that was repeated by other universities, while professions shared new knowledge and techniques across their profession. Together, professions and universities combined to extend this recipe for mutually beneficial symbiosis to other occupations, contributing to the proliferation of professions in the 19th century (see Table 1, page 49), a proliferation that continues to this day. Wikipedia publishes a list of 119 chartered professional organisations and a further 97 that are unchartered, all of which claim to protect their respective professions. These include all but one of the nineteen examples listed in Table 1 (page 49), the exception being Dentist (the British Dental Association is mysteriously missing from the list).

Since only a “gentleman professional” – the phrase is Burrage’s (1996: 45) – could teach gentlemen professionals, the status of university lecturers was, *by*

assumption, that of a gentleman professional. University lecturers have never had to fight to be called a profession, as school teachers have (see Hoyle and John, 1994: 19-43). It was always assumed that they were. This is not just an historical accident. University lecturers are (assumed to be) experts in their field, better qualified than the professionals they teach. Their relationship with the knowledge they promulgate is very different from that of school teachers, since they also actively extend and create it (Eraut, 1994: 57), or at least have colleagues who do.

Such assumptions survived unchallenged partly because the universities educated only a small elite of the population. In 1921 there were around 6 full time degree level students per 10000 people in the UK (Bolton, 2012: 3; Jefferies, 2005: 4). By 1960, this number had grown to 20 per 10000 people in the UK, (Robbins Report, 1963, 41), more than 3 times the ratio in 1921. In 2014, the corresponding figure was 174 per 10000 people in the UK¹² (HESA, Headline statistics, 2014; ONS, 2015), more than 8 times the level in 1960. The growth in postgraduate and part-time courses mean that these estimates of growth are, if anything, underestimates; however it is worth pointing out that Higher Education has tended to subsume areas of professional education which previously were independent of universities.

2.2.6 *Critical views of the symbiosis and of professions*

The combination of credentialism and licence are used by the professions as a means to “constitute and control a market for their expertise” (Larson, 1977: p xvi, cited in Freidson, 1994: 81). Instead of having to compete for custom in a free market, the special status of a profession provides a “labour market shelter” for its

¹² This excludes foreign students, since the Robbins report seems to suggest that that was done for their figure of 20. If foreign students are included, the figure is higher, at 217 per 10000.

members (Freidson, 2001: 78). Obviously, this arrangement is open to abuse; professions tend to inflate the value of their societal contribution out of self-interest and form lobbying pressure groups to influence relevant government policy. Lawyers have been all too often accused of profiting exorbitantly from their closed shop, most recently by the government curtailing the use of legal aid in 2010 (Green, 2010). In the case of medicine, Freidson points to the USA, where health care costs are higher than in any other country in the world, a state of affairs that he lays firmly at the door of the US medical profession (1994: 184; 2001: 182–193).

This kind of market-based economic argument was used to challenge the privileges of the professions during the 1980s by the Thatcher government, with their ideological commitment to free market forces (Hoyle and John, 1995: 9; Gombrich, 2000: online), see below.

It should be emphasised, however, that distrust of the professions was nothing new. George Bernard Shaw epigramised the general suspicion of professions with his famous remark: “All professions are conspiracies against the laity.” (Shaw, 1906), and even in Roman times, the proto-profession of law was not above reproach: “Nothing in the marketplace was cheaper than an advocate’s treachery.” (Tacitus, *Annales*, 11.5 cited in Brundage, 2008: 31).

The hallmarks of conspiracy are present in some of the less attractive aspects of professionalism: “professions wrap up their doings in needlessly obscure language, and are more interested in their fees than their clients” (Downie, 1990: 149); the self-serving etiquette of professional courtesy which prevents professionals from criticising each other so as “not to bring the profession into disrepute”; professional closed shops – what Freidson calls the “by no means unambivalent *laissez-faire* philosophy” operating in “a comparatively passive state apparatus” (1994: 17); the quasi-democratic “fiction” of an “equality” between professional peers (Idem: 142). In other contexts, professionalism has distinctly negative associations: as in “professional” student, and “professional” foul (in football), or the politician who has “never had a real job” outside of politics and is therefore a “professional politician” (OED, 1971: 1428). I have already mentioned more aggressive critiques

of the professions given by Illich (1977), as self-serving monopolies, and Larson (1977), as market shelters.

During the Thatcher years, criticisms and suspicions of professions grew in scale to a coherent discourse that formed one thread of a wider discourse against collectivist (and socialist) ideology, in favour of individualism. According to this, any individual was motivated by enlightened self-interest, and competed with other individuals for monetary reward, with the discipline of the market as the sole arbiter of success. Margaret Thatcher, herself, famously opined:

“...there's no such thing as society. There are individual men and women and there are families...’ in an interview in [1987] *Women's Own*”

(Guardian, 2013: online).

The idea of professions undertaking to address a societal problem *for the benefit of society* was a chimera, firstly because there was no society, and secondly because the only genuine motivation was enlightened self-interest.

It is a tricky argument to counter, and Freidson (2001: 3) remarks that too often the professions did not defend themselves well against it, relying upon the “rhetoric of good intentions” (Idem), which could be dismissed by their critics as self-serving piety.

Freidson (idem: 2) argues that the individualist / collectivist divide is too simplistic and that the professions operate under a “third logic”, different from either “free and unregulated competition [of the market]” or “planned and controlled... administration of large organisations.” (2001: 1). Although he largely eschews the word, preferring to frame his explanation of professions in terms of trust and ethics (2001: 213-14), it is clear that Freidson regards professions as pursuing a form of societal altruism.

More recently (2012), an argument in favour of altruism as a scientifically justifiable motivation in society has been proposed by Wilson, deriving, not from the constructs of ethics or religion, but from consideration of the evolution of eusocial

species such as bees, ants (2012: 109), and that other eusocial species, humanity (Idem: 214).

He sums up the evolutionary advantage bestowed by species-altruism in what he calls “an iron rule”:

“...selfish individuals beat altruistic individuals, while groups of altruists beat groups of selfish individuals.” (Wilson, 2012: 243).

He goes on to explain the personal contention between selfish and unselfish motivations inherent in individuals of our species is the result of...

“...multi-level natural selection. At the higher of the two relevant levels of biological organisation groups compete with groups, favouring cooperative social traits among members of the same group. At the lower level, members of the same group compete with one another in a manner that leads to self-serving behaviour..” (Idem: 289)

Earlier, he puts it more strongly:

“The dilemma of good and evil [ie unselfish and selfish motivation] was created by multilevel selection, in which individual selection and group selection act together on the same individual, but largely in opposition to each other.” (Idem: 241)

It is an interesting theory and all the more powerful for being framed outside the discourses of political ideologies.

2.2.7 *The professionalisation of everyone*

Neal and Morgan (2000) present a table of nineteen examples of UK professions as part of their survey of professions in the UK and Germany¹³ (see Table 1, page 49) giving the date the profession became a full-time specialist occupation; the date an articles system was originally introduced; the date a national professional

¹³ For a more comprehensive study of Anglo-Saxon and Continental professions, see Evetts (2012).

association was formed; the date when professional exams became mandatory; the date when a Royal Charter was granted; date when the academic route to the profession was introduced; date that CPD became mandatory; date the professional association became responsible for education; date when the profession became self-regulating.

While the ancient learned professions are shown as originating in the middle ages, it will be seen that the majority of professions were formed by association in the 19th and 20th centuries, the heyday of professionalisation.

The impetus for occupations to be “professionalised” has by no mean diminished. Wilensky (1964) argued that while “many occupations can engage in heroic struggles for professional identification” (1964: 137), few of them should be recognised as such. His subtext was that things had gone too far.

Profession	Full-time	Articles	Nat. assoc.	Exams	Charter	Academic	CPD	Educatn.	Self-reg.	No. of deviations		Compliance (%)	
										Total	excl. CPD	Total	Excl. CPD
1. Chartered accountant	19th c.	Yes	1870	1872	1880	1902	1978	Yes	Yes	0	0	100	100
2. Chartered surveyor	18th c.	Yes	1868	1881	1881	1904	1981	Yes	Yes	0	0	100	100
3. Veterinary surgeon	Early 19th c.	Yes	1844	1844	1844	1903	None	Yes	Yes	1	0	89	100
4. Chartered patent agent	Early 19th c.	Yes	1882	1889	1891	1985	None	Yes	Yes	1	0	89	100
5. Solicitor	Middle ages	Yes	1825	1846	1831	1877	1985	Yes	Yes	0.5	0.5	94	94
6. Surgeon	Middle ages	Yes	1800	1800	1800	1884	None	Yes	Largely	1.5	0.5	83	94
7. Dispensing pharmacist	Late 18th c.	Yes	1841	1848	1843	1926	None	Yes	Largely	1.5	0.5	83	94
8. Chartered physiotherapist	Late 19th c.	No	1894	1895	1920	1976	None	Yes	Yes	2	1	78	88
9. Dentist	Early 19th c.	Yes	1856	1858	None	1901	Non	Yes*	Yes*	2	1	78	88
10. Barrister	13th/14th c.	Yes	13th/14th c.	1872	None	1872	1996	Yes	Yes	1	1	89	88
11. Chartered structural engineer	Early 19th c.	No	1908	1920	1934	1969	1996	Yes	Yes	1	1	89	88
12. Chartered actuary	Early 19th c.	No	1848	1850	1848	1972	1986	Yes	Yes	2	1	89	88
13. Chartered naval architect	Mid-19th c.	Yes	1860	1947	1910	1970	None	Yes	Yes	2	1	78	88
14. Optometrist	Mid-19th c.	Yes	1895	1896	1995	1967	None	Yes	Partly	2.5	1.5	72	81
15. Chartered town planner	Early 20th c.	No	1914	1920	1976	1932	1992	Yes	Yes	2	2	78	75
16. General practitioner	Middle ages	Yes	1832	1858	1972	Middle ages	1989	Partly	Partly	1	2	78	75
17. Chartered psychologist	Late 19th c.	No	1901	1950s	1965	1901	None	Yes	Yes	3	2	67	75
18. Chartered insurance practitioner	19th c.	No	1897	1899	1912	None	1995	Yes	Largely	2	2.5	78	69
19. Chartered architect	17th c.	Yes	1834	1882	1837	1902	1993	Partly	No	2.5	2.5	72	69
Averages										1.5	1.1	83.4	87.1

Table 1: UK-based information about 19 of the early professions to achieve Chartered status. Source: Neal and Morgan (2000: 15).

2.2.8 *The professional in a profession: the search for a framework*

Many authors adopt a sociological perspective when they come to present frameworks and models for the professions, and in doing so focus on the profession as a collective group; the profession defining the professional (Wilensky, 1964; Illich, 1977; Larson, 1977; Eraut, 1994; Freidson, 1994 & 2001; Macdonald, 1995; Hoyle and John, 1995; Evetts, 2003 & 2014).

The contrasting individualistic perspective (the professional defining the profession) was championed by Argyris and Schön, (1974) and later Schön on his own (1984 & 1987). These authors consciously rebelled against the emphasis on impersonal “technique” (1974), later referred to as the “techno-rational” model (Schön, 1984), inherent in the collective approach to the professions, and insisted that individual reflection lay at the heart of professionalism.

The two perspectives form a special case of the duality explained by Elias as the “interpenetration” of the individual and their “society” (Stacey, 2003: 19 quoting Elias, 1991: 45-46) – see page 15.

I will follow the individual perspective, but before pursuing it further, I examine three collectivist models from the field of education.

Table 2, page 51-2, presents three models drawn from education authors from three consecutive generations, arranged to show equivalences and commonalities. All of them attempt to systematise the generic “ideal-type profession” and make very little allowance for the special context of education. I have already given a couple of other “definitions” of the ideal-type profession, the first by Brundage (see page 35) and the second by Collins (see page 41).

They exemplify the consensus around the attributes of a profession, while also demonstrating the lack of internal logic associated with that consensus. Each list appears to be an unexplained concatenation of peculiarities. So items 1–5 (professional knowledge and the requisite study) form an internal logic, but how do they relate to, explain, or how are they explained by 7 and 8 (ethical professional

Item	Bulger (1972) “A Profession demands the following of its members:”	Hoyle & John (1995) “The functionalist argument <as to what a Profession is> can be summarised as follows:”	Lingfield Report (2012) “Criteria which are said to underpin Professionalism:”
1	Provision of specialised services: a profession’s services must be unique and vital.	A profession is an occupation which performs a crucial social function	Membership of a defined group with similar skills, transcending local loyalties to achieve national and international recognition
2		The exercise of this function requires a considerable degree of skill	
3		The skill is exercised in situations which are not wholly routine, but in which new problems and situations have to be handled	Continuous enhancement of expertise
4	Mastery of an esoteric body of knowledge: members of a profession must be in sole possession of their field’s subject area	Thus, although knowledge gained through experience is important... the practitioner has to draw on a body of systematic knowledge	Mastery of a complex discipline
5	Rigorous academic preparation: a profession’s members must undergo prolonged, specialised training in order to perform competently	...requiring a lengthy period of higher education	
6			Membership of a group which seeks continuously to extend and improve its field of knowledge
7	Maintenance of high ethical standards	The period of education and training also involves the process of socialisation into professional values	
8		These values tend to centre on the pre-eminence of clients’ interests, and to some extent are made explicit in a code of ethics	Acceptance that the field of expertise is a vocation to be pursued selflessly for the benefit of others
9	Certain degree of autonomy: the individual and the entire profession must enjoy certain liberties and self-regulation	The professional [has] freedom to make his own judgements with regard to appropriate practice	
10	A profession must have the ability to enforce the ethical conduct of its members.	The organised profession should have a strong voice in shaping of relevant public policy, a large degree of control of the exercise of professional responsibilities and a high degree of autonomy in relation to the state	Public accountability for high standards of capability and conduct
11	Judgement and evaluation of and by one’s peers: there must be the means of direct regulation of a profession’s standards, membership, and responsibilities		Acceptance of responsibility for the competence and good conduct of other members of the professional group
12	High public esteem: members of a profession must be highly respected members of society	...high prestige and a high level of remuneration.	Membership of a group earning and deserving the respect of the community
13			Membership of a group deserving an above-average standard of

			Living
14			Membership of a group which accepts responsibility for planning succession by future generations
	Notes:		
	Paul G. Bulger prepared a short paper (25 pages) <i>Education as a Profession</i> for the US Department of Health, Education and Welfare, Office of Education. It was published by the ERIC Clearinghouse on Teacher Education. This list (1972: 5) comes just before a section <i>Can the Field of Education Rightly be Termed a Profession?</i>	This is in the first chapter of Hoyle and John's book <i>Professional Knowledge and Professional Practice</i> (1995: 4) and rather hesitantly quotes the list of 10 requisites of a profession from Hoyle's earlier chapter in <i>The professional Development of Teachers: World Yearbook of Education</i> , 1980.	Professionalism in Further Education, Final Report of the Independent Review Panel (2012b: 22), chaired by Robert Lingfield, established by the Minister of State for Further Education, Skills and Lifelong Learning, October 2012, Section 5, "Supporting Professionalism".

Table 2: Three descriptive accounts of an "ideal-type profession" by writers in the field of adult education, each a generation apart.

values)? And how are 7 and 8 consistent with 9–11 (adherence to ethical professional values surely undermines autonomy!)? And how to account for 12 and 13 (high public esteem and remuneration)? How do they follow from items 1-11? They are descriptive, but in no way explicative.

As models, they serve a purpose in that they provide a miniature representation of the original, but as frameworks they fail, since the essence of a framework is to make **sense** of an existing internal logic (see section 2.4.1 below, page 78). The 'miniature representation' does not carry anything of the internal logic of a profession, while the two previously given (pages 35 and 41) do not even attempt the task. And yet, all authors on professionalism, myself included, believe there *is* an internal logic and these attributes or aspects of a profession are not fortuitous or random. Or, to anticipate the metaphor of the skeleton (see section 2.4.1, page 78), if we had some idea of the animal, we could begin to thread the bones together. But as they are presented, such lists invite the exclamation, echoed in some of the more polemical writings: to paraphrase Illich (1977) "How *do* professions *do* it?!"

2.2.9 The Individualistic approach: a deferral

Before considering the attempts at an individualistic constituent framework in section 2.4 (page 78), I propose making a survey of the landscape of higher education and its recent history, the background context to my research, in section 2.3 below. Such a survey necessarily deals with collective movements and policies, the collective or societal viewpoint in the ‘interpenetration’ between the individual and society (see section 1.4.4, page 14), but we shall see that the developments eventually focus down to an artefact – the UK Professional Standards Framework (UKPSF) – which relates to the individual. The UKPSF will form a starting point for section 2.4 (page 78).

2.3 Professionalism in Higher Education: the last 60 years

2.3.1 Landmark reports

The two landmark reports into Higher Education (HE) in the last 60 years are the Robbins Report (1963) and the Dearing Report (NCIHE, 1997). These two documents display very different assumptions, priorities, simplifications and recommendations, worthy of archaeological analysis in the Foucauldian sense of that word (Foucault, 1969/1972: 136).

The Robbins Report’s terms of reference were

“to review the pattern of full time higher education in Great Britain and in the light of national needs and resources to advise Her Majesty’s Government on what principles its long-term development should be based. In particular, to advise, in the light of these principles, whether there should be any changes in that pattern, whether any new types of institution are desirable.” (Robbins Report, 1963: 1, para 1)

The tone and substance of its response set out an ambitious agenda for expansion in HE that reflected the optimism of the times. It assumed that “university staff” formed a profession, and did not regard increasing their professionalism or any

form of professionalisation as either relevant or necessary. It did comment that “university teachers devote too much time and energy to the personal research to the detriment of their teaching” (Idem: 181), and tentatively suggested that new members of the profession should acquire basic techniques in teaching such as lecturing and conducting discussion groups (Idem: 286). But its main focus, as far as professions were concerned, was on preparing students for other professions with particular emphasis on the teaching profession; 25% of those engaged in higher education were at teacher training colleges (Idem: 14); many of the rest went into teaching (including University teaching) and other public service.

We now turn to the Dearing Report (1997), whose terms of reference were:

“To make recommendations on how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next 20 years, recognising that higher education embraces teaching, learning, scholarship and research.” (NCIHE, 1997: 3).

In scope, this resembles the Robbins Report, but there the similarity ends. The Dearing Report made 88 recommendations, many relating to professionalism. A couple of times, the report concedes that HE staff are a profession (Idem: para 3.49 and 11.58), but a couple of times it casts doubt of the standing of that profession (Idem: para 14.20 and 14.28).

The overall impression is one of concern; there is something like a profession of academics in HE, but the status and professionalism of that profession are in need of improvement.

“...we made clear our belief that higher education teaching needs to have higher status and be regarded as a profession of standing.” (Idem: para 14.28).

In pursuit of this, the report states that

“It should, however, become the norm that all permanent staff with teaching responsibilities achieve at least associate membership of the Institute [for Learning and Teaching in Higher Education] before completion of probation and continue to keep their skills up-to-date throughout their careers.” (Idem: para 14.30).

And this became Recommendation 48 of the report.

As Stephen Rowland puts it:

“[The Dearing Report’s] contrast with the language of the Robbins Report on Higher Education (CHE 1963), 34 years earlier, is striking. Robbins is aspirational; Dearing is instrumental.” (Rowland, 2006: 9)

What had brought about this reversal? What had changed in the landscape of HE?

The answer is just about everything...

2.3.2 *Massive Expansion*

The Robbins Report led to an ambitious expansion of Higher Education in the UK, underpinned by the so-called ‘Robbins Principle’ that “courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so.” (Robbins, 1963: 8, para 31). This expansion was driven in the 1960s and early 1970s by the creation, or in some cases expansion, of the polytechnics, announced in the 1965 “Woolwich Speech” of Anthony Crosland, then Secretary of State for Education and Science (Tight, 2009: 70; Watson, 2015: 8). This established the so-called “binary line” between universities, largely autonomous, albeit funded by the government through student numbers, and colleges and polytechnics whose degrees were validated and quality assured by the Council for National Academic Awards (CNAA) set up by Royal Charter in 1966 following Robbins, and funded by Local Education Authorities (LEAs) on a student *per capita* basis, as well as one-off charges. Thames Polytechnic, later University of Greenwich, is an example of the latter, created in 1970 from the Woolwich Polytechnic and parts of Hammersmith College of Art and Building, Architecture, Landscape Architecture and Surveying that had combined in 1968 (AIM25, 2015).

This initial expansion was followed by a second wave, the bulk of which occurred after 1988. The Age Participation Index (API) more than doubled from 1987-8 to 1997-8 (McNay, 2006: 3), partly driven by changes in the pre-HE assessment regime

and partly by the withdrawal of support for unemployed young people (Idem: 5). Binary lines were abolished in 1992 across the four countries of the UK and the new unified HE sector quickly fragmented into “a more explicit division of institutional missions’ within the UK’s mass HE system” (McNay, 2006: 9 quoting Scott, 1995), hierarchical and with diminished diversity.

In the non-university sector, the increase in participation was accompanied by a reciprocal cut in the funding per student. Overall, for publicly funded students in HE, the number of students doubled from 1980 to 1999, the index of funding halved (Greenaway and Haynes, 2003, F152). This is largely confirmed by McNay, who cites Dearing’s own figures over a time period four years earlier, ie 1976 to 1995, and calculates a drop of 42% (2006: 5).

In the university sector, *per capita* student spend actually rose between 1980 and 1990, because they cut student numbers and the University Grants Committee successfully defended a policy of “no change” (McNay, 2006: 5).

The “crisis” in HE (Watson, 2015: 9) was not brought about solely by an economic combination, however. The 1980s saw a change in the Zeitgeist of the UK with the policies and predilections of the Thatcher and Major Governments pursuing a number of agenda, in what one author has called their “assault” upon the professions (Gombrich 2000, online). These agendas are still shaping the HE landscape today.

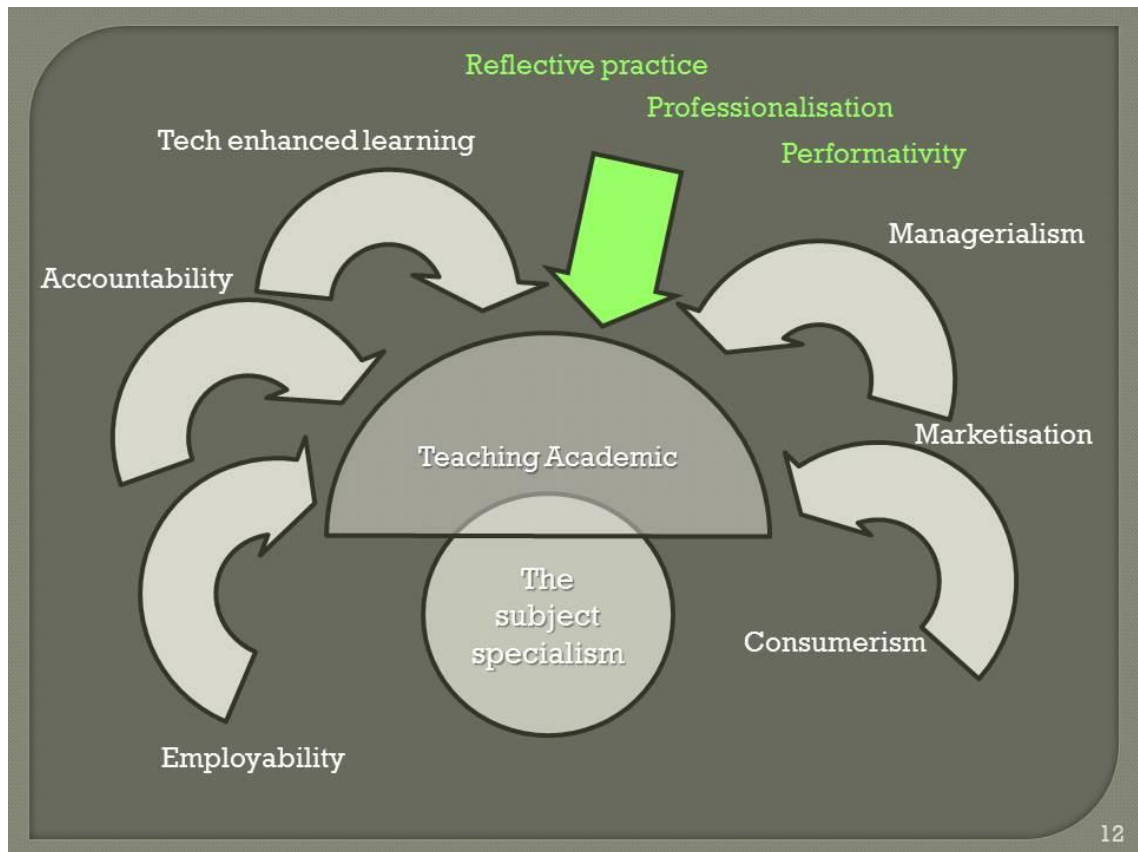


Figure 5: Agendas in HE impacting on the teaching academic.

2.3.3 Accountability

Pre-dating the Thatcher Government, but enthusiastically taken up by them (Whitty, 2008, 34) was the Accountability agenda whose political impetus in Education is generally traced back to Prime Minister Callaghan's "Ruskin" speech of 1976 (Hoyle and John, 1995: 9 and 105). Although at the time this speech caused a great stir, it is hard over a distance of time to see why. Callaghan voices concern or concerns – the words are used over and over – about the directions, efficiency and effectiveness of the education system, but he does so in measured terms (Callaghan, 1976: online). He does not mention accountability at all. Nevertheless it was regarded at the time and thereafter as a watershed moment. Accountability became one of the prime drivers in the Thatcher Government's "swingeing attacks on the public-sector professions" in the 1980s (Whitty, 2008, 34). In "Public Sector HE" (Watson, 2015, 8), it ensured the spread of the quality assurance movement

across the sector (the Council for National Academic Awards (CNAA) had already spread it across the polytechnics), and gave rise to benchmark statements, and, in the wake of the Dearing Report, the Quality Assurance Agency (QAA).

Accountability is a challenge to academic freedom (Russell, 1993: 12), the traditional autonomy and “trust” which professionals expect from their client – and society at large – in the practice of their calling, a trust that is bound up in the quasi-priestly function of the early professions. Despite this, accountability has become an integral part of the modern version of the professional’s bargain with society, and it is hard to argue this is not a good thing. It does come with a high cost: for modern professionals, it represents a significant operational overhead, an overhead that may require time investment in some other demand to be reduced.

“The new accountability is widely experienced not just as changing but, I think, as distorting the proper aims of professional practice and indeed as damaging professional pride and integrity. Much professional practice used to centre on interaction with those whom professionals serve: patients and pupils, students and families in need. Now there is less time to do this because everyone has to record the details of what they do and compile the evidence to protect themselves against the possibility not only of plausible, but of far-fetched complaints.”

(O’Neill, 2002b)

Nonetheless more than one author claims that the professions have to become accountable. Evetts writes that

“The reinterpretation of the concept (or the ideology) of professionalism will require the incorporation of accountability... modern professions are required to demonstrate, justify and account for their decisions and their uses of public funds.” (1999: 127)

Of course, accountability is the surveillance technique by which Foucauldian power filters down to individual lecturers as “a state of conscious and permanent visibility that assures the automatic functioning of power.” (Foucault, 1977: 201). Accountability, like all enactments of Foucauldian power, is based on the enforcement methods of behaviouristic pedagogy.

“One cannot resist power as such, but only specific strategies of power, and then only with great difficulty, given the tendency of strategies to absorb apparently contradictory tendencies.”

(Kelly: online)

2.3.4 *Managerialism*

In the UK, New Managerialism, or just plain managerialism in HE, derives from the Jarratt Report, “Efficiency studies in Universities”, (CVCP, 1985) whose publication followed the first round of cuts to HE by the Thatcher Government and made much of the shortcomings in university management (McNay, 2007: 45). University strategic planning was patchy and the information on which it should be based was even worse. Jarratt recommended “a clear division between academic and non-academic matters” (Tight, 2009, 138), the adoption of performance indicators (PIs), annual appraisal for academics, making departments budget centres so that the resource allocation could follow a more corporate model, and that the Vice-chancellors’ role should “shift to the style of chief executive” (Jarratt, 1985, 26, cited in Tight, 2009, 138), with professional administrative staff serving the executive, rather than the academics or students.

These recommendations have now been adopted almost everywhere in UK HE, but in 1985 they caused a furore. They represented what Kolsaker describes as “ideology, discourses and axioms originating in the private sector” and left academics with “less freedom and autonomy and [in] a more structured, monitored and managed regime” (Kolsaker, 2008: 514). “This represented a shift of influence away from individual academics to institutions” (Idem: 515) and a substantial loss of status for academics (Elton, 2008: 230).

The Jarratt Report did not inaugurate managerialism in HE, as the Ruskin speech can be said to have inaugurated accountability, but it signalled a decisive move in HE towards what came to be called New Public Management.

Fanghanel (2012: 18) links Managerialism to Performativity, arguing that the systems of management, such as quality assurance and quality enhancement, are

setting up audits not just at the institutional level, but at the level of the individual lecturer. These can involve Key Performance Indicators (KPIs) associated with pass rates and satisfaction ratings, and can be a means of oppression (Ball 2003: 221), the hard end of Foucault's concept of Power exerted at micro-level (see page 62). It can be very demotivating. A similar conclusion was recently found (Kallio and Kallio, 2014: 585) analysing Management by Results in Finnish Universities.

2.3.5 *Marketisation*

In fact, the UK Government had adopted a market approach in the early 1990s, albeit a heavily controlled market.

“As the British Government told the 1993 OECD conference on the transition from elite to mass education, ‘the UK Government’s approach to this decentralised system is market orientated. The Government sets the framework with which institutions, students and employers can interact’ (UK 1993)” (Marginson, 1997: 65).

Marginson makes clear that this strategy amounts to the application of Foucauldian power at macro level (ie HEI level) through “*governing at a distance*”.

“With the relations of power, people remain free of direct coercion; they are free in the literal sense of freedom as negative freedom; but they are caused to behave in desired ways.” (Idem: 64)

It also amounts to a behaviourist view of learning at an institutional level, where carrots and sticks are set out in a framework which is then deemed “competitive”; compliance is rewarded with carrots, and non-compliance with sticks.

The idea of Higher Education as a market was adopted by successive governments, though in a tacit way. The Dearing Report (1997), for instance, mentions ‘market’ 67 times, 55 of which refer to the labour market (as part of the employability agenda); it nowhere explicitly refers to HE as a “market”. The more recent Browne Report, though focusing on the means of financing HE, only mentions Market three times, although it does appear to assume the market in HE exists (Browne, 2011: 55).

This coyness no longer applies. The White Paper of 2016 has whole sections devoted to “Creating a Competitive Market” (BIS 2016: 8), “Market entry, quality and risk-based regulation” (Idem: 18), and even “Market exit” (Idem: 38).

2.3.6 *Technology Enhanced Learning (TEL)*

Advances in computer technology and its applications were beginning to make themselves felt in the 1980s and 1990s, first as new disciplines to be taught, but very quickly as new ways to teach. “Computer based learning”, now TEL, was at first confined to isolated computers in the “lab”, but with the advent of the World Wide Web in 1991, technology use in teaching and learning was no longer designed round individual computers, but as a virtual environment.

It was sufficiently important by 1997 for the Dearing Report to devote more space to “information technology” and its application in teaching and learning than they do to professionalism¹⁴. HEIs also enthusiastically prioritised TEL. In terms of professionalism, this agenda has seen the expertise and mode of working of many academics shift from the classroom to online, although generally a blended amalgam of both modes is preferred. Obviously this directly impacts on what it means to be an effective teacher as it does on what it means to be a professional in HE. This is not just a matter of hard skills, but also the medium of professional interaction. (See section 5.2.2, page 183 below)

There is also the application of such technology to management, the measurement of learning analytics performativity (see Managerialism above), and the use and

¹⁴ Information technology is the subject of, or features in, seven recommendations of the Dearing Report (9, 17, 21, 27, 42, 44, and 53) whereas Professionalism is the subject of only two (14 and 31). See Annex A “List of Recommendations” (NCIHE, 1997: 370).

misuse of such “indicators” (Ball, 2003, 218). Ball goes further, pointing out that performativity, an extreme form of accountability, leads to Lyotard’s *law of contradiction*:

“This contradiction arises between intensification – as an increase in the volume of first order activities (direct engagement with students, research, curriculum development) required by the demands of performativity – and the ‘costs’ in terms of time and energy of second order activities that is the work of performance monitoring and management. The increases in effort and time spent on core tasks are off-set by increases in effort and time devoted to accounting for task work or erecting monitoring systems, collecting performative data and attending to the management of institutional ‘impressions’. As a number of commentators have pointed out, acquiring the performative information necessary for perfect control, ‘consumes so much energy that it drastically reduces the energy available for making improvement inputs’ (Elliot 1996: 15)”

(Ball, 2003: 221, citation in the original)

2.3.7 *Employability*

The prospect of future employment has always been a prime motivator for students in HE (McNay, 2005: 39) – and specific training to improve the prospect of employment we now call ‘employability skills’. Robbins¹⁵ introduces them as the first of “four objectives, that are essential to a properly balanced system.” (1963: 6, para 24) and goes on to regret that “in general estimates of needs in employment cannot offer precise guidance in settling the future balance of faculties.” (1963:

¹⁵ “We begin with instruction in skills suitable to play a part on the general division of labour.” (Robbins Report, 1963: 6, para 25). The Robbins Report mentions ‘employment’ – meaning student employment, as opposed to employment of academic staff, 15 times. Neither employment or employability features in the index at the end.

164, para 506). Dearing¹⁶ (NCIHE, 1997) makes employability an important subsidiary agenda featuring in four of his 93 recommendations (Nos. 11, 18, 19, 30).

However, increasing focus on employability represents a kind of reductionism in HE where education which provided a preparation for employment “in such a way as to promote the general powers of the mind” (Robbins Report, 1963: 6, para 26) has been transformed into a preparation for employment, itemized as graduate attributes, key skill sets and competencies, that may also provide an education. Employment outcomes of graduates have also been a prime determinant in the calculation of university rankings. The Teaching Excellence Framework implies that a prime aim of the HE sector is to respond to “the rapidly changing employment landscape” (BIS, 2016: 9), and has Graduate Employment as the first key indicator in the risk-based quality system of the Office for Students (OfS) (Idem: 33). It reminds us that “for most students, the most important outcome of higher education is finding employment.” (Idem: 11), which is true, however if this statement is slightly re-arranged as “the most important outcome of higher education is students finding employment” then the reductionism is apparent.

2.3.8 *Reflective Practice*

Another thread in the weave of the modern professional in HE was that of reflective practice, generally traced back to Donald Schön (1983) who highlighted reflection-in-action (in real time) and reflection-on-action (after the event), although “reflection” was an element of the “experiential learning” cycle of Kurt Lewin (1951) and later, of David Kolb (1984). Schön’s view of how professionals

¹⁶ Dearing (NCIHE, 1997) mentions employability only twice, but employment 190 times, the overwhelming majority of which refer to graduate employment.

apprehend the world was constructionist, although Kinsella (2006: 277) argues convincingly it can more correctly be seen as constructivist.

“In the constructionist view, our perceptions, appreciations, and beliefs are rooted in worlds of our own making that we come to *accept* as reality. Communities of [professional] practitioners are continually engaging in what Nelson Goodman (1978) calls ‘worldmaking’.”

(Schön, 1987: 36, cited in Kinsella (2006: 282), emphasis in Schön’s original.

Several authors in Education devised models for reflection (Boud, Keogh and Walker, 1985; Quinn, 1988; Gibbs, 1988) and the emphasis shifted to written reflection, as the mark of the professional. It is fair to say that in some areas, notably in Nursing, written reflection has become a cottage industry¹⁷. It is also the favoured methodology of both the ITE and recognition routes to Fellowship at the University of Greenwich. The use of reflective practice for this purpose has its sceptics, however. Macfarlane and Gourlay point to the ritualistic expectation of penitence and change (2009: 455) which invites game-playing, while Dennison (2010; 2012: 11) points to the artificial mode of communication, somewhere between internal monologue and dramatic soliloquy, as being both uncomfortable and unreliable.

Freire makes the point that action and reflection are two sides of the same transformative process – praxis. In a footnote to his Chapter 3, he has the following cryptically brief explanation:

¹⁷ Terry Borton’s famous (1970) sequence “What? So what? Now what?” was from an earlier generation, but has been successfully relaunched as Rolfe (*et al.*)’s framework for reflective practice (2001), targeted at Nurses.

Action } **word = work = praxis**
Reflection }
Sacrifice of action = verbalism
Sacrifice of reflection = activism (Freire, 1975: 87)

Praxis is the bridge between the individual “I” and the World: reflection can be transformative to “I”, action has always the intention of transforming the World. For meaningful praxis, the two should go hand in hand; Freire’s corollary about verbalism and activism prefigures the formulation of Gosling and Mintzberg that “Action without reflection is thoughtless; reflection without action is passive.” (Gosling and Mintzberg, 2003, online), and that of McNay: “Analysis without action is sterile; action without analysis may be futile.” (2017).

The use of written reflective practice in the PG Cert is undoubtedly verbalism, justified perhaps in a scaffolded learning environment, and its use in recognition was probably inspired by the methods used in the recognition of prior (experiential) learning, RP(E)L.

2.3.9 Professionalisation in HE

The move towards more professionalism in HE staff development in teaching and learning can be traced to the Staff and Education Development Association (SEDA) which formed in 1993 by a merger between the Staff Development Group of the Society for Research into Higher Education (SRHE SDG) and the Standing Conference on Education Development (SCED). SEDA became, *de facto*, “the professional organisation for staff and education development in the UK”, as David Baume, SEDA Chair, put it (SEDA, 2013). This was a bottom-up move, in that the originators were all teaching academics in post. SEDA was (and still is) financed from the subscriptions of individual and institutional members and received no public funding from government. Even after the advent of the Higher Education Academy (HEA), SEDA continues to perform the role of a professional association, recognising professional effectiveness among HE education developers with categories of fellowship and accrediting initial teacher education programmes.

SEDA gave evidence to the Dearing Enquiry concerning the efficacy of its accreditation scheme for teachers and initial teacher education (SEDA, 2013). Undoubtedly this helped shape the structure and purpose of the Dearing Report's recommendation 14 to "establish a professional Institute for Learning and Teaching in Higher Education" (NCIHE, 1997: 371). This did not turn out quite as SEDA had envisaged, perhaps, as, in 1999, a new organisation, the Institute of Learning and Teaching in HE (ILT), was set up by the "then Committee of Vice-Chancellors and Principals" (Bamber, 2004: 435), now called Universities UK. Its primary purpose was the accreditation of programmes of training for HE teachers, the same work that SEDA had previously undertaken.

SEDA's influence was somewhat reduced by the establishment of the alternative organisations, the ILT (the HE was dropped from ILTHE) in 1999, and its successor, the Higher Education Academy (HEA) in 2003. Unlike the new membership bodies, SEDA's membership was dominated by education developers, specialist academics who undertook that task in their HEIs. This was not to be the aim of the ILT (and later the HEA). As Roger King, chair of the planning group and founding chair of the ILT, put it in the published planning paper:

"...it is important that the ILT is not dominated by the small group of academics for whom teaching and learning in HE is a central professional interest. ILT is intended to be for *all* academic and related staff with *any* interest in teaching and learning..." (King, 1998: 14 – emphasis in the original).

This was an important shift in purpose for the organisation championing 'professionalisation'.

The ILT had three grades of membership: associate member, member, and fellow and, as the Dearing Report had recommended, it was envisaged (at least by the ILT) that "...it should become the normal requirement that all new full-time academic staff with teaching responsibilities are required to achieve at least associate membership" (NCIHE, 1997: 221). Two routes to membership were proposed:

"through successful completion of a... programme/ pathway accredited by the ILT; [and] through recognition of an individual application based on APPEL/APL supported by the employing institution..." (King, 1998: 8)

The Dearing Report recommended that the ILT should also be in charge of accreditation of ITE programmes, which the Booth Committee clarified should be national (Booth Committee, 1998: 1.11a) and suggested three ways in which it might operate, the third being:

“the [ILT] to appoint a separate accreditation panel for each institution and to conduct accreditation under published guidelines on a set cycle.”

(Booth Committee, 1998: 1.14)

Using this methodology, the ILT set up and administered a national accreditation framework for initial teacher education programmes, such as PG Certificates in HE and PG Certificates in Academic Practice, that had previously been operated by SEDA and one of the university lecturer trade unions, the University and College Union (UCU).

Bamber, in her study of the enactment of policy, analyses the consultations and deliberations of the Institute of Learning and Teaching Policy Group in some detail, and reports that planning was done as “a very pragmatic exercise” (2004: 73) and that there was a lack of theoretical underpinning (Idem: 74). She notes the irony of this (Idem: 72), that at outset, the ILT failed to apply its own espoused values to the process of its own foundation. She singles out two elements; the “untheorised notion of professionalism” and adoption of the “reflective practitioner model of development (Schön, 1983; 1987)”.

Like many of my colleagues, I applied for and received membership of the ILT. The application cost me £25 and there was a £75 annual subscription¹⁸, payable by individual members. I remember at the time discussing this new organisation in HE

¹⁸ My memory was refreshed by coming across “Routes to membership of the ILT”, still present on the web at: http://www.cs.stir.ac.uk/ILT/pdf/G2_MembershipRoutes.pdf, accessed on 6 January 2015.

with colleagues and arriving at the conclusion that it would probably not succeed in the long term. This, for two reasons (we were not very strategic in our discussion): the funding of the ILT through individual subscriptions did not go down well, in particular there did not seem to be any particular *quid-pro-quo* advantage or support to the individual in return for their money; the post-nominal acronym MILT (Member of the Institute of Learning and Teaching) was a far from attractive addition to an individual's line of qualifications (FILT sounds just as bad).

Within a relatively short time, a successor organisation was proposed by the Cooke Report (2003), which had been commissioned by the Higher Education Funding Council for England (HEFCE). This was to be called 'the Academy for the Advancement of Teaching and Learning' (note the reversal of priorities!) but somewhere along the way the title was changed to the Higher Education Academy (HEA). This new organisation, the HEA, was an amalgamation of the ILT, parts of the Higher Education Staff Development Agency (HESDA) and the Learning and Teaching Support Network (ESCalate: 2003). It adopted much the same values and approach as the ILT on questions relating to accreditation of initial teacher education for HE lecturers and the individual recognition of individual HE lecturers but with two key differences: the annual subscription, upon which it was funded, was paid by subscriber *organisations* in HE, not by individual academics, and the grades of membership were renamed as Associate Fellow and Fellow so that the equivalent of MILT became FHEA.

To expedite the establishment of a membership for the new organisation, Members of the ILT were able to convert their status into Fellowship of the HEA, with little effort and no cost (to the individual lecturer). The HEA also took over the National Teaching Fellowship scheme, which had been founded in 2000 with the express aim of recognising and rewarding outstanding contributions in the field of teaching or learning support (SEDA, 2013).

The advantage, as regards the "untheorised notion of professionalism" and the adoption of the "reflective practitioner model of development", was that, almost by sleight of hand, these acquired a provenance, that of the now extinct ILTHE.

The advantage, as regards financial viability, was that because the subscription was gathered at organisational level, the administration was simpler and the organisations, almost all of whom were universities and other HEIs, more easily persuaded of the value for money. Some notable organisations did excuse themselves: Imperial College only subscribed to the HEA from 2013-14 on (see findings below).

2.3.10 *The HEA*

Since its founding in 2003, the Higher Education Academy (HEA) has maintained a premier position in HE as the professional body of teaching academics. It has a similar organisation structure to an HEI in that it is a registered limited company and registered charity. It is owned by Universities UK (UUK) and GuildHE¹⁹.

Originally, the majority of the HEA's funding came from the four national funding bodies with most of the rest made up of subscriptions from UK universities. The number of subscribers steadily rose to the 200 (approximately) it is today, and separate income streams associated with individual recognition, accreditation, and consultancy have increased, a move that has seen recognition fees more than double. Underlying this growth, has been a 30% cut in the funding from the four funding agencies from 2010 to 2014. This has led to a reduction in 2014 of HEA staff by a third (York Press, 2014: online) and a reduction in the support activities it offers to disciplines. From 2016, it has become entirely self-funding.

Initially, the HEA supported 24 subject centres, (eg ESCalate, the Education subject centre) each of which maintained its own website online, eg escalate.ac.uk, and

¹⁹ Formerly the Standing Conference of Principals (since 1967), registered as a company in 1992 and its name changed in 2006.

some even published journals, but these ceased to operate actively on 31 December 2011, and the websites remain as ageing relics of former glory. They have been replaced by four discipline-based areas in the HEA home website, <https://www.heacademy.ac.uk/>, servicing the “disciplines” of STEM, Arts and Humanities, Social Sciences, and Health and Social Care.

The HEA’s more lasting achievement in the professionalisation agenda was the establishment and sectoral acceptance of the UK Professional Standards Framework, by which it achieved “the establishment of conditions for assessing the competence of practitioners.” (Osborne, 1993: 348).

The UKPSF, as an articulation of ‘competence’, champions the concerns of students and colleagues and (in its 2011 edition) “the wider context in which higher education operates” (see Appendix 1, page 290). It thus goes far to legitimise teaching in HE as a profession and organise individual teachers in HE to self-govern their behaviour and comply with the UKPSF articulation of “professionalism”.

2.3.11 The UK Professional Standards Framework (UKPSF)

The structure of the UKPSF in three dimensions of areas of activity, knowledge and values mirrors the well-established A-B-C model of social psychology, Affect-Behaviour-Cognition. It also bears more than a passing resemblance to the professionalisation “model” put forward by Fournier (1999: 289) which is the subject of the next section, see Figure 8 below, page 76.

As frameworks go, the UKPSF is succinct, running in its full (2011) version to a mere 6 pages, excluding the cover and copyright information. The main framework has only 15 elements (originally 17), arranged in three dimensions. Compare this with the 41 elements in the NMC teacher standards (2008) or with the Vitae Research Development Framework (RDF) (2010) which runs to 22 pages. Its brevity makes the UKPSF relatively accessible. It sets out the template for the practice, knowledge and values for a teaching academic in HE, and also the criteria against which claims

to the various categories of credential are judged; Associate Fellowship, Fellowship, Senior Fellowship and Principal Fellowship.

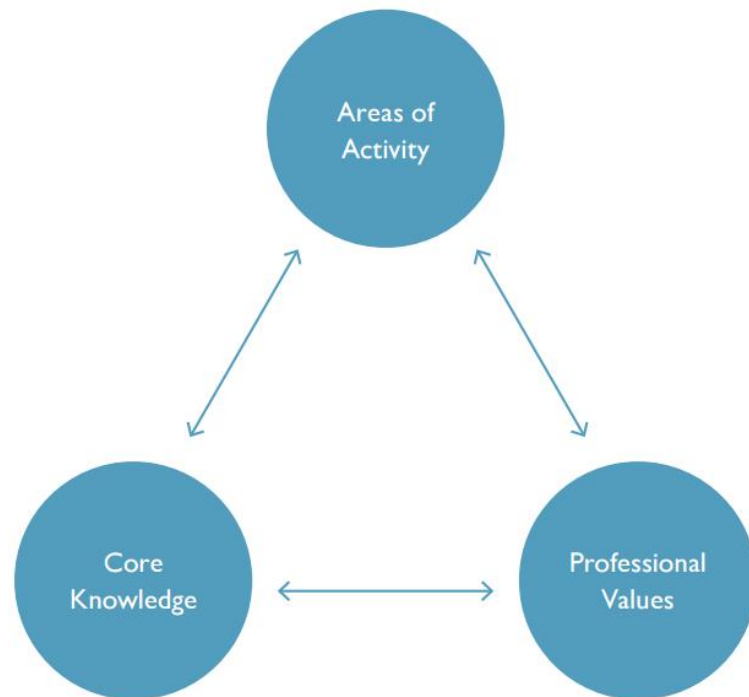


Figure 6: The three dimensions of the UKPSF, available from <https://www.heacademy.ac.uk/ukpsf>, accessed 3 March 2017. The full lists of elements are listed in Appendix 1, see page 290.

The UKPSF is restrained and simple, given some of the complicated drafts that were proposed in the original consultation around 2004 (see, for instance, UUK, 2004). It was launched in 2006, to a generally favourable reception from the academy, and designated Fellowship (for teaching lecturers) and Associate Fellowship (for other roles in HE that supported learning, such as librarians, demonstrators, technicians).

The current version of the UKPSF was launched in 2011 with a series of one-day “consultative” seminars across the UK that were free and by invitation. In addition to the existing categories, it added Senior Fellowship, for those whose work demonstrated leadership of their colleagues through management, co-ordination, mentoring, and Principal Fellowship for those whose work had significant impact

through policy or personality at “a strategic level”. This somewhat contentious distinction was accepted by the HE sector.

The 2011 UKPSF also rearranged and reworded some of the elements of the three dimensions. The word “commitment” was removed from the values, some values were combined, and a final, catch-all “value” added “to acknowledge the wider context in which HE operates recognizing the implications for professional practice.” See appendix 1 for both UKPSF (2006) and (2011), page 290.

This investment in the launch process indicates the value and importance with which it had come to be regarded. This is underlined by the fact that in 2015, four years after its publication, the HEA saw fit to claim ownership of the UKPSF copyright (HEDG email, 2015). There has also been a well-funded study of its penetration and impact (Turner, *et al.* 2013).

The Core Knowledge dimension was always going to be prescriptive, for a profession is largely defined by its expert knowledge, and indeed the Core Knowledge dimension had less alteration at review than the other dimensions, and is couched in very general terms, perhaps because “knowledge and understanding in these fields [ie learning and teaching] is always to a certain extent provisional.” (Sutherland 1994: 10 cited in Rowland, 2000: 25).

The Professional Values dimension was always going to be the most contentious. In what detail should the values be prescribed (a values statement is always a prescription)? The Booth Committee (1998) had a rather minimalist view of what values were needed. It preferred to state “academic principles”.

“When portfolios of evidence were first thought of as desirable for the assessment of teaching competence in higher education, the concept of academic principles was thought important. These principles [were]...

- A commitment to scholarship in teaching, both generally and in the discipline;
- A respect for individual learners and for their development and empowerment;
- A commitment to collegiality;
- A commitment to ensuring equality of educational opportunity;

- A commitment to continual reflection and consequent improvement in practice.”
(Booth Committee, 1998: A3.1; also cited in Nicholls 2002: 173)

A year earlier, the Dearing Report (1997) had a completely different take on what it called “the values of higher education”.

“There are, however, values shared throughout higher education and without which higher education, as we understand it, **could not exist**. Such values include:

- a commitment to the pursuit of truth;
- a responsibility to share knowledge;
- freedom of thought and expression;
- analysing evidence rigorously and using reasoned argument to reach a conclusion;
- a willingness to listen to alternative views and judge them on their merits;
- taking account of how one's own arguments will be perceived by others;
- a commitment to consider the ethical implications of different findings or practices.”

These values higher education can, and should, share with students.”

(NCIHE, 1997, Paras 5.39 and 5.40, cited in McNay 2007: 44 – McNay’s emphasis)

It’s interesting that Dearing felt the need to enlarge upon what “a commitment to scholarship” meant with five of his seven bullet-points; Booth, on the other hand, focuses much more on how people in HE should behave and be treated in academic life. The UKPSF clearly has followed Booth, rather than Dearing, but I think it has lost something of the essence of what it means to think like an academic, while emphasising the professional ideals of service and benefit. Any mention of a commitment to “the pursuit of truth”, “a responsibility to share knowledge”, “freedom of thought”, “rigour” and “reason”, and a “willingness to listen” is omitted. These are essential ingredients in what Rowland (2006) describes as “the critical purpose of HE” (2006: 38), “the role of the university... to contest the assumptions and social forces that shape people’s way of thinking” (Idem: 16). Similar commitments are echoed, incidentally, by another great knowledge organisation, outside HE, cited by O’Neill in her Reith lecture of 2002:

“The BBC... has its Charter, Agreement and Producers' Guidelines (2000), and those include commitments to impartiality, accuracy, fairness, giving a full view...”

(O’Neill, 2002c, citation in the original)

If we measure the UKPSF against the concept of a framework, outlined in section 2.4.1, then we see that it has some ‘articulation’. The items of Core Knowledge support and relate to the Areas of Activity (in summary for K1 and in detail for K2 to K6), while the Professional Values can also be seen to apply there (V4 being something of a ‘catch-all’). It exists as a prescriptive model, but takes some trouble to avoid the appearance of prescription in its actual formulation, as an excerpt shows: see Figure 7.

Descriptor 2	Typical individual role/career stage
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:	Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams.

Figure 7: The UKPSF (2011) Descriptor 2 excerpt. The headings elliptically relate to the text beneath, as in – left-hand column – “[A professional who is awarded] Descriptor 2... Demonstrates a broad understanding...”; and right-hand column “Individuals [will be] able to provide evidence...” The designation of “Descriptor” is also interesting.

The UKPSF makes no attempt to look at external aspects of the “profession” of a teaching academic, the standing they have in society, the remuneration they expect or the qualifications which they require to enter the profession (apart from the implicit need for Fellowship), or anything about what motivates professionals – what makes them tick. It limits itself to the requirements of the teaching role

alone, and prescribes the way judgements are made upon the associated competence(s).

2.3.12 Professionalisation through legitimation: a parallel case?

Fournier (1999) uses the language of Actor Network Theory and the Foucauldian concepts of governmentality, power and discipline to examine the “deployment of ‘professional’ discourses in an occupational domain not traditionally associated with the professions” in order to instil “‘appropriate work identities and conducts” (1999: 280). The case study she examines is “a large British service industry” (Idem: 293), including, among other things, its sales force. It is an interesting case because there are parallels with the way the UKPSF has been deployed in HE, and because it was published a few years prior to the launch of the UKPSF, and is likely to have informed the planning of those who implemented of the UKPSF to such success.

Fournier’s thesis is that non-professional labour can be “caught up in the discourse of professionalism” and that this discourse can be deployed as a device for control, using Foucauldian power. She defines professionalism as:

“a disciplinary logic which inscribes ‘autonomous’ professional practice within network of accountability and governs professional conduct at a distance.” (Fournier, 1999: 281).

“This disciplinary logic operates through forging connections between various actors (eg the state, the client, the sovereign customer), criteria of legitimacy (eg trust, efficiency, public good), professional competence and personal conduct, as illustrated in Figure [8]” (Idem, 288)

Thus, “the professions are made accountable to their constituency for the proper use and production of ‘truth’.” (Idem: 286)

Her argument is that establishing accepted criteria for the “appropriate” knowledge, personal conduct, and practice, establishes legitimacy for the profession against the concerns of other “actors”, and a pattern against which the autonomous employee regulates her/himself through engagement with “technologies of the self” (Idem). It is a persuasive argument.

Fournier’s description of professionalism as a “disciplinary logic” prefigures Freidson’s (2003) book “Professionalism: the Third Logic” and, of course, my own adoption of the term, later in this thesis. She is not cited in Freidson, and her

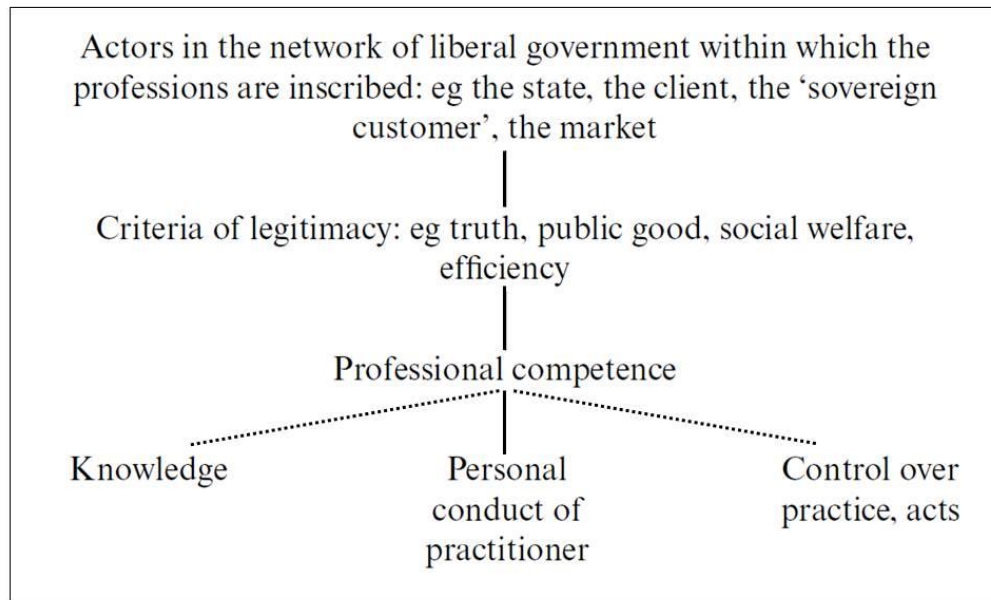


Figure 8: Fournier’s “Professionalism as disciplinary logic” (Fournier, 1999: 289). “[T]he lines are not meant to represent cause and effect relationships but processes through which connections and translations are made. The dotted lines suggest that professional competence is only loosely connected with the knowledge of the practitioner, or control over the practitioner’s acts; professional competence is essentially translated in terms of person conduct.” (Idem: 304).

thinking is heavily influenced by Foucault, who is only lightly referenced by Freidson.

“Once the discourse of professionalism pervades organisational life, it becomes difficult for employees to not align themselves with it, or not to constitute themselves as ‘professional’ for not doing so would mean being marked as ‘unprofessional’.” (Fournier, 1999, 304)

“The appeal to professionalism serves to ‘responsibilise’ autonomy by delineating the ‘competence’ of the ‘professional employee’ by instilling ‘professional like’ norms and work ethics.” (Idem: 293).

Through this lens, the UKPSF can be seen as encapsulating “professional competence” (see Figures 6 and 8) in terms of norms and work ethics: control over practice (areas of activity), knowledge (core knowledge) and personal conduct (professional values). It becomes the means to “govern at a distance” through “technologies of the self” (Fournier, 1999: 287), as part of which “professional persons are urged to pursue ‘Self-Management and Personal Development’” (Idem: 299). And if, as Fournier contends, it can be done in non-professional occupational areas, how much easier it is to succeed in areas which regard themselves as professional?

Compliance with the UKPSF is apparently voluntary, in that it is the conscious choice of autonomous professionals, but the underlying persuasion is there.

“Fellowship is increasingly sought by employers across the education sector as a condition of appointment and promotion.”

(HEA, online: Fellowship).

If we look at professionalisation as *responsibilising* individuals to manage their own practice, conduct and knowledge, then the legitimisation of the process in HE is centred upon the UKPSF. However imperfect, it becomes the legitimating formulation of professionalism, embodying a particular people-focused approach to teaching and by its existence, requiring either compliance or rejection – professionalism or unprofessionalism.

2.4 Other frameworks relating to the individual professional

2.4.1 *A word about frameworks*

In order to consider and evaluate existing frameworks and models for professionalism, it is helpful to begin by exploring the metaphor of a framework. A framework is a set of rigid struts, connected and configured together in a particular way. The connections may be fixed or moveable as hinges; thus frameworks resemble skeletons, with their bones (rigid struts) and joints (connections). When we speak of a Research Excellence Framework (REF), or a Teaching Excellence Framework (TEF), or even “a framework for professionalism” we are looking for something like a skeleton, composed of solid ideas and concepts (bones) of different sizes and shapes, connected in a unique, meaningful way (with joints) that indicates how the skeleton “works”. It could be like the skeleton of a building, where upper floors are supported by lower floors, or it could be like the skeleton of a pair of scissors, where increasing the distance between two components automatically increases the distance between two others through the operation of a hinged lever. Probably it will be a simplification, in the sense that a skeleton is only one of the systems in an animal’s body, but it should be complete, logically consistent, suggestively dynamic and characteristic: complete, in that necessary concepts are all present; logically consistent, in that it avoids logical or taxonomic error, an example of which might be a category-mistake (Ryle, 1949: 16); suggestively dynamic, in that it should suggest how things operate in the shorthand of metaphor – it should be articulated the right way – ribs are not attached to hands, or ankles to elbows; characteristic, in that it captures the peculiarities and uniqueness of the original in its skeleton depiction.

This goes some way beyond Weber’s definition of an “Ideal Type” as:

“a conceptual pattern that brings together certain relationships and events of historical life into a complex that is conceived of as an internally consistent system (Weber, 1949: p.90).”

(Cited in Hammersley and Gomm 1997: 1.4)

For instance, the models for professionalism outlined in Table 2, pages 51-2, are complete and characteristic, but (as I argue) they are not suggestively dynamic. They don't explain how the skeleton "works". In that way, they represent a disarticulated skeleton, in other words a "box of bones". They give no indication of the life-form²⁰ – professionalism – we are trying to depict.²¹

Authors on professionalism, myself included, believe that there must be some internal logic that "makes sense" of the contradictory attributes or aspects of a profession, or a professional, as illustrated in Table 2. These are not fortuitous or random aggregations; on the contrary, they must hang logically together, must fall into place, if only we can find the correct point of departure and unravel the logic from there. Fournier, in her "disciplinary logic", has shown how to appeal to professionalism, even in non-professional occupational areas. What she has not done is explain the internal logic of a professional, and/or a profession – why it is regarded as a desirable approach to work, and why the professional is regarded as more than just a well-paid worker.

My own efforts in this project to address this question of internal logic had thus far been unsuccessful. Two things I thought might lead to such a point of departure: first, that the point of departure lay, not in the discourse surrounding the collective profession, but in the analysis of the psychology and drivers of an individual professional; and second, that within this psychology, the essential centrality of the privileged relationship between the professional and the client, already alluded to by me as "quasi-confessional" on page 34 and by Downie as "vulnerability" on page

²⁰ I use the term metaphorically: a *moderate* modified essentialist!

²¹ This argument is reminiscent of the memorable quote from Biggs and Tang (2003: 76); "Teaching from lists is like sawing the branches off a tree, stacking them up in a neat pile and saying 'There! See the tree?'"

40, might prove a hopeful first candidate for such a point. From the professional's point of view, this relationship most closely resembles the Kantian concept of duty²². In doing so, I am identifying with the view that the individual shapes the collective (Argyris and Schön, 1974; Schön, 1983; 1987; Evans, 2011; 2013).

2.4.2 *Models and frameworks for the individual professional*

The UKPSF, analysed in detail in the section 2.3.11 (see page 70), is explicitly formulated to enable the evaluation, and self-evaluation, of an *individual* teaching academic in terms of their practice, their core knowledge and their professional values (section 2.3.6 see page 61). Though prescriptive, it focuses mainly on the “technique” (Argyris and Schön, 1974: 169) and normalising behaviours (Foucault, 1979: 304) requisite for teaching and learning. What it does not attempt is any explanation of the “logic” of a professional who happens to be a teaching academic: dedication to one's discipline (Rowland, 2006: 111), the enquiry for and pursuit of the truth (NCIHE, 1997, Para 5.39 – see page 73), and the critical contestation of the purpose and direction of teaching and learning (Rowland, 2006: 15). And yet there are frameworks and models which attempt exactly this.

The first such model to be considered must be Donald Schön's concept of the ‘reflective practitioner’, who not only engages in real-time reflection-in-action and also retrospective reflection-on-action (Schön, 1984). This represents a specialist adaptation of the earlier single-loop and double-loop learning of Argyris and Schön (1974: 19). This simple insight, that professionals make complex decisions under

²² “So let me begin with the classic Kantian thought: we are all moral equals. Nowadays this thought is usually followed up quickly with the claim that we therefore all have equal rights. But for Kant the deeper implication is that we all have equal duties.” (O’Neill, 2002a).

time pressure and evaluate their performance retrospectively – self-manage – is the dominant idea in professionalism in teaching today.

Linda Evans (2011; 2013) offers a completely different model of professionalism as a state of mind. She presents it in the style of a mental taxonomy or perhaps a mental organisation chart (Figure 9). The three top-line domains call to mind A-B-C model of social psychology, Affect-Behaviour-Cognition, mentioned in connection with the UKPSF.

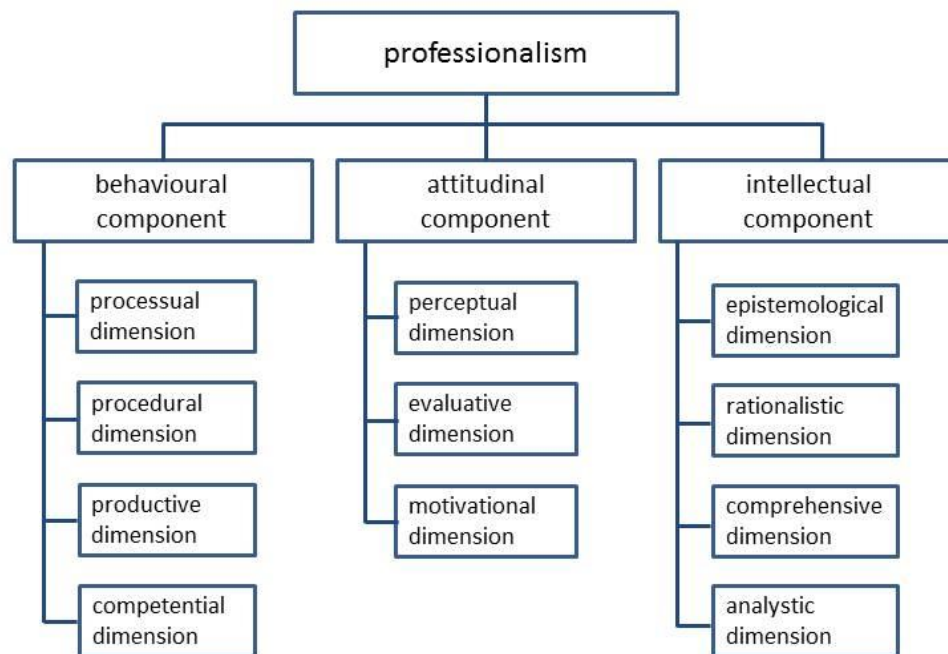


Figure 9: Evans’ model for professionalism has three components, with three to four dimensions each (2011: 855).

This model suffers from a rare defect. It is too applicable. It can be made to fit almost any complex psychological construct – competitiveness, independence, resilience, selfishness, leadership. For this reason it does not unravel the peculiar professional logic we are seeking. She herself applies it to professional development (2011: 866) but in doing so does not advance her explanation decisively.

Earlier in the same paper, she makes a distinction between demanded, prescribed, enacted and deduced (or assumed) professionalism as “four ‘reified states’” of professionalism (2011, 861-2), enlarging on her earlier three-fold reified state

model (2008: 20). These states are not a model for professionalism itself, but rather a model for how the concept of professionalism is applied and perceived. They are useful, but again they do not explain professionalism.

In the earlier paper, Evans reminds us of Hoyle's two "heuristic models" for teacher professionalism (the term Hoyle coined for individualised professionalism):

"For the sake of discussion we can hypothesise two models for professionalism: *restricted* and *extended*" (Hoyle, 1975: p. 318)... these two hypothetical models created what may effectively be seen as a continuum with, at one end, a model of the 'restricted' professional, who is essentially reliant upon experience and intuition and is guided by a narrow, classroom perspective which values what is related to the day-to-day practicalities of teaching. The characteristics of the model of 'extended' professionalism, at the other end of the continuum, reflect: a much wider vision of what education involves, valuing of the theory underpinning pedagogy, and the adoption of a generally intellectual and rationally-based approach to the job."

(Evans, 2008: 26), emphasis in the cited original, citation by Evans.

Hoyle's distinction, and Evans' updated explanation of it, is a compellingly simple observation, and, like Schön's "reflective practitioner", currently appears to have universal applicability to HE. Of course, Schön was writing about professionals in general, whereas Hoyle (and Evans) focus only teaching.

Burrage *et al.* suggest "an interactive triangle with professionals, clients and the state" as the "three actor" model that sociologists commonly use (1990, 207) in their discussion, see Figure 10(a). Burrage *et al.* immediately amend the diagram, adding a fourth node, "to distinguish practising members of the profession from the specialist in the production and reproduction of professional knowledge, whom we may collectively describe as professors or academics." (1990, 207); see Figure 10(b). Unfortunately, this model becomes rather convoluted when one tries to identify the teaching professors or academics as the practising professionals, since we are then distinguishing between professionals as academics, and academics as professionals. It does acknowledge that teaching for the profession is also in the profession.

This model returns to the sociological perspective of the profession – Burrage *et al* uses ‘Professionals’, but it is in the collective sense, ie ‘the Profession’.

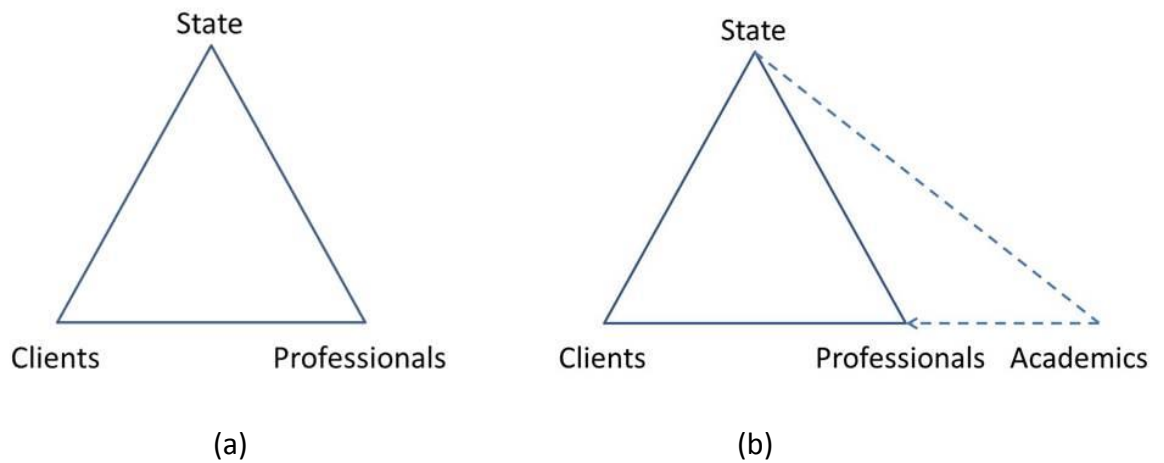


Figure 10: Interactive triangle model suggested by Burrage *et al.* for professionals, clients and the state (a) and amended by them to distinguish between practising professionals and teaching professionals of the profession, ie professors or academics (b).

2.4.3 Statistically validated measures of professional identity development

No discussion of models and frameworks for the individual professional would be complete without acknowledging the lively interest in developing models for professional identity, and for professional identity development, that depend for their authority upon statistical validation based upon closed-question survey instruments administered either to members of a particular profession, or of several professions, or of students undertaking professional courses.

Chin *et al* (2017) provide a recent example, and included in their reference list are seven others dating back to 1995. The authors were interested in improving the effectiveness of professional training, and proposed five dimensions for their “Professional Identity Five-Factor Scale” (PIFFS):

1. Knowledge about professional practices develops

2. Professionals are perceived and followed as role models
3. Students gain experience with the Profession
4. Acquire a preference for a particular profession
5. They develop professional self-efficacy.

Each dimension was derived and justified by the authors' own arguments, supplemented by citation from other authors in the field. The whole was then tested by an questionnaire instrument comprising 25, reduced from 27, closed-question items addressing the five dimensions, all but one of which were five-point Likert scale answers (the other was Yes/No). This was administered to more than 1000 self-selected students studying towards one of 13 different professions, ranging from Journalism, to Biomedical Sales and Marketing, to Network engineering and Game Design.

The questionnaire results were analysed to calculate explicative power, two factor correlations, and effect sizes. They reported that the model was highly stable, and the results (statistically) reliable, and believed that their model provided a way of "measuring success" and "enabl[ing] comparisons" between different curricula and developmental approaches. One of their final recommendations, proposed without irony, was as follows:

"To take a step further, we can use a qualitative approach to gain insights for improving teaching and learning... through methods such as interviews, focus group discussions, and classroom observations..."

(Chin *et al*, 2017: 1517)

It was a strong example of its kind and called to mind the kind of sophisticated algorithms that "accurately", but annoyingly, present relevant advertising content for online search engines. It confirmed me in my determination to avoid such "clock" approaches in my own research (see page 25) and to pursue my enquiry dialogically, asking open questions and unpicking the ensuing discussion as meaningfully as I could.

2.5 Conclusions

This chapter has prepared the way for addressing the research questions of section 1.1.2 (see page 5). These are focused on teaching and those who teach, and my account has developed in that direction, rather than towards the professional frameworks and bodies associated with research, management or administration in HE.

2.5.1 *What do they understand by “being [a] professional”?*

This chapter has examined various derivations of the word professional, and the early history of the learned professions and the universities, which gave rise to a symbiosis between them, based around credentials, which continues today. It looked at the ways in which professions have been described and discussed, and the ways in which the individual professional has been theorised.

In doing so, I have attempted to distinguish between two conceptions of professionalism: the purely competitive striving to win, seen in sports professionalism that has its origins in the military “proto-profession”, and the more complex tradition of the learned professions, based around the mastery of an extensive body of systematic knowledge and practical expertise and its application to solve a societal problem, that had its origins in that other “proto-profession”, the medieval Church. A sports professional has no need of credentials, since their competitive standing is measured directly from sporting encounters: the learned professional and their client base rely upon credentials to “attest” the knowledge and expertise exist and are applied “in good faith”. Individual professionalisation for the sports professional is achieved through a public declaration that they will henceforth pursue their sport as a livelihood, and the professionalisation of a sport is the concomitant organisational shift from a sporting competition to a sporting industry. Professionalisation in the learned professions is a complex phenomenon, much theorised upon (See section 2.2.8, page 50), which I summarise in the next section.

2.5.2 *Professionalisation in HE and the different routes to “becoming [a] professional”.*

In section 2.2.7, I looked at the professionalisation of various skilled or learned occupations, with Table 1 listing 19 prominent examples. Many of these have their specialist associated teaching professions based in universities.

In Table 2, page 51-2, I offered three descriptions of the ideal-type of profession and professionalism, each relating to education and teaching. Although they were decades apart, they exhibited the same peculiar combination of attributes. What I sought for in vain was a discourse that explained why these accounts were the way they were: what was the “logic” of a profession, and of professionalism.

One of the descriptions in Table 2 was authored by Hoyle in 1980. In a slightly later publication, he suggested that

“professionalisation has two components... the improvement of status [of the profession] and the improvement of skills [of the professional]. Elsewhere I referred to the former as *professionalism* and the latter as *professionality*.”

(Hoyle 1982: 162 – my inserts).

Evans picks up on this distinction and interprets, like me, the former as a group phenomenon, an “-ism” or ideology, something that relates to the self-image of the profession as a group, and the latter as individual, the “stance on the part of an individual, in relation to the practice of the profession...” (Evans, 2002: 6-7).

If we look at the way professionalisation has played out in HE over the last three decades we see that the first of Hoyle’s two components, “professionalism”, is associated with the top-down agenda for professionalisation, whereas “professionality”, at least as interpreted by Evans as individualistic improvement in skills, as a bottom-up one. The history of SEDA and the HEA recounted above suggests that top-down policy of professionalisation became the dominant agenda for HE. It centres around the UKPSF and the categories of fellowship of the HEA that some believe will become *de facto* credentials for teaching academics.

This dichotomy of top-down and bottom-up is, however, simplistic. Fournier's model for the (Foucauldian) "discipline of professionalism" represents a demonstration of how, even in an occupational area whose "professionalism" is "highly contestable" (1999: 302), a deliberate policy of

"re-imagining labour as offering a 'professional service' serves to construct an image of quality and reliability appealing to the allegedly increasingly discerning and demanding customer; it also opens up some imaginary space within which self-actualising employees can strive for continuous fulfilment and improvement." (Idem: 299)

She demonstrates (see section 2.3.12, page 75) how, using Foucault's concepts of governmentality and normative power, of surveillance and the technologies of self, a top-down agenda can be translated into individual bottom-up efforts on the part of largely autonomous teachers in HE. They can be organised – "responsibilised" – into pursuing an agenda of compliance to codified "standards" in knowledge and values and improvement in competence, as formulated in the UKPSF.

It is a Foucauldian duality. The individual effort (bottom-up) and the sectoral policy (top-down) interpenetrate to achieve overall professionalisation, (see also Marginson (1997), section 2.3.5, page 60).

The agenda for professionalisation is one of several agendas in HE that have been competing to shape priorities during the long transformation of HE from an elite to a mass provision. I touched on the origin and development of some of these agendas and discussed how they have impacted upon the work practices and life experience of academics in HE, including teaching academics. Table 2, page 51-2, however, suggests that while these agendas may have had changed the professional environment, they have had less impact upon what is *understood* by "being [a] professional".

In the final part of the chapter, I made a brief survey of recent theories connected to the professions and professionals in education, from which two stand out as authoritative; Schön's reflective practitioner and Hoyle's heuristic 'restricted' and 'extended' professional. Fournier's case study gives a convincing explanation as to how the legitimisation of standards in the form of the UKPSF can contribute to

“professionalising” teachers in the HE sector. The UKPSF is a prescriptive model, rather than an explanatory one.

The question of how professionals see themselves, their motivations and priorities, remains open.

3. *Research Design and Empirical Methods*

3.1 Preamble

“[Qualitative Research] is often thought to be particularly prone to [bias], not least because here, as is often said, 'the researcher is the research instrument'.” (Hammersley & Gomm, 1997, 1.8)

In this chapter, I explain my choices of research methods, how I implemented those methods, and such checks upon them as may help establish their credibility and hence the credibility of my findings. These choices, implementations and checks evolved with time. This progressive evolution was part of my original research design, but the overall design of my research effort also underwent change. This chapter is therefore not so much the exposition of a single plan, as a retrospective explanation of different versions of that plan, how they evolved, and why. I begin with the original plan, which gave rise to Part 1 of my research, move on to the extension of that plan as Part 2, and conclude with the change in direction involved in Part 3. It was always my intention to use a mixed methods approach, but the particular mix has changed from my original intention. In a final section on reflexivity, I give some account of my ipsative development as a researcher.

3.2 Choice of method for Part 1

I begin my detailed explanation of my research design and empirical methods at the place where my own thinking upon these matters began, with my research questions (see section 1.1.2, page 5). These questions concern the understandings and views of “Higher Education teachers who hold (a category of full) Fellowship of the Higher Education Academy”. It may be argued that the third question relates to “the policy of professionalisation”, however my reading of it is that this is only as far as that policy aligns or undermines “the conceptualisations they [Higher Education teachers] hold”. My initial exploration of HE policy was therefore limited to how HE teachers perceived its effect upon them.

The three questions are open questions, and also open-ended; they indicate a divergent exploration rather than convergent decision-making. They aim to

discover the range of understandings and views of individual teaching academics²³ as “theory-in-use” (Argyris & Schön 1974: 7, 21), the heuristic articulations they use to guide them day-to-day, rather than more formal “espoused theories”.

As I have already mentioned (see sections 1.4.3, page 13, and 1.4.4, page 14), they also concern myself, a teaching academic holding Senior Fellowship of the HEA.

Aware of the interplay between ‘I’ and ‘Other’ in my inquiry, I was finding out my own responses to these questions while interrogating others. This is duality in action (see section 1.4.4, page 14).

There was a need to ensure I genuinely capture and convey the opinions of others, even – especially – when they differ from my own at the start, for of course, my own opinions and conclusions were evolving. I hoped to learn (and did learn) things which were new to me. The findings reveal what I learned through my research process, and this will also form a statement of my own knowledge set at its completion, knowledge not just of my own thinking, but that of others. The Self encompasses (reflections of) the Other.

I would be developing my own theories and responses to the questions even as I was exploring and developing the responses of others. This is the nature of dialogical learning, characterised by Wood and Su as “a dialogical space” (2014: 368). It is a two-way street. I am genuinely trying to explore their understandings, while simultaneously exploring my own.

“only through collaboration and co-operation with others can we be exposed to new points of view.”

(Brookfield and Peskill, 1999: 3 cited in Wood and Su, 2014: 364)

²³ At some point in my research I began referring to “teaching academics” rather than “Higher Education teachers”. As we insist that they are holders of FHEA, SFHEA or PFHEA, these two phrases refer to the same set of people.

Conscious that this was the case, I determined to attempt to report their reactions and responses *in their own words*, as far as practicable, to provide for the reader a touch-stone check on my own involvement.

3.2.1 *A dialogical research method*

This thinking inevitably led me to a dialogical method for Part 1, either interviews (one-to-one) or focus groups (one-to-many) or a combination. I chose one-to-one interviews: firstly, because I was interested in discovering the range of individual reactions and responses to my research questions, rather than pursuing any sort of collective response, and it seemed to me this was only possible in a one-to-one exchange; secondly, because there were contra-indications to the use of focus groups in that I was “accessing narratives” and “accessing attitudes” (Barbour 2007: 18-19); nor were there, I believed, corresponding reasons in favour of focus groups – I did not believe participants would be reluctant, or intimidated, or that the subject matter was particularly ‘sensitive’ (Idem: 19-20); finally for practical reasons around the organisation and recording of participant contributions. Convening a focus group of colleagues at a particular time and place would prove extremely difficult to achieve at University of Greenwich, given workloads and my participants’ priorities.

I therefore planned a series of semi-structured interviews as the main data collection method for Part 1: the interpretations and answers to my research questions should be captured, as far as possible, *in the words of the people concerned*. Their answers were likely to be informal and emergent – what they “really think” – and the quality of that emergence – hesitant or confident, discursive or dismissive, formulaic or individualistic – may possibly form a discriminatory cue in data interpretation. In this way, the authenticity of their contributions would be better served and preserved.

This decision, which now seems so obvious and ‘inevitable’, was not made without some soul searching, as regards questionnaires. Question 2 in particular might easily have been addressed with a questionnaire exercise. I had had considerable experience in analysing both open-text and closed-question questionnaires, and

was well aware of the advantages they offer, but for this exploratory stage in my research chose not to use them.

3.2.2 *Reasons for not choosing a questionnaire for Part 1 and 2*

Questionnaires are generally offered online these days, with an invitation delivered by e-mail. This allows a far greater number of people to be interrogated for the same resource, and therefore leads to a much greater quantity of data, and the consequent appearance of greater data definition and comprehensiveness of response. This 'advantage' is balanced by the fact that those who respond are self-selecting: researchers generally make the convenient assumption that this does not introduce any bias, but there can be no evidence for this, of course.

Closed-question items in questionnaires

In the case of closed-question items, data can be analysed through a statistical methods package (I have extensive experience with SPSS), so that not only various coded responses but even their estimation errors can be calculated to a high degree, together with more advanced indicators like Cronbach's alpha (estimating overall reliability of response).

This superstructure of statistical analysis comes at a cost: the acceptance of a contrived, "artificial" process. As Doig (2004), cited in Barbour (2014: 209), points out, a questionnaire is always pre-planned and pre-determined, working backwards from the results, which are planned, back through the analytic methods, which are planned to yield those results, the data collection planning, including sample frames and survey instruments, all planned. The planning precludes any genuinely unforeseen or emergent result which makes it unsuitable for exploratory research. Using a pilot study to test the full range of potential response is an important, if insufficient, attempt to break out of this determinism and circumvent the impossibility of 'the new'.

So although this quantitative approach may lead to a better *quality* of answer, in the quality-assurance sense of "something matching expectation", it does not lead to a better answer. In fact the analytic accountability – the "gothic tracery" of the

statistical method – may be said to stand as surrogate to quality of the result. (In this way we see in research methods, a parallel to the exchange of accountability of quality assurance for genuine quality in professional practice). The questionnaire's result may be wrong, or even meaningless, but the methods by which it is achieved can be shown to be rigorous and well-considered.

For research undertaken with a predetermined purpose – to test an hypothesis, for instance – questionnaires are useful, not just because of their “scientific” methods of analysis. The answers themselves are strictly controlled, important in a test situation: there can be no genuine surprises. Closed-question questionnaires, like multi-choice tests, are analysed using demographic measures – counting heads – rather than upon any sense-making of expressed content. They provide facts about the sample of students (and by statistical inference, the population) of the kind “27% agree, while 13% strongly agree etc..”, rather than understanding of why these facts are thus. The assumption is that one participant's (more correctly ‘respondent's’ for a questionnaire) contribution is as valuable as another, that their data contribution is the same. Correlations are derived in a deliberately blinded process to prevent the intrusion of fallible “researcher judgement”.

Discrimination between participants' responses has been “designed out”; unthinking responses have equal weight to those that are knowledgeable and considered and there is no way of checking that responses are made “knowingly” or randomly “as guesses”. Conversely, participants cannot challenge questions by saying “What do you mean by this question?”; they can only comply with a pre-constructed answer.

The logical rationale behind these judgement calls is that of maintaining objectivity – the privileged point-of-view which is no point-of-view. Actually, what is lost is the opportunity to capture and emphasise the wise answer, the telling answer, the authentic answer. These things partly depend upon the judgement of the researcher, and to a lesser extent upon the participant, and are therefore fallible, but to refuse them on those grounds of fallibility seems to me a form of “methodological retreat”.

Questionnaires can be deployed with some psychological insight, and may obtain striking results, but if it is ‘the other’ you are interested in, such insight is self-defeating and the striking-ness will ultimately be seen to be contrived. The more you predesign the responses to the questions you ask, the more you are answering them yourself.

Open text items in questionnaires

Only some of the above criticisms apply to open-text items in questionnaires. Typically these items achieve a lower response rate than the closed-question items, even in the same questionnaire, since they require more effort to reply, and therefore greater motivation to respond. This additional layer of self-selection introduces a further potential for bias.

If closed-question items are like multi-choice tests, then open-text items are more in the nature of exam essay responses, at least as far as respondent experience is concerned. They are unlikely to record automatic, ingrained, emergent thinking of an interview situation, and more likely to migrate to espoused theory (Argyris and Schön 1974: 21). However, they do hold out the possibility of capturing the wise answer, the telling answer, the authentic answer.

3.2.3 Dialogical semi-structured interviews

My primary method of data capture was to be recorded and transcribed dialogical semi-structured interviews. In the following sections I give a detailed explanation of every stage in that process. I have already declared in Chapter 1 that my overall approach to empirical research is pragmatic (see page 13), in that, in choosing methods that are as little contrived as possible at the point of data capture, I am prioritizing the richness of data before defensibility of method.

My choice of dialogical semi-structured interviews allows me, as researcher, (1) to take responsibility for the selection of participants and (2) to manage the participant interface responsively, probing the participant’s contribution to determine its originality and quality, and whether it is made knowingly or randomly. It enables the capture of the participant’s unique “logic” and “voice”.

In presenting my findings, I shall include, as far as practicable, excerpts from the transcriptions to communicate how participants responded in their own words, supplementing these with summaries. This process amounts to a form of curation of their contributions, selecting and editing them to reveal sense making and sense taking (Weick, 2002; 1995; Hammersley 2013: 14), and perspective making and perspective taking (Boland and Tenkasi, 1995), by the recognition and articulation of patterns through thematic coding. This process requires expert research practice and is a formidable challenge to a novice such as myself.

As one participant (*Kirsty*) remarked: “I think you’re going to have a hell of a job analysing all of this information!”

My intention is that the findings themselves will redeem my choice to refuse methodological retreat because of, or perhaps in spite of, my best efforts at curation and presentation; that the conclusions will be manifest.

Other methods

Michel Foucault’s text “Discipline and Punish” (1979) demonstrates the power of examining historical developments over a wide scale to identify the unregarded meanings and power relationships in language, concepts, and how society organises itself. In my account of the history of professions in section 2.2 (pages 31-55), I have sought to emulate his approach by giving an extended historical perspective to the origin of the first professionals, the development of professions, and the models for professionalisation.

3.3 Research design

My first thinking was to structure the research effort as a single-case case-study at the University of Greenwich; hence my early thesis sub-title “a comparative study at University of Greenwich”. It was only later that I resolved that there should be a second part to my research, a small scale enlargement to ascertain whether findings from single-case case-study could be regarded as more widely typical, as regards question 3. Both Part 1, the University of Greenwich case-study, and Part 2,

my small scale enlargement, were intended as “snapshots” of participant understandings and views at the time (June 2014 to March 2015).

3.3.1 *Part 1: Single-case case-study*

The single case-study was based upon the third of the five rationales that Yin (2009: 48) identifies, that of the average or typical case study; the University of Greenwich is a reasonable example of a predominantly teaching university. It is halfway down the rankings; it is of average size; it has disciplinary diversity that touches on the sciences and arts, professional and business preparation, and a few departments which are at the creative end of the spectrum.

The advantages and preoccupations of the chosen method mean that my research design should address the following three stages:

1. Progressive selection of participants, my unit of analysis (Yin, 2009: 31) is the participant, to craft a broadly based typicality at University of Greenwich.
2. Engaging the participants in a way that is likely to achieve an authentic report of their understandings and views in everyday language.
3. Maintenance of their authentic voices through the mediation processes of transcription, analysis and selection, and reporting (Hanson, 2013: 395).

At each stage, I was mindful that validity – or at least credibility – largely results from the avoidance of error; either outcome error or procedural error, each of which may be systematic or haphazard, culpable and non-culpable, motivated and unmotivated (Hammersley and Gomm 1997: 4.7).

I was also aware of the particular challenges of insider research (Costley et al, 2010; Hanson, 2013; 390) and had made methodological choices on an informed basis. I made sure my participants knew that I was a doctoral student and that my research was independent of management. This largely defused any lingering power relationship with ex-PG Cert students or recognition candidates, but I also only made selection of those who had graduated or been recognised more than a year previously, which I judged enough time to emerge from “under my authority”.

Reporting participants as far as practicable in their own voices was a first step towards “transparency about whose voice was represented” (Hanson, 2013: 395), while rigorous preservation of anonymity was a first step in ethical care. I did not attempt researcher neutrality (Drake 2009: 386) but used the shared background knowledge and cultural understandings to establish rapport and trust (Idem: 391) in the interviews.

Purposive selection of participants

A purposive sample should be progressive, rather than pre-planned in the way that a “representative” sample of the quantitative approach is pre-planned in the quantitative approach. Nevertheless it should contain a “crafted” balance, reflecting the balance of contingent attributes of the underlying population.

In progressively selecting participants for my interviews, I sought to avoid obvious imbalances, while at the same time seeking to “maximise diversity in the sample and facilitate comparison between accounts/perceptions of the individuals or constituencies being studied” (Barbour, 2014; 336). This being so, my choice of future participants was always something of a compromise, juggling diversity with availability and balance. The participants selected had all achieved their most recent professional credential in the previous two years – 2013 or 2014; for half of them this was the PG Cert (the 2013-14 cohort), and for half of them Fellowship by recognition. Those from the recognition route were up to nine months earlier (*Beryl* and I were earliest, recognised in January 2013).

The resulting selection of participants evolved over a period of some 10 months, (for details see appendix 2, page 291-2) and progressively “wandered” from discipline to discipline and school to school, since the teaching discipline was one of the contingent attributes I proposed to hold in balance. The others were gender and stage of their professional career. This latter attribute I decided should be their professional career rather than their teaching career. This was because I thought that their attitudes and comparisons were more likely to have developed throughout their working life, than to have started with their adoption of teaching in HE as a career context. In terms of gender, the progressive sample selection is

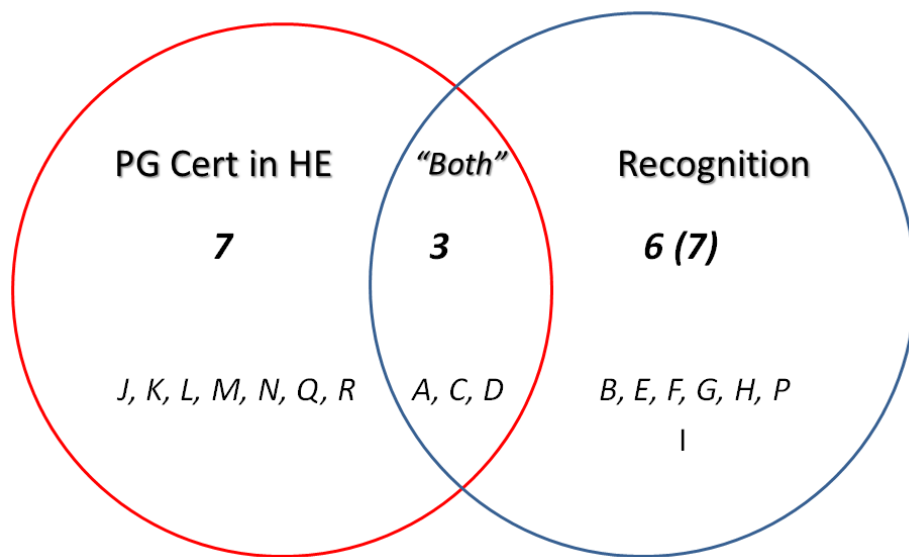
given in Appendix 4, page 297, where tables (iii) and (iv) give break-downs of the final sample in terms of gender and triaged career stage.

My two initial constituencies were those who had gained professional accreditation by the recognition route and those who had gained it by obtaining an initial teacher qualification. It was the possible contrast between the views of these two constituencies that I was seeking to explore in research question 2. It seemed to me axiomatic that that process of exploration should involve approximately equal numbers of each type in order to optimise the “comparative potential” of the resulting dataset (Barbour, 2014; 64). It also seemed to me that adopting a chronological process of interviewing first one constituency (recognition) and then the other (PG Cert in HE) did not signify too much. Had I alternated between the two, I am not convinced it would have produced a better, or even a different, result.

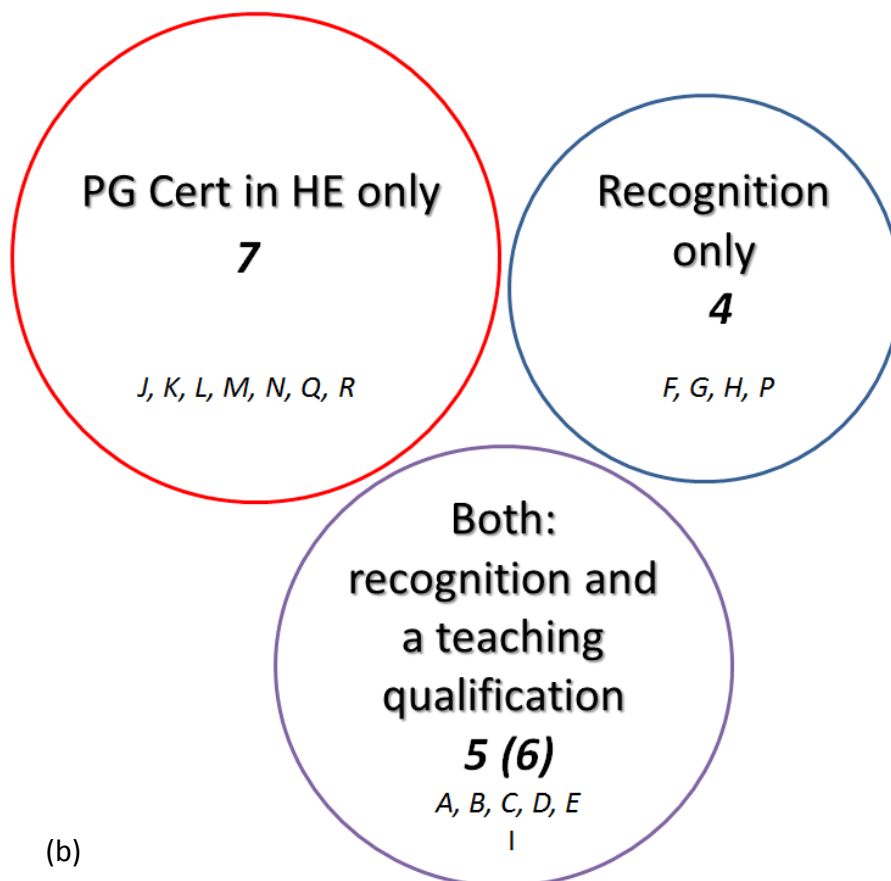
An obvious complication, of which I was aware, was that three respondents were in both constituencies – they had undergone the recognition process and were also qualified via the PG Cert in HE – and also that two respondents (three, if we include myself) were in the recognition constituency but had alternative teaching qualifications – a PGCE (post compulsory), a B.Ed degree, and a Cert. Ed (post compulsory).

This means that the symmetrical diagram of the two preliminary constituencies and their overlap, see Figure 11(a), becomes the more complicated eventual partition of three constituencies of Figure 11(b), with potentially distinct perspectives. In fact, the multitude of potential perspectives upon the topics tended to obscure this hoped-for patterning.

The three constituencies have characteristic profiles in terms of career-stage (working career, not career in learning and teaching). Those participants who have both a qualification and recognition are mid- to late-career as are those who have only recognition.



(a)



(b)

Figure 11: (a) **Preliminary** and (b) **eventual** constituencies of Stage 1 participants, showing their alphabetic-chronological code-name initial. “I” in the interviewer is me.

The PG Cert in HE has a majority of early-career participants, but one mid- and two late-career participants, and this is a fair representation of a typical PG Cert in HE cohort at University of Greenwich (see Appendix 4, page 297) – I had been programme leader for the programme for 7 previous annual cohorts.

These slice-and-dice analyses are simplistic, however. One participant (*Kirsty*) had completed only the PG Cert in HE, but had also, as part of her role within the university, gained first-hand experience of the evaluation of recognition applications²⁴, and was able to comment in an informed way upon both routes to the professional credential of *FHEA*. Another (*Paran*) had begun the PG Cert at a time when HR brought in a policy that required members of staff to sign an agreement whereby they became liable for full fees if they left the university within 3 years. He demurred and subsequently gained *FHEA* through recognition. The policy was later dropped. Appendix 3 gives the list of stage 1 participants in order of their interviews, which corresponds to alphabetic order of their research aliases, for the convenience of the reader, see page 293.

3.3.2 *Other Professions*

There are six participants who have membership of other professional bodies, a sizeable minority: *Abigail, Doran, Jerome, Nanci, Morton, and Quena*. Their professional specialisms range from Osteopathy (GOC), to Electrical Engineering (IEEE), to Architecture (RIBA), to Food Science and Technology (IFST), to Marketing (CIMA). I expected these participants to bring a better-informed, or at least more experienced, viewpoint to each of the research questions. Appendix 3 gave

²⁴ The anonymity of participants, as promised under my ethical approval, prevents me further elaborating how this came about.

relevant details (pages 296-9), and these six are listed in red in the tables of Appendix 2, (pages 294-5).

3.3.3 *Research exclusion.*

Some months after the final case study interview (March 2015), I made an interesting (and, to me, surprising) discovery. In my selection I had not included any colleagues registered with the Nursing and Midwifery Council (NMC). These staff are exclusively involved in teaching and training NMC registered nurses. The discovery was interesting for two reasons: firstly, that I had been taken by surprise. What oversight had caused the omission? Secondly for the light it throws on this small specialist group of staff and whether they should have been included in this research.

On checking the list of those who had been recognised through the GOLD recognition process, it became obvious that I could not have included NMC registered participants there; there are none. This is striking, since there is scarcely another department in the University where there has not been at least one member of staff who has undergone the recognition route. I suggest (and this, of course, is speculation) that this is indicative of a particular mind-set amongst the NMC staff, that they see themselves as primarily NMC-qualified and have less interest in HEA-accredited status.

Of potential participants who qualified on the PG Cert programme, there were several who were NMC registered. NMC registered nurses form a separate option stream on the programme, accounting for between 5 and 10% of overall numbers. This separation is found throughout the academy; every university which trains NMC staff has a separate and specialist route for their qualification. NMC staff thus form a distinct minority in their professional qualification and orientation.

With a representative selection process it might have been desirable to include an NMC colleague as one of my 16 interview participants. They are after all, jointly accredited with the HEA. It might be argued, however, that since there were no

recognition examples to hand, to include a qualification NMC participant might unbalance the comparisons. That I did not do so is not due to this questionable argument, but probably due to my own mental separation of NMC PG Cert participants from the much larger “HEA” group – those who are *only* accredited with FHEA – and those in the minority NMC stream. The two streams have a markedly different experience of professionalisation on the PG Cert programme – having their own NMC accredited personal tutor, and a different requirement for their teaching practice and final portfolio, reflecting the separation already referred to. As it is, my own efforts are to capture and explain more fine-grained distinctions among the majority HEA accredited staff, and the fact that I have excluded this small and overtly distinctive group means I probably have greater chance of success. Nevertheless, it is important to point out that my results, though in sharper focus, are limited by the exclusion of NMC registered staff.

3.3.4 *Data sufficiency*

As a previously quantitative researcher, I was troubled by the concept of data saturation. This is the situation where further data gathering is superfluous since it will not extend the data range; there are no new answers. I was wary of the concept and whether it applied, in particular, to semi-structured interviews. In an open-text questionnaire exercise, where the predictability of response is somewhat enhanced, it may have a place, but in the unpredictable nature of interviews, it is hard to make the call that the potential for new data is exhausted. I was comforted to find that I was not alone in my wariness.

“...phenomenological understanding is not a matter of filling up some kind of qualitative container until it is full, or of excavating a data site of meaning until there is nothing left to excavate. The idea that you keep looking until you have saturated your material, until your data are saturated, does not make sense. In phenomenological enquiry, you open up a question, which becomes bottomless...”

(Van Manen 2016: 5).

I decided to be satisfied with the lesser concept of data sufficiency and stopped collecting data when significant repetitions occurred – as can be seen in the findings (see Chapter 4). At that point, I judged that I had enough to give a creditable account of the questions I had set myself to answer.

3.4 Data generation through semi-structured interviews

As my approach was to use myself as a co-creator of research outcome by entering into dialogue with each of the other participants in turn, I would be a participant as well as researcher. I see no contradiction in undertaking both roles, indeed just the reverse: there is a glaring contradiction in not declaring myself as contributor, as I could not see how, in qualitative research, it could be avoided – or why.

My aims at the point of data capture were (a) to encourage the participant to talk freely and frankly around the research questions, with the assurance of anonymity, and (b) to regard my own contribution *in interviews* as of equal weight to that of my interviewees. I wanted the data to be as rich as possible, and to comprise views on professionalism and professionalisation that were “in-use” (Argyris & Schön, 1974: 7), my own views included, and to pursue unexpected and emergent responses with the same vigour as those which had been anticipated. This was nothing more than a “strong” version of inductive research, although it also owed something to the idea of the “divergent phase” in creative problem solving – see Step 2 in CPS version 3.0 (Isaksen and Treffinger (1985) cited in Isaksen and Treffinger, 2004: 9).

By adopting a semi-structured approach, I consciously moved away from a formalised (or formulaic) approach (Hanson, 2013: 391). I had a list of draft question topics, but I did not use formally scripted questions and did not apply them in a strict sequence. Nor did I consciously reference models or theories of professionalism. This was consistent with my approach of co-creation of research outcomes; a relaxed, informal, uninhibited atmosphere combined with serious focus is that which is thought most conducive to co-creative processes such as brain-storming. We were co-creating knowledge in ways that were “more

concerned with exploring perceptions of meaning rather than proving ‘truths’’. (Wood and Su, 1999: 368). It is also necessary for a dialogical approach, since a true dialogue is influenced by both participants. I shared the purpose of my research with my co-creators, striving for their co-operation in dialogical exploration (Majaro, 1991: 61–2; Isaksen and Treffinger 2004: 10).

The interviews took place in a variety of locations; sometimes the participant’s own office (participants *Abigail, Beryl, Cathy, Effe, Franklin, Hester, Nanci, Paran, and Quena*), sometimes in a neutral situation such as an interview room (participants *Kirsty* and *Lex*), an empty class room (participants *Doran, Gilham* and *Morton*), an empty storage annex (participant *Rose*) or even a cul-de-sac corridor (participant *Jerome*).

More important than the location was establishing the right collaborative atmosphere between myself and the participant, informal yet focused, occasionally stimulating response by overstatement or humour or the use of reverse logic – getting them to talk of unprofessionalism rather than professionalism (see *Cathy*, page 123, for instance).

I tried to elicit fluent, un-edited, responses, using open non-directive questions, probing and exploration, reflection and restatement, and occasionally self-disclosure. The interviews varied in length between half an hour and an hour, and in terms of words per minute, from 131 wpm up to 182 wpm, a variation of nearly 40%.

3.5 Data transcription, anonymity, and analysis

Hammersley (2010) identifies 9 separate decisions made during transcription (2010: 556-7). I have not attempted what he calls “strict transcription”, but made my own attempt at the holistic interpretation and understanding of human communication. He emphasises that the constructionism goes on in transcription (2010, 558) and I eschewed an attempt at what others have referred to as “tape fetishism” (Ashmore

et al, 2004). Hammersley prefers to regard the “transcripts [themselves] as ‘tools to be used’” (2010: 565).

3.5.1 *Data transcription*

The data analysis sought rigour in transparency and iteration, while complying with assurances of anonymity. I avoided using proprietary software, such as NVIVO, and opted instead to undertake the analysis from first principles, using spreadsheets and data coding. In doing this, I was perhaps reverting to type: on the Kirton Innovator-Adaptor measure I came out as a moderately strong innovator, who might have been expected to “reinvent” their own method (Kirton, 1976: 622).

Their interviews were typed up commercially, corrected by me (this sometimes involved several play-backs), analysed against an evolving thematic list which stabilised at 35 thematic codes grouped under 6 headings which related back to the research questions.

3.5.2 *Anonymity*

The sixteen members of my selection are given fictitious²⁵ alphabetical names in order of interview, A through to R (omitting I and O, as with licence plates) which was also the order of selection; the exception is myself, for I include myself under my real name Paul, following on my discussion above on reflexivity. This neat ordering was disrupted when my first interview recording (*Abigail*) was lost and I had to redo the interview six months later (between participants *Morton* and *Nanci*). I include an alphabetic list of participants and a slight sketch of their attributes (redacted before publication), see Appendix 3, pages 293-6.

²⁵ My initial plan was to use alphabetic letters to represent them throughout, but in the data analysis section, I found this obscures their individuality, making them less human and less memorable.

3.5.3 *Analysis*

The interview transcripts were coded in the usual way against an evolving list of thematic codes that grew to 35 (see appendix 5, page 299). The final list was arrived at after about 6 interviews, and these early attempts were, of necessity, recoded against the final list. In doing so I was following the same method as the Nvivo software tool (Silver and Lewins 2014: 158, 160, 162).

They were then copied into one of six colour-coded spreadsheets according to which of the six subject headings they related to. Columns connected responses deemed relevant to a particular code, the rows separating the different participants. Through this process, more than 105,000 words of transcript were reduced to about 12,000 of quotes in the thesis. In making the selection of quotes, I strove to capture the diversity of views expressed, and give some idea also of the diversity of expression where the same view was expressed by more than one participant, weaving them into a single discourse, equivalent to the convergent phase of CPS (Isaksen and Treffinger, 2004: 9, Majaro, 1991: 139).

In taking excerpts from the interview transcript to the analytic spreadsheet, I followed the conventions of insertions and replacements [with square brackets] and signifying omissions with three dots. I also ensured that where quotations were from the same interview in the same section, they occurred in the right order. I also strove to avoid twisting meanings by any combination of the above.

Since I had resolved to present the data findings, as far as possible, in the words of the participants, it seemed to make sense to have a separate discussion section in which the findings will be put into context and linked to sources from the literature.

3.6 Part 2: Widening the scope

As the diet of sixteen interviews neared its completion, I wondered whether the empirical data might not be enough to arrive at significant and meaningful answers to the three research questions, particularly question 3. Discussing it with my

supervisors, I determined to enlarge the scope of my enquiry by interviewing my opposite number at three other universities – the Programme Leader for the PG Cert, or equivalent, or the Academic Lead for a recognition scheme (like GOLD) and with a colleague at University of Greenwich who was best placed to supply an alternate to myself. By talking to the person responsible for implementing professionalisation, the attitudes and prejudices of Higher Education teachers in each HEI might be somewhat inferred.

The three HEIs were not selected at random. All are in London. One is non-aligned and the other two each come from a different UK HE mission group, which with the University of Greenwich, accounted for three of the four extant mission groups, the omission being GuildHE.

These interviews were planned in accordance with the same principles I followed in Part 1: semi-structured dialogical interviews with an assurance of anonymity to the participant and the intention of co-creating data.

Anonymity was preserved by using fictional names as before, the alphabetic order being continued. The names of faculties and educational development units (or their equivalent) and their proprietary recognition schemes were slightly fictionalised for the same reason.

The data represented a shift from the micro to the macro level (Becher and Kogan, 1992: 18; Henkel 2005: 173; Fanghanel 2007: 2) in terms of the unit of analysis, since each of the three other participants would contribute knowledge about their entire HEI. Not surprisingly, these interviews were slightly longer than the previous interviews, ranging from 45 to 90 minutes.

To facilitate a direct comparison with University of Greenwich, the context of Part 1 of my empirical effort, I arranged to interview Sydney, a close colleague in the

Educational Development Unit. Whether I was interviewing them²⁶ or they were interviewing me in some ways was immaterial as we swapped perceptions and insights throughout. The resulting abridged text and commentary are included as the first of the units of analysis in part 2, the (University) Alliance University.

3.7 Part 3: Putting the findings to the test

3.7.1 A change in research design: the questionnaire

“To be genuinely thoughtful, we must be willing to sustain and protract that state of doubt which is the stimulus to thorough enquiry, so as not to accept an idea or make a positive assertion of belief until justifying reasons have been found.” (Dewey, 1933: 16)

The sixteen interviews for Part 1 were completed by April 2015. The three part 2 interviews at other universities were commenced in June 2015 and completed by September 2015. Analysing this data to arrive at tentative conclusions took until the end of 2015.

I then suffered a bout of ill health, combined with work overload, which prevented progress over December 2015 to February 2016. The final interview for Part 2, conducted at University of Greenwich, took place towards the end of February 2016.

My original intention, as recorded in my research proposal for Ethics Approval, was to return to my Part 1 interviewees and test my Part 1 conclusions with them, via two or three focus groups. These focus groups were envisaged for the summer of 2016, because pressure of work for my Part 1 respondents made it materially

²⁶ I keep Sydney’s gender neutral (the name can apply to both sexes) to maintain what anonymity is possible. Other names and (occasionally) faculties are likewise fictionalised.

impossible to get even 5 or 6 of them together before the end of teaching in May 2016.

Unfortunately, before invitations and planning for focus groups could take place, I suffered a family bereavement which necessitated my travelling suddenly to Australia in June 2016, and then again to New Zealand in September 2016. This effectively prevented me setting up and running the focus groups in the summer of 2016.

Meanwhile, my main conclusion evolved from an interesting correspondence between orientations into a far more developed model, a “logic” for individual professionals to underpin Freidson’s “third logic” of the professions (2001), partly through the passage of time and personal reflection, partly through discussions with individual academics and other professionals. I was finally spurred on by a presentation I made to academic leads for recognition schemes in December 2016, organised by the HEA, when the model “crystallised”. The Teaching Excellence Framework (TEF) was also introduced through the Government white paper (2016), with substantial impact upon teaching academics and institutions in HE.

In discussions with my supervisors, we debated how to gain an equivalent critical validation of my conclusions, given that the same pressures of work as in 2016 made focus groups unfeasible until summer 2017. I also felt that the time which had gone by since completing the interviews meant that focus groups would take on the additional complexity of a longitudinal study, further complicated by the introduction of the TEF; this I was keen to avoid, since my data was already very complex. At my suggestion we agreed that I should develop and deploy a short online questionnaire.

The switch away from a dialogical method requires some justification, given my stated antipathy towards closed question questionnaires. I felt that the purpose of the questionnaire was distinct from the interviews. This phase in my research was about validating and critically testing my tentative conclusions from Parts 1 and 2. In Creative Problem Solving parlance, we had entered the convergent phase, where

possible responses are tested and a selection made of the best. (Majaro, 1991: 139)

Of course, with questionnaires, I gave up the purposive selection of participants, since participation was by invitation e-mail to an online platform, surveymonkey©. Typically, questionnaires can expect a minority percentage of responses, but on the other hand, they offer a larger test “footprint”. On balance I thought this a fair trade.

The questionnaire could be administered, not only to my original interviewees, group (a), but also to other teaching academics at University of Greenwich who held a category of HEA fellowship, group (b), to the participants at the HEA seminar for academic leads for recognition schemes in HEIs, group (c), to HEA consultant assessors for recognition and accreditation, group (d), and to programme leaders for PG Certs and PGCAPs in the South East of England, group (e), through networks of which I was a member. Groups (c) and (e) were equivalent to my Part 2 interviewees, indeed one response in group (e) was from Tina, one of my interviewees.

Group (d) requires some introduction. The HEA employs around 80 consultant assessors of direct applications for recognition from the HEA. This same group is responsible for accrediting recognition and ITE schemes against the requirements for HEA fellowship. They thus represent a body of expertise about implementing professionalisation across the HE sector, in so far as it relates to the HEA fellowship credential. They have also considered and discussed the meanings and merits of profession, professional, and professionalism amongst themselves at annual “training” updates. They are an informed and highly influential body; just the people to give the model “a critical once-over” (as I called it in my invitation).

The questionnaire was administered to this group and to the four others above in January and February of 2017.²⁷

There were risks in adopting a questionnaire approach. My conclusions and theory, developed from the responses of colleagues at Greenwich, would be assessed after only the briefest of introductions by entirely different groups of academics, with potentially widely different perspectives of HE. The landscape of HE had also shifted quite a long way (Gibbs, 2017a; Gibbs, 2017b) because of TEF. Such conditions would tend to militate against acceptance of a theoretical model for the “logic” of individual professionals, presented without much preamble. On the other hand, if under these conditions, the conclusions and theory were supported by these other groups as well as the original participants, it would provide greater validatory warrant than simple focus groups would have done. Of course, if they were not supported, it could lead to the situation in which my theory and conclusions were resoundingly rejected. I did not expect either of these outright outcomes, but rather to report to what extent the conclusions and theory were accepted, using the concepts of “fuzzy logic” (Bassegy, 1999: 12) and “fuzzy generalisation” (Bassegy, 2001: 9).

3.7.2 *Considerations in planning the questionnaire*

The structural design and wording for the questionnaire are intimately related to the structural design and wording of the presentation of the theory, so I will defer discussion at that level of detail till later (see section 7.1, pages 215-17).

²⁷ I wish to record my gratitude to Karen Hustler and Professor Sally Bradley of the Higher Education Academy for their permission to e-mail groups (c) and (d) with a link to the questionnaire. Karen Hustler was also the convenor at the seminar (December 2016) where some of my thinking crystallised.

In terms of my own stance as researcher, the tone of the questionnaire treated respondents as co-researchers, assuming that we were working collaboratively. This is consistent with the stance I adopted with participants of the interviews, and also with the model for professionals as colleagues who share a dedication to the task of being a professional, including the knowledge of what that professional is. All respondents were either fellows, senior fellows or principal fellows of the HEA.

I described my theory in slightly simplified terms and asked my fellow professionals to problematise and make judgements upon “the model” for the “logic” of the professional. All questions took the form of assertions which respondents were invited to give their reaction to, and related to the assumptions of the theory (Q1–Q5), to the theory itself (Q6–Q8), and to two supplementary exploratory questions (Q9 and Q10), using radio-button Likert scale responses, ranging from Strongly Agree to Strongly Disagree. A ‘Don’t know or Not Applicable’ option was available throughout. These radio button responses were supplemented by free text boxes, associated with each question with the request to “Please add a comment or explanation, as appropriate”. It was through these free text responses that I hoped to collect my most valuable data, the testing responses, objections and shortcomings from respondents, both to the assumptions upon which the ideal-type was built, and upon the interconnecting “logic” and substance of the model.

My first consideration, in designing the questionnaire, was to enlist the respondents as co-researchers and respect their judgement and integrity. There was no attempt to conceal that the questionnaire was “testing” opinion of the theory, by, for instance, reverse coding some of the statements. The result was that the questions relating to professionalism did project a particular, positive view of the theory to be tested. However, the Likert scale responses were entirely even-handed and I expected that, taking into account this open collaborative approach and emphasizing the professional nature of the enquiry, I would obtain responses delivered with professional candour. In the closing passage, I included a reminder that respondents could revisit their responses to earlier questions, if they so wished, until they “pressed” the submission button. This ensured that the

respondents were not unfairly “seduced” or “lulled” by the manner or order in which questions were asked.

My second consideration was to obtain a creditable number of responses – creditable in the sense of lending credibility to the theory. This meant that the questionnaire itself should be compact; I judged that 10 minutes was a reasonable target time to complete the questionnaire, corresponding to about 10 questions, with free text additions lengthening the process in an open-ended way. To compensate respondents for their time and to boost the response rate I offered a substantial prize to be awarded randomly among those who were prepared to forego anonymity. Anonymity in the reporting process was guaranteed as part of the questionnaire, but respondents could withhold their identity entirely if they chose. This left the question of self-identification entirely with the respondent, one of the ways in which the questionnaire projected co-researcher status. Since the invitation e-mail was only going to norm circles it was not necessary to know who made what responses.

My third consideration was to make the questionnaire as attractive and effortless as possible, to boost response rate. This was achieved via the radio button responses, the use of image-based textual and diagrammatic interpolations. Free text responses in the boxes provided – my hoped-for method of response – were not obligatory.

A fourth consideration was to generate free text responses – explanations. The canonical rule in quantitative questionnaires is the avoidance of ambiguity. Questions are framed with quasi-legal precision, to avoid ambiguity. My strategy was the reverse of this, incorporating ambiguity into several of my assertions, Q1 to Q10, with the aim of encouraging explicatory free text by stimulating engaged creative focus (Majaro, 1991: 39).

All respondents to the questionnaire held a category of fellowship of the HEA and those beyond University of Greenwich, groups (c), (d) and (e), were experts in one or both of the alternative modes of professionalisation. The full text of the 10

question version of the questionnaire, including introduction, is given in Appendix 6, see page 301.

3.7.3 Post-hoc checks on questionnaire responses

There were risks in adopting this plan for the questionnaire:

1. that I would get an inadequate response rate;
2. that I would get responses which were frivolous or unconsidered – “button-pushing”;
3. that I would get “the answer the respondent thought I wanted”, which is to say unconsidered support for “my” theory.

I made *post-hoc* checks as to whether these risks had become reality.

The response rates for University of Greenwich respondents, groups (a) and (b), was 75% and 53% respectively, and overall 64%. For the other three groups, response rates ranged from 17% to 25%, still creditable for an online questionnaire.

Once data was collected, I checked for respondents’ metrics on ‘time-on-task’ to complete the questionnaire²⁸ and found that the aggregate median (in min) was 14, with upper quartile of 17, and a lower quartile of 9 (See Table 3, page 117). This was longer than I had planned but confirmed my decision to limit the questionnaire, and the suggested time of 10 minutes was a reasonable estimate. There was variation from group to group, but nothing to suggest group-wide frivolity.

²⁸ This is supplied for individual responses via SurveyMonkey’s analytics.

I drilled down to identify those whose time-on-task metrics cast doubt on their serious engagement and suggested “button-pushing”. I judged that anyone who completed the questionnaire in less than 5 minutes, (ie 30 seconds per question) should be examined. If they made no free text comment, clicked consistently positive – or negative – responses, either strongly agree/ agree or disagree/ strongly disagree, and remained anonymous, then they should be excluded. There were nine respondents who completed in less than 5 minutes, spread across the five groups. Of these nine, five made text comments. Of the four who made no comments, two gave mixed responses in terms of agree/disagree. Of the two remaining, one shared their identity. There was but one respondent who had satisfied all the criteria for exclusion and consequently they were excluded (from group (d)) from further analysis. The groups, their number of respondents N, and statistics relating to their time-on-task are given in Table 3 (see page 117).

A brief scan of the individual option choices, listed in Appendix Table (v) (see Appendix 7, page 308-9) shows that, although there is a preponderance of Strongly agree and Agree responses, there is no block patterning that would indicate frivolous or unconsidered responses. One respondent (a5), for instance, disagrees with Q3 and Q4 but agrees Q6 to Q8, whereas another (c9) agrees Q1 to 5 and strongly disagrees Q6 to 8. Many (18 = 29%) consistently strongly agree and agree Q1 to Q8, but then a few (4 = 6%) were consistently stoutly critical.

The real indicator that the first and second “risks” of section 3.7.3 (page 117) had not materialised was the extent to which the free-text optional explanation had been taken up. If respondents engaged in free text response, they were not “merely pushing buttons”. I analysed the extent of free text responses, and my analysis is summarised in Table 4, see page 117. It which shows that 95% of all respondents gave free text in some of the boxes provided, more than half (56%) gave free text in more than half the boxes, and nearly a third (32%) responded with free text in *all* the boxes (see table 4, page 117). I regarded this as satisfactory, and a vindication of my overall approach.

The data in Table 4 (page 117) also suggests that the majority of respondents did not respond with “the answer they thought I would want”. This is an easy option with button-pushing, but you really only engage in free text to say something you feel genuinely pertinent. Since there was no suggestion that free-text responses were required or even prioritised, it is unlikely that the wish to give “the answer they thought I wanted” would carry them so far. The free text responses were, in the main, detailed and cogent, whether agreeing or disagreeing, and seemed oblivious to the “temptation” to please, as can be seen in the quotations from there in Chapter 7.

Two of the groups I invited to respond, groups (c) and (d), I accessed with permission from HEA staff (see footnote 27, page 111).

Code	Respondent Group	N	% Response	Lower Quartile (min.)	Median (min.)	Upper Quartile (min.)
(a)	University of Greenwich - previous participants	12	75%	14	16	22
(b)	University of Greenwich - other HEA fellows (and SF and PF)	9	53%	9	15	18
(c)	Academic leads on HEA Recognition Schemes	9	17%	4	12	15
(d)	HEA consultant accreditors and direct applications assessors	17	25%	12	14	19
(e)	Programme leaders for PG Certs or PGCAPs in the South East	15	23%*	8	12	16
	Combined Group of ALL respondents	62	28%*	9	15	18

* estimated with using estimate of 65 for possible members of (e).

Table 3: The five questionnaire groups, their number of respondents *N*, response rate, and Lower Quartile, Median and Upper Quartile time-on-task.

Code	Respondent Group	N	Radio button only	Free text response to some	Free text response to 4 or more	Free text response to all Q6-7-8	Free text response to all
(a)	University of Greenwich - previous participants	12	0	12	7	5	4
(b)	University of Greenwich - other HEA fellows (and SF and PF)	9	0	9	4	4	3
(c)	Academic leads on HEA Recognition Schemes	9	1	8	5	4	3
(d)	HEA consultant accreditors and direct applications assessors	17	0	18	12	10	7
(e)	Programme leaders for PG Certs or PGCAPs in the South East	15	2	13	7	4	3
	Combined Group of ALL respondents	62	3	60	35	27	20
	Percentages	100%	5%	97%	56%	44%	32%

Table 4: Free text response rates per respondent group. 56% responded in **more than half** the available boxes with free text, and nearly a third (32%) in **all** available boxes. Only 5% did not respond with free text at all.

3.8 Reflexivity – lessons learned

As this was my first attempt at serious qualitative empirical research it is to be expected that there are many learning points. “If we knew what we were doing we wouldn’t call it research, would we?” as the popular (but probable mis-) quotation from Albert Einstein has it²⁹.

Had I known the complexity of thematic analysis of interview empirical data I might not have attempted it. This would have been a shame as one of the most significant findings of this thesis, the model for the “logic” of the professional, would never have arisen in a less emergent approach. It did force me to confront the differences between qualitative and quantitative approaches and to reassess my previous bias towards the latter, and extended my understanding of the role ambiguities of insider research (Drake, 2010: 396).

Parts 1 and 2 were almost entirely qualitative in approach and the evidence collected should be judged on how interesting and insightful – how meaningful – it is. There is some question of the representativeness of the participant group, and of data sufficiency, but these are weak analogues for their quantitative equivalents. The key discriminators, in terms of qualitative method are the avoidance of error, through flawed selection of participants, or through flawed interrogation and selection of data

²⁹ “The earliest published variant” attributing the quotoid to Einstein is in Hawkin P., Lovins A.B., and Lovins L.H. (1999) *Natural Capitalism*, Boston: Little, Brown and Co. page 272, but it was found on the internet as early as 1994. See [https://en.wikiquote.org/wiki/Talk:Albert Einstein#Un sourced and dubious.2Foverly modern sources](https://en.wikiquote.org/wiki/Talk:Albert_Einstein#Un sourced_and_dubious.2Foverly_modern_sources)

to present. Both avoidances depend upon the judgement and sincerity of the researcher: are they sincerely and sensibly seeking to find answers beyond themselves to the questions addressed? If they are sincere, and their method is explained sufficiently to determine whether it is sensible and well judged, then the results should be tentatively credited.

This was the situation, I believe, when I embarked upon Part 3, my questionnaire effort to validate the key parts of my results. In some ways, the checking of methods in this validity phase is more important than in Parts 1 and 2, since how knowledge arises is only one of the determinants of whether it is accepted as “justified true belief” (Elder-Vass, 2012 :209).

Holistically, my learning from both my predicament and the progressive adaptations I made to cope with it offers the following speculative insight. Trying to discover knowledge from empirical research is always a **structuring process** upon the data. In Section 3.2.2, page 92, I protested (with Doig, 2004) against the pre-structuring of data in a closed question questionnaire, but the analysis of interview data is largely a question of structuring data *after the event* in a way that captures the meanings and meta-meanings – the schemas – emergent from the dialogic exchanges. In questionnaires the structuring comes *before* data capture, whereas in interviews the structuring comes *after*, quite some while after, in the case of this project. This delay in structuring, or to put another way, this maintenance of ambiguity and suspension of decision, is why the analysis of interview data is so difficult, but also why it may be so rewarding. It can uncover deeper results simply by taking longer (see Dewey, page 108).

4. Case study Data presentation and findings for Part 1

4.1 Chapter outline

This chapter reports the case study data and findings arising from the sixteen interviews I undertook with colleagues at the University of Greenwich. The contributions of the interview participants and myself are reported, as far as possible, **in our own words**, curated and annotated in ways that highlight and perhaps even explain contrasts and comparisons. The contributions are lightly edited to improve readability, with my own contributions distinguished in *Italics* from those of the other participants, in Roman. My aim is to depict the views of colleagues within a broad spectrum of disciplines and, to a certain extent, an organisational culture that varies from discipline to discipline, and still to make sense of it. I have grouped the various threads under my three research questions.

In the second half of the chapter, the emergent themes are discussed in relation to the concepts and distinctions found in the literature and tentative conclusions made, including a fuzzy general model (Bassey, 2001: 19) for the orientations of a professional.

4.2 Being a professional in HE

One of the first questions I put to my participants was whether teaching in HE constitutes a profession at all. Typical responses were short and dismissive.

Do you think teaching and learning can ever be a true profession?

“Definitely.” Abigail (Both), Paul.

Do you think teaching and learning is a valid profession? “Oh, it’s certainly a valid profession.” Franklin (Recognition), Paul.

Generally, the profession of teaching and learning in HE was assumed; something to be taken for granted, but not particularly thought through.

For one participant, the thinking was the other way: we ought to see ourselves as a profession, but don’t.

“I think if we started thinking of ourselves as a profession, you know, people would see us as a profession... it’s within our own group that they don’t see us as a profession.” Jerome (PG Cert).

But just what kind of profession or rather, what kind of a professional, we were talking about with regard to teaching and learning in HE; that was the real question:

“They’ve perhaps pulled people who originally came [into HE] thinking they could just do research, tried to get them to teach, [and] found that they are ineffectual. So there is a tension, isn’t there, between if you professionalise the role then what is it that you want? Who do you want us to be here?” Beryl (Both).

“Who do you want us to be here?” – all participants addressed this “real question” to some extent. What was it that characterised “[a] professional”? I found that the answers could be broadly grouped under three headings in terms of intrinsic orientation. Participants generally embraced more than one, and sometimes all three, in their replies:

1. A professional was defined by their expertise and effectiveness in the task of teaching and (supporting) learning³⁰; professional skill oriented.
2. A professional was defined by their collegial attitude to their colleagues; professional community oriented.
3. A professional was defined by their dedication and attitude to students; professional service oriented.

The participants' themselves did not neatly divide into three camps; their answers sometimes favoured one orientation, sometimes another. Nevertheless, the orientations partition the range of responses and are illuminating.

4.2.1 *Professional skill oriented*

“My perception ... is that [some lecturers think] they are there to tell stuff to students. They don't appear to understand that we are there because we are interested in how they [the students] learn the stuff... we want them to know. So we were pushing some doors open for them as teachers...we are guiding students through a process.” Beryl (Both).

“You should be able to walk into a room of students, even if they're not in your subject area, and you should be able to... get them motivated.” Doran (Both).

³⁰ It is noticeable that at University of Greenwich, “teaching and learning” – here expanded as “teaching and (supporting) learning” – is a stock phrase, meaning teaching in a way that is inclusive and promotes active learning.

“All right, so I think number one – Organised. Number two – reflective on what it is that you’re doing. Number three... making you think about what you’re doing... about the content and your delivery.” Rose (PG Cert).

“Well some of it is, like, incredibly basic. Getting to lectures on time, which is ... I mean, it's absolutely 1-0-1 basic... thinking about the main things you want to get across in a lecture, rather than 20,000 facts.” Abigail (Both).

What would you say is the heart of professionalism in your teaching role? “I think a sense of discipline... discipline about things [like] being there on time, being prepared for your courses, thinking ahead about your courses, thinking about what... could change, where it’s changing through influence from outside and keeping up to date with things that are important...” Jerome (PG Cert), Paul.

“Can you teach in a way that encourages them to be interested and critical? Can you teach inductively? Are you just giving information or are you making [them] enquirers? You know, if you can do that, I think you could probably teach anything.” Cathy (Both).

All of them emphasise the mental dimensions of the skill; thinking, reflection and improvement. Cathy again:

“Unprofessionalism in teaching and learning is where you don’t believe that this is a skill that you have to hone. I think professionalism is being committed actually to improving your professional skills, you know? That’s at the heart of it, isn’t it?” Cathy (Both).

“So the first value I think would be a commitment that you need to learn about teaching.” *It’s also the process of teaching involves learning and if you stopped learning you have really stopped teaching.* “Yes, absolutely. And if

you stopped thinking about learning then you're not going to improve your teaching..." Cathy again, *Paul*.

"Professionalism is doing something which you believe will enhance their learning; that's what it comes down to. So it's about each time you go into deliver a session... you will always think about... how it worked last time and what... to do to improve." Gilham (Recognition).

"I am not just presenter of the knowledge. I have, I must have, a sense of responsibility towards the students, which... then enable[s] me to learn different vehicles of teaching." Nanci (PG Cert).

4.2.2 *Professional Community oriented*

Although the idea that professionalism is an ideology is widely considered in the literature, (Argyris and Schön, 1974: 146; Eraut, 1994: 1; Hoyle and John, 1996: 7; Evetts, 2014: 37) I did not raise it. Several participants raised notions of culture and codes of behaviour, which do suggest parallels with ideology.

"It can be a cultural thing... I think professionalism is a culture. So if you work in a very unprofessional culture however high you start, you know... it drags you down. And on the other hand... [in] a very professional team, that drags people up." Cathy (Both).

"I would talk about it in terms of codes of behaviour... You're teaching a certain set of skills or a certain approach to study. I think professionalism is the way you go about it. So, certain formal forms of behaviour, but also informal as well." Lex (PG Cert).

"I think you have to start thinking about being professional as a state of mind." Lex, again (PG Cert).

Beryl expressed herself in more behaviouristic terms:

“In my opinion, [professionalism] is a way of working, a way of interacting with people... The manner in which you go about your interactions with people, your approach to the job you’ve been given, signals a degree of professionalism.... somebody who is professional is also collegial and reflective.” Beryl (Both).

Professional courtesy was a component of this school of thought.

“You can disagree with some of the people, but how you disagree, I think it's important, it's part of professionalism. And being a professional obviously in teaching and learning it's even more important... how you treat your students...” Paran (Recognition).

4.2.3 *Professional service oriented*

Some contributions indicated that the participant’s sense of professionalism was shaped by service to their students. Their students were the priority. A couple of participants have already touched on this – see Nanci (see page 124 above).

“the relationship with students is very important – very, very important – and important for their learning and their employability skills development...” Abigail (Both).

“...like being there for students.. Also like, you know, when teaching being able to sort of, like, convey the points in a way the people can just switch on and they get what’s being said.... If there’s something going wrong, then being able to speak out about it. But also being kind of like collegiate...as in supporting people.” Rose (PG Cert).

“I think the students should come first; they’re our customers. A lot of my colleagues disagree. They say they’re not our customers, it’s the potential employers that are our customers... I don’t agree with it. I think students first, but unfortunately I’m in quite a minority.” Doran (Both).

Doran was the only participant who talked about students as customers, however Nanci brought up the associated idea of value for money.

“I believe it is very important that the students feel [they get] what they've paid for, they've got value out of it. It's not about running a business but at the same time, it's not about a privilege coming to university, they've paid for it. And we are responsible to give them the quality they need.” Nanci (PG Cert).

Another view was voiced by Abigail, who had responsibility for employability in her faculty. She saw employers as the major client group. This is very much in line with the Government’s most recent model of HE as an adjunct to the employment market (BIS, 2015).

“I think we have to listen to what employers want and that means – I think there's an enormous trend towards trying to do what the student wants, but if they're not job-ready then we haven't done our job. So I didn't understand why, for example, we aren't getting more feedback from employers...” Abigail again (Both).

Disinterested distance from students was seen by some as a key component of a professional approach.

“...one should try, and it is quite difficult, not to do things to be popular.”
Abigail (Both).

“...colleagues have behaved in too personal a way with the students. Almost wanting to be their friends... when actually they need to keep a distance I think when [they're] teaching.” Lex (PG Cert).

“Unprofessionalism? For instance, discussing problems, your own feelings, or talking about there being problems in a course or programme in front of students... What you do or don't give away to students, that's important.” Lex (PG Cert).

Implicit in that distance and distinctness from students is a sense of collegiality towards one's colleagues. On the other hand, the need for distance from students was not the same as avoiding them.

“...some of my colleagues teach the students as though they're a huge inconvenience, they talk to them with contempt on occasion... so the students get a very strong sense of they're just being an inconvenience and they shouldn't ask questions.” Doran (Both).

Clearly participants were not only of one orientation, touching now upon one, now upon another. Cathy and Doran, for instance (above) touched on more than one, as does Nanci:

“You have to be a role model for your students I believe. Turning up on time for lectures, being prepared for lectures. Your lecture, the content of your lectures to be up to date and research informed in my view is a level of professionalism.” Nanci (PG Cert).

Franklin touches on all three orientations in neat succession:

“The professional teacher, the hallmark of a professional teacher is well okay, first of all to have the respect of your students and your fellow staff in the things that you are trying to do. To work as hard as possible to achieve

everything that is expected from you. To build up new ideas, new thoughts, to promote [your subject area]... and to collaborate and work together on that. To have your own individuality but be willing to fit into the team environment.” Franklin (Recognition).

4.2.4 *The professional credential*

Surprisingly, the extrinsic status value of a professional credential, Fellowship of the HEA, did not receive much emphasis, certainly less than the intrinsic orientations above. Only a small number of respondents expressed it:

The PGCert, did that in your own eyes increase your professional status?. “I think it did because it’s a formal qualification and I have seen here in Greenwich, I’ve been here sort of three years or so, I have seen here quite varying levels of expertise in terms of how to teach... So in that sense I do think it’s valuable and it’s recognised externally.” Lex (PG Cert), *Paul*.

Lex’s response places the extrinsic status value almost as an aside to the requirement for professional skill. Quena saw the qualification as opening doors, partly because of the cachet that the qualification brought:

Has it made any difference to your status in [your Department]? “Yes. Well, I mean, already out of it came – I had the opportunity to go and teach in St. Petersburg last November. I’m sure the fact that, you know, I do have this qualification helps on that side of things.” Quena (PG Cert), *Paul*.

One participant made a point of distinguishing between the profession and the FHEA credential, as follows:

“I would not let anybody to work and operate within my [team] who is not a professional. In terms of us trying to get these people with the Higher

Education Fellowship [FHEA], [does] that improve their teaching? I promise you, no.” Nanci (PG Cert).

4.2.5 *Comparing with other professions.*

Several participants were members of other professions (see Appendix 4, Table (iv), page 298). I asked them whether they felt that teaching and learning, as a profession, was equivalent to their ‘other’ profession.

*The profession of teaching and learning academics is quite diverse. “Yes, that’s really interesting, because architecture’s very narrow. It is what it is.... I’ve got to say I **do** think teaching needs to be a profession – a professional thing.” Do you feel that teaching ought to be on the same status as architecture? “I certainly think they should be exactly the same, really... I think teaching is so undervalued, it’s ridiculous.” Jerome (PG Cert), Paul.*

His answer is interesting in that he says that Architecture and Learning and Teaching “should” have the same status as professions, which leaves the question open as to whether they do. Other participants showed a similar diffidence.

Your concepts of professionalism between the two professions: Are they comparable or are they completely different? “Comparable in some ways, but higher education – there’s actually almost an anti-professionalism movement amongst some academics to say, well, academics, you know, why do you want to make us professionals? We’re experts.” Quena (PG Cert), Paul.

And then later:

“I see students as vulnerable individuals [like] patients.” Do you have the same duty of responsibility to your students as you have to your patients? “Well, I think you have.” Quena (PG Cert), Paul.

“Probably I think teaching and learning is a profession, engineering is a profession, and then as engineers we are involved in teaching and learning then probably we are mixing two different professions together. The level of professionalism I think probably is the same...” Paran (Recognition).

I mean you worked in industry for a number of years. Are the two things comparable or is it different – the professionalism side? “Well I think, you know, many of the principles should be the same. Like doing what you say you'll do and, you know, kind of basic stuff. I do think with heavy workloads [in HE] it can be quite difficult to try and do what you do well and do a lot.” Abigail (Both), Paul.

Only one appeared to come back with an unequivocal positive.

“I am member of the Institute for Food Science and Technology.” So do you feel more professional on that side because of these requirements than you do for teaching and learning? “No, because that side informs my teaching.” Nanci (PG Cert), Paul.

On probing further, however, she admitted,

“Yes, yes, my research [ie her work as a scientist] is more strong, yes, yes. My research activities, because it gives me the visibility and acknowledgement from the wider community...” Nanci (PG Cert).

This was more a statement about the relative position of teaching and learning vis-a-vis research (see section 4.4.4, page 161 below) than professionalism.

By way of contrast, Beryl (not one of those with an alternative profession) makes a strong statement around the commitment to teaching and learning as a vocation.

“I work in a department of people who have taught all their lives, so we are talking about a couple of hundred years’ worth of teaching experience in this

department. So, cut us in half like a stick of rock and we are absolute, we are teachers first, whatever else we are doing. So we teach. If somebody says ‘What’s your job?’, I say ‘I teach in a university’. Some people might say ‘I am a mathematician’; ‘I am an academic’; or ‘I am a lecturer in a university’. But my response to what do you do for a living is ‘I teach in a university.’” Beryl (Both).

Beryl stands out as being at the “strong end” of the spectrum of views around commitment to teaching, and there is a sense of frustration in her other responses above, that she finds her views stronger than those of her colleagues. But there is no corresponding “weak end” or “cynical end” of the spectrum. All the participants signalled their own commitment to professionalism in teaching as they saw it. Where they saw it as undervalued it was in comparison with research, for instance see section 4.4.5 below, although this was impersonally, by other people, not themselves.

4.3 The different routes to “becoming [a] professional”

As already discussed in Chapter 3, participants divided into three complementary constituencies – those who had (recently) done the University of Greenwich PG Cert HE (and gained FHEA), those who had recently gained FHEA or SFHEA through the University of Greenwich GOLD recognition scheme, based on a portfolio of professional practice and reflection, and those who had done both, a teaching qualification originally and the recognition route to SFHEA more recently.

4.3.1 Entering the profession via initial teacher education (PG Cert in HE)

I expected, from previous questionnaires, including student evaluation questionnaires, that the PG Cert in HE would prove itself in terms of practical usefulness as initial teacher education and as a means of professional induction.

“The first part, that was really, you know, for me and the different teaching methods and all that it was like, oh, I would like to read more about this... because when you get a job at university they don’t really explain any of that. It was very useful and kind of grounded me in the structure of the university.”
Jerome (PG Cert).

By structure, he meant “how they do things here”.

“The benefit... was the fact that I was very new, so I didn't have any bad habits. Also my lectures were being designed as I was attending the course.”
Nanci (PG Cert).

“I mean, I think it was useful because what it helped me to do was to sort of reflect on my teaching, because the year before I’d only just really started to lecture... it made me think well, you know, what are the things that I need to improve on?” Rose (PG Cert).

“Did [I] feel more professional at the end of the PGCert? Definitely!” Rose again (PG Cert).

In terms of what was most valuable, there was a clear favourite: being observed and receiving feedback in teaching practice.

“I found the observations very helpful throughout, you know, from various people who did them. It’s strange, I went in there thinking that I wouldn’t like being, sort of, watched whilst I did things, but the feedback was very helpful.”
Lex (PG Cert).

“They [the teaching observations] were valid, the feedback. I had a quality and learning person doing two of my [teaching] observations on Business [studies] so he gave really constructive feedback.” Kirsty (PG Cert).

“I think [teaching observation] is great, I think it really helped me. Because some of the things that [my mentor] said, I didn’t notice I was doing. You don’t see yourself do you?” Jerome (PG Cert).

Those who had undertaken the teaching qualification a while ago, echoed these views.

“[On the PG Cert], I found [it] particularly helpful, like, sitting in and watching other lecturers... then having people come in and sit in on my classes I found it quite a supportive experience – quite validating actually.” Abigail (Both).

“I had the same person come out for six teaching observations which I found some people may say ‘Well, you should have had a different set of eyes!’ but I found it to be very beneficial because they could see the improvements and the developments as you went through.” Doran (Both).

On the PG Cert it was a clear favourite but not a unanimous favourite:

“[The best bit was] learning the technical language and learning why. Why formative [assessment] is useful, why formative [assessment] should be set up at the beginning of the course rather than at the end of the course.” Nanci (PG Cert).

A peer observation of teaching was also identified as valuable in the recognition route (see page 137-8 below) where it features as part of the GOLD FHEA and SFHEA recognition process.

4.3.2 *The GOLD recognition process*

Unlike the PG Cert, the recognition process is managed by participants at their own pace and the final product, a formal claim against fellowship criteria, is relatively light-touch and succinct. The effort, compared to the PG Cert, is considerably less, and the

reliance upon the good faith and integrity of the candidate, correspondingly more. The candidate has complete control over what evidence they reveal to the recognition panel. I asked those who had been through the process if they thought the process was sufficiently rigorous.

Was the recognition process rigorous enough in demanding that you had evidenced skills? “Yes I do, I think it was rigorous.” Because you have to prove impact. “And I think that was the difficult part, to get the right level of evidence to match the level you are going for, that was difficult.” Beryl (Both), Paul.

So how rigorous? “I would hope that as professionals and as educators that we are not trying to just tick boxes... whether we see ourselves as professional educators or whether we don’t see that that is... a very important part of our role.” Cathy (Both), Paul.

The amount of time and effort they invested in their recognition application varied significantly from participant to participant. Beryl was among those who achieved recognition at the very first panel, only three months after the GOLD scheme had received accreditation:

How long did your process take, it couldn’t have taken very long? “Only 2 or 3 months from start to finish.” Beryl (Both), Paul.

For Cathy it was longer.

“I certainly took about four months of working on it most weeks, so it did take quite a long time; I didn’t have a dedicated block of time... It probably was the best part of a year that I was actually working on it, but, you know, hours here, hours there, and then obviously a lot of it was embedded in the teaching I was doing anyway.” Cathy (Both).

Doran had been through a similar process to become a University Teaching Fellow and co-mentored with a colleague who had done the same.

“Probably about six weeks but that was probably because we’d already done a very large portfolio of evidence for the [University of Greenwich] Teaching Fellow[ship] scheme and therefore we already had the evidence pretty much there. [For us, it was] not all that challenging.” Doran (Both).

See Beryl (page 137) for more on the Teaching Fellowship scheme.

None of the participants found the recognition process particularly difficult.

“Difficult? Well, I mean, it’s never going to be easy, I suppose, so it’s just sitting down and crystallising everything you’ve thought about and writing it up in the right format, the right language... the really difficult thing at the beginning is not knowing what’s expected.” Gilham (Recognition).

“The overall journey of it was mapped out really pretty clearly, I would say, on the website and didn’t look too difficult... [I thought] this should take you a few months and a couple of serious weekends.” *...And how long was the [overall] process?* “[When I] started thinking about it and through to completion – probably about six months.” Hester (Recognition), *Paul*.

Was the recognition process itself rewarding? The answers were not particularly effusive, but were at least positive:

“The good thing is it crystallises what you’ve been doing and makes you think about what you’ve been doing... definitely a benefit.” Gilham (Recognition).

“I liked the chance to reflect again on teaching... and I found it [the recognition process] rigorous.” Cathy (Both).

“I could see how I developed as it were, but it also made me take myself more seriously in the way that I was writing about who I am and what I do... a bit like self-validation... You’re self-validating what you know about and how you fit into an organisation – I also quite liked that not everybody passed it.” Hester (Recognition).

“...you reflect on the things that you’ve discovered and achieved and put into practice. I think that process was quite invigorating... The process for me, whilst it was intense, it was – I am not being cheesy – it was rewarding.” Beryl (Both).

Unlike some universities, Greenwich offers no financial inducement to achieve recognition. Those participants to whom I mentioned it were against the idea.

“I don’t really think it’s a very good idea to be honest, because I think it’s more about time than money. Points [on the Balanced Academic Workload] would be better.” Hester (Recognition).

“No, I think it is better they don’t. I think you should do it for your own benefit and for the benefit of the university.” *The process requires an investment in time and some people say well... shouldn’t you get a little bit of support for doing the GOLD process?* “I consider it personal development, which I am supposed to be doing anyway.” Franklin (Recognition), Paul.

Beryl was against financial inducements, but thought

“...it is a shame that somebody hasn’t gone ‘Hang on a minute, we’ve got a few people [who have done] this recognition, let’s use it.’” Beryl (Both).

Greenwich is beginning to recognise Fellowship and Senior Fellowship in its structures and systems. It is mentioned in some person specifications for new posts as either essential or desirable. Previously, there had been a University Teaching

Fellowship scheme linked to promotion from AC3 to AC4³¹, and Beryl pointed out the GOLD recognition scheme was launched at the same period as the University Teaching Fellowship scheme was coming to a halt. She saw it as the substitution of a funded recognition scheme with an unfunded one.

“I think we are going backwards in this, you know there’s more rhetoric, but the [University] Teaching Fellowship scheme [is] more or less dead.... [It] just got parked, and yes you are right, it [the GOLD recognition scheme] didn’t cost [the university] any money.” Beryl (Both).

The recognition route involves a Peer Observation of Teaching, no coincidence as the University of Greenwich is gradually moving towards a policy of Peer Observation of Teaching (University of Greenwich, 2012c, 7) and the Peer Observation of Teaching was deliberately included in the GOLD scheme to further that policy. Participants were positive in regard to Peer Observation as a developmental tool, benefiting both the observer and the observed:

“The two people I have mentored, I got a lot out of that peer observation as the mentor... I could use it... actually it’s almost a two-way process if you allow it to be because it continues to make you reflect on your own stuff.” Beryl (Both).

³¹ At University of Greenwich, AC3 (Senior Lecturer) corresponds to spine point 36 to 43 (£39k to £48k from September 2017), whereas AC4 (Principal Lecturer) corresponds to spine point 44 to 49 (£49k to £57k from September 2017). Source:

https://docs.gre.ac.uk/_data/assets/pdf_file/0005/877433/Salary-and-Grading-Structure-August-2017.pdf

“I learn a lot from watching other people lecture, you know. [It] also refreshes you, it makes you more critical of yourself...” Cathy (Both).

“One thing I would love to see in engineering is teaching observation, I think there should be at least once a year... If we’re able to facilitate – sort of build in – that kind of exchange mechanism [with other faculties], would that be a good thing? Absolutely!” Doran (Both).

4.3.3 *The value and use of dialogue*

The importance of mentoring to the successful professional development in teaching has long been recognised in teacher development (Hoyle and John, 1998; Cunningham, 2005) and both the PG Cert in HE and the GOLD Recognition scheme assign each participant a mentor. In both routes, this role is two-fold, supporting the participant through dialogue and confirming their evidence of professional practice.

In the case of the PG Cert, this confirmation of professional practice included at least two Teaching Practice Assessments, where the mentor attends a teaching session and assesses its effectiveness and the competence of the participant as teacher, against formal written criteria, on a pre-prepared electronic proforma. The mentor thus becomes a *de facto* member of the assessment team for the programme. (An additional Teaching Practice Assessment is always undertaken by a member of the programme team.)

On the GOLD recognition scheme, the role of the mentor is much more light-touch and light-weight, its style, in keeping with the assumptions around the recognition route, being mutually determined by the participant and mentor. The mentor acts as an interlocutor, a sounding board with whom the participant can discuss the development and presentation of their self-generated secondary evidence, and who

also undertakes a light-touch developmental peer observation of teaching practice, and writes an independent reference in support of the claim for recognition.

Participants from both routes, PG Cert and recognition, valued the benefits of mentoring that extended beyond observation and feedback on teaching practice.

“[The PG Cert was] quite an intensive period of mentoring with an established lecturer in the university. That was important to me... Those periods of mentoring were very helpful, I think, as a support in being effective as a lecturer, particularly during that initial period.” Morton (PG Cert).

“My mentor had been through [the PG Cert], so – I think they all have to go through it, don’t they? – so they were quite supportive. I suppose it was more the support of a few colleagues doing it together. That was what the key support network was – being able to discuss it with other colleagues doing it.” Quena (PG Cert)

“[Mine] was a great mentor. He sort of struck the right balance, there was the feedback which was very useful but at the same time we didn’t meet too much. He understood the balance... You need someone to sort of focus more general discussions on your own development. Someone with experience.” Lex (PG Cert).

Also see Beryl on mentoring on page 137.

4.3.4 *The value and use of reflection*

As already explained (see page 19), written reflection and the ability to “write reflectively” are central to assessment on the PG Cert and to the recognition process for the GOLD recognition scheme. It was therefore appropriate to include a discussion of written reflection in both these guises, as part of my exploration of the ways in which participants gained their professional standing. I found that written

reflection found acceptance as the main way of communicating and demonstrating professionalism, though with some interesting sidelights.

On the PG Cert:

“The PG Cert made me think about things and I think it's very good, the emphasis on reflection in it.” Abigail (Both).

“Well the PG Cert is really the first occasion in my life really when I've done something that made heavy demands on reflection and reflective writing.”
Really? Can I just stop you there because you've already done two Masters and a DBA... “Well, in fact, the DBA... does include an element of reflective writing in that you are required to explain, you know, why you're doing it and what you have learned... [But] this was the first time where I think you could say that reflection was a dominant feature, the PG Cert, and to begin with, that style of writing isn't something that came particularly naturally to me.”
Morton (PG Cert), *Paul*.

“Reflection is quite a significant element of the teaching in this university... valuable to me, not only from a point of view of helping me to develop teaching skills, but also to be able to specifically teach others on an academic programme that involved [reflection].” Morton again (PG Cert).

How do you feel about reflection as a means of assessment? “I'm actually, in assessment terms, increasingly strongly against it. I'll be honest... I think the reflective essay is a bit of a dated form now.... I think students are maybe doing too many of them and are, sort of, over familiar and formulaic about it. It's a safe option [for summative assessment] in a way.... Reflective practice is something very different... ...you really have to reflect as you go along or you wouldn't do it... What I think is useful is the way you formalise those thoughts and we ask students to formalise those thoughts that we would

have anyway. So I just do think [reflection] is more formative in nature.” Lex (PG Cert), *Paul*.

And for recognition:

“I think the chance to just reflect a little bit and write something up actually made me feel quite good about myself, because I thought I’ve actually done quite a lot here. This is quite good.” Franklin (Recognition).

What would you say about reflective writing... for the [GOLD] fellowship application? “I think it’s important not to be too defensive, because you’re being asked to justify yourself in a sense.” Hester (Recognition), *Paul*.

How easy did you find [the reflective] style of writing? “Very challenging. ...you need to critically analyse yourself in the past, that, okay, what you have done and how it can be reflective and what you learn from these things... It’s very, very challenging for me.” Paran (Recognition), *Paul*.

[Recognition] involved quite a lot of reflection, didn't it? “Yes it did, and again, it was helpful to document things and to take a pause from doing and just kind of take stock. I did find that helpful.” Abigail (Both), *Paul*.

“[The reflective process] actually reminded me of the hundreds of things that I had done that I’d forgotten about or that had gone to the back of my mind. It made me focus on just how much additional support I offer to students on various programmes... which I just take for granted as a normal part of my job. But then when I looked at the recognition scheme, I began to realise that perhaps this wasn’t just a norm for everybody.” Effe (Both).

“I found it difficult to ‘big myself up’. I suspect that is what I found difficult... we don’t celebrate what we do.” Beryl (Both).

“[Through] the self-reflection process you gain the knowledge and experience of being able to do that and establish your worth – what you’ve done and what you’ve achieved. That does help boost your confidence of your professionalism, etc...” Doran (Both).

Several participants (eg Morton, Paran, and Beryl, above) admitted to finding writing in the reflective mode “challenging” for various reasons. For others, (eg Franklin, Abigail, Effe and Doran above) the satisfaction of self-discovery was found to be an intrinsic reward. Lex’s criticism of using critical reflection as assessment chimed in with my own doubts about using written reflection for assessment (Dennison 2010, 2012).

Do they continue to reflect on their own practice?

“I do reflect, I suppose, on critical incidents. I suppose during teaching I feel that I’ve – I hope this is right – that I’ve moved from ‘conscious incompetence’ to ‘unconscious competence’ [Race, 2010: 25]... but I don’t reflect now with the intensity that I did on the course... I hope that that’s because I’ve progressed.” Morton (PG Cert).

“The only written reflection that we have to do is in the course annual monitoring report. Now you can do that properly and that can be a piece of reflective practice. Actually [with] the new forms that are out you only have to really address where you’ve missed KPIs and that’s a bit of a shame, because it’s better to also think how has this course achieved so much success, you know, why has it exceeded its KPIs? That would be a better question to ask... so that course monitoring report can be a genuine piece of reflective practice.” Cathy (Both).

Cathy presents an interesting contrast between the institutional “reflection-on-action” of quality assurance and KPIs, and the individual reflection of meaning-making around

the process. In fact, none of the participants claimed to use written reflection as a personal aid to any extent, but several of them did get their own students to write reflectively as part of their class activities.

It sounds like you value self-reflection, the self-reflection process? “Yes, and we’re trying to get the students to do this and do it early because...” Because it’s not really an engineering and science thing? “It’s not. It’s something we’re very poor in, you know, but these students need to realise very early on if they want to get a graduate job... you can’t wait until the end. You’ve got to get in there early, and the more you can get into that mind-set, the more you can learn to project yourself to an employer – you know, I can do this, I can do this, I can do this skill – the sooner they can do that the better.” So you would link it to, you know, knowing about yourself and how you sell yourself for employability? “Absolutely, yes.” Doran (Both), Paul.

Do you make your students do reflection? “I do, and I do this in sort of several different ways – obviously the key thing is the course evaluations at the end of the year... Also... at the beginning of every seminar I get them to reflect on the lecture, until I identify the key points and things that sort of made them think.” Rose (PG Cert), Paul.

4.3.5 *The need for continuing personal learning and development*

The recognition route has a formal requirement for the demonstration of continuing professional development (CPD) and so does the PG Cert in HE, where ten hours CPD must be undertaken in the lifetime of the programme. This is only to be expected, since it is emphasised both in the activities (A5) and the values (V3) of the UKPSF, common to both, and in the HEA Code of Practice (2013). In Kreber’s adaptation of

Arendt's three modalities of the 'active life' as aspects of professionalism (2016: 126), CPD would form part of the routine of professionalism, the 'labour'.

It's interesting, because... you need to keep learning to be a teacher. If you stop learning then you may still go through the motions but you're not teaching any more. "Absolutely. You're absolutely right, and people want to do a tick box with CPD. Like I said, I learnt so much from the GOLD panel support, I learnt so much from the Teaching Fellow [committee]... I learnt a hell of a lot in the conversations that happened then. Learning is not attending a course or listening to a webinar, it's reflecting on what you experience and empowering yourself with reflection." Keeping the learning channel open. You know, once that channel closes then the output, you know the teaching channel, doesn't have validity. "There's lots of quotes that say that the minute you stop learning, you start dying." Kirsty (PG Cert), Paul.

People are open systems and if they don't get stuff coming in, sooner or later they burn out. "And it's not good for the students, because, you know, ...it's like you almost run out, so you give-give-give and then you definitely have to have something coming in to you so that you can carry on giving in the best way." Effe (Both), Paul.

So you would say part of being professional is staying in learning mode as well as teaching mode? "You have to, you know, to be a professional teacher you have to teach, but I think it's also important to remain, you know, learning as well." Quena (PG Cert), Paul.

The above discussion may be regarded as espoused theory (Argyris and Schön, 1974); what was the theory in use? All of the participants had recently demonstrated active CPD, either as a requirement on the PG Cert, or as an unavoidable aspect of their recognition. I asked whether they had had to restart their CPD for their award.

“No, I was doing it anyway.” *Would you say that's an important aspect of professionalism?* “Well I think everything changes so quickly that you absolutely have to do it...” Abigail (Both), Paul.

I also asked whether they had continued with the CPD after completion of their award. Some admitted they had not, citing workload as the reason.

“The answer to that question is that I haven't, which may be a shocking revelation.... if I'm not required to do it in the way that I was required to do the PG Cert, I think that I'm generally going to feel, unless it's something very compelling, that there's always other things that I can occupy my time with.” Morton (PG Cert).

“I have been here 12 years. I have never ever been supported to do any CPD at all because of such a heavy teaching load. So there is no wriggle room at all for disappearing off to do something that is not, because it is literally just firefighting, that is the tension and I think a lot of people are under a lot of pressure.” Beryl (Both).

CPD, then, is not part of the institutional requirement on the lecturer. This is changing. The HEA have issued guidance on how fellows and senior fellows should maintain their “good standing”, and the University of Greenwich will amend (2017-18) its appraisal system, which already includes a section on “developmental needs”, to ask fellows to give an account of their CPD in relation to their level of Fellowship.

The issue of workload was ever present in the interviews (Bentall, 2015: 37), the elephant in the room, while the associated idea of the opportunity cost of pursuing the requirements of professionalisation was one of the sidelights of my exploration. Morton touches on it above (page 145), but it can be seen obliquely elsewhere.

“I understand and realise the importance of professional development, but the way in which the systems work for me as an individual in this institution

still makes that very difficult to actually do. One good thing about this [GOLD] scheme was it allowed me the freedom, because it was a **requirement**, to actually go ahead and do more of that [CPD].” Effe (Both).

This counter-intuitive idea that making something a requirement actually supports the member of staff it is required of is, of course, one of the subtler ways in which policy makers and Educational Developers weave such support into their schemes.

4.3.6 *The view of the other route*

Comparing the two routes brought out the complexity of the situation. A neutral view was expressed by Paran, who had achieved Fellowship through recognition, in unusual circumstances (see page 100).

“PG Cert is like a starting point for any academic which is very good, very nice, and I'm sure it's very, very helpful for majority of the people. But at the same time I think probably GOLD is kind of equivalence of PG Cert in a sense that GOLD... gives you a kind of recognition based on your experience. PG Cert is probably I think for the new academic – if you don't have any experience then you should go for PG Cert – and GOLD is like if you have some experience and you don't want to go for PG Cert then you can go for GOLD.” Paran (recognition)

Kirsty pointed out that the PG Cert was not always appropriate.

“Can I just say one thing about the PG Cert? I think for senior people, we do have hierarchical nature in this institution, and we do have status needs in this institution – All right, ego needs, whatever! And I think [Recognition] will wake people up sometimes to the things that they're not doing.” Kirsty (PG Cert).

It was perhaps to be expected that the views of participants about the route by which they themselves had gained their professional credential would be positive, but what of their views of the alternative? In framing the second research question, it was (slightly) expected that there might be dissonance among participants. This duly occurred, chiefly among those who had experienced both routes, some, like Beryl favouring recognition as the more valid:

“...the PG Cert tries to fast track people and actually experience is how you build up skill.... the Fellowship recognition [says] something about your teaching experience... I can't see how someone on a PG Cert can demonstrate impact when they have not been teaching.” Beryl (Both).

“There is a tension I've noticed between those [with teaching experience] and people who helicopter in to a PG Cert from no teaching background necessarily but from an academic background who are not in my book jobbing teachers, they don't have the experience and... the belief in it as a vocation. I find it rather **personally offensive** that it is very easy to get fellowship through PG Cert when a lot of people are not getting that recognition but have thousands of years of experience... That is my gut feeling.” Beryl (Both) (emphasis in the original recording).

Cathy and Doran took the opposite view, favouring the PG Cert, though for different reasons.

“There are risks... that [recognition] is going to be a rushed paper exercise at the end. I did my PG Cert distance learning, but there were regular deadlines... you did have to provide evidence as you went along and so there was less opportunity there to fudge the thing... any kind of recognition scheme – well, you would hope it would be on trust that people are going to do this in a timely way... There is a lot of trust... The system is very trusting.” Cathy (Both).

“It is a problem at the moment because I think I mentioned... that people who’ve already got teaching qualifications and fellowship HEA are quite concerned about the GOLD [recognition] process... when you compare two years of interaction and study and six teaching observations and all the assessments.... with the GOLD process it’s a one stop.” Doran (Both).

The “trust” that Cathy problematises in the recognition process has to do with the evidence generation on the part of the applicant, who can offer their own selection of evidence in support of their claim for professionalism, while editing out evidence to the contrary. The only safeguards against malfeasance are the independent references from the mentor and another referee, which accompany the applicant’s claim.

“[There are] doubts about it because people select their own [evidence, whereas] on the PGCert we select what you have to tell us. ...even if they’ve chosen to omit the bad parts, hopefully the good parts came out of the learning that happened. So, I don’t think that’s particularly a problem with GOLD.” Kirsty (PG Cert).

“It is difficult, as I mentioned before, some people are very good at speaking and they can talk and they can talk, talk, talk, talk, talk and they can say all the right things etc. – one of my colleagues in particular. But they also have the highest number of students applying in every single year [to do their course] and they project as an incredibly knowledgeable, fantastic [lecturer] and the reality is that they don’t turn up, they turn up late, they don’t do their marking, you know, and so it’s very difficult to police, and I don’t really know how you can get around that, other than maybe having one of the references from the head of department possibly.” Doran (Both).

Some schemes include a professional dialogue as a way of challenging and confirming written submissions. Cathy suggested that our scheme could include that as a way of addressing the problem of trust.

“I think you’d probably need some kind of interview or discussion rather than just a paper submission... you would probably be able to tell, if you sat down with somebody...” Cathy (Both).

Comparisons between the PG Cert and recognition came down to the inherent trade-off between development input and experience (see Figure 1). Framing the question in those terms did not lead to a particularly useful answer.

The Fellowship application which is based on experience and the PG Cert which is based on development. Which would you prioritise as being the more valid way of assessing professionalism? “I think you do need both because you learn by trial and error and reflection, and anyway you get reflection in the PG Cert, and you expand the different tools through what you learn through being trained by other people and talking to other people.” Abigail (Both), Paul.

Participants’ views on this were not necessarily along partisan lines and not necessarily dissonant:

“I think there is a parity [between the routes], but they inform each other.... Just because you’re experienced doesn’t mean that you’re actually good at the job.” Hester (recognition).

Do you think people who haven’t got a PG Cert can ever make up the difference? “I don’t see why not, I mean if they’ve got equivalent skills.” Rose (PG Cert), Paul.

On the other hand:

The thing about the PG Cert is you have to study for a whole year... whereas with the reflective piece, the GOLD Scheme, you can get the same Fellowship without doing this. How do you feel about that? “I would say, yes. That's a whole year of work and people have to put effort into it and they get more out of it than just sitting in an office and writing their own reflection. But on the other hand, we mustn't forget that means a whole year of effort from the teaching team.” Nanci (PG Cert), *Paul*.

“[The GOLD process] doesn't place the same obligation on them... it doesn't require [them] to follow a specific course of study [of] a certain, you know, body of knowledge. I think that that makes it a weaker programme to be honest.” Morton (PG Cert).

One of the strongest statements in support of the GOLD recognition came from a PG Cert participant, Kirsty, who because of her work, had first-hand experience of the deliberations of the GOLD panel.

“Amazingly I think it was one of the biggest learning opportunities I've had in the university, just to listen to the conversation [of the recognition panel] and to see what GOLD thinks professional looks like. Or what good and best practice looks like.” *...So if you encounter a colleague who's been recognised as a fellow, rather than done the PG Cert, would you feel differently about them?* “Can I just say that I don't really think I will, because I think your assessment panel [for GOLD recognition] is quite a critical assessment panel... I think it has validity because I've seen the inside job. I don't know the people who haven't seen the inside job have much credibility [ie would give it much credit]. Do you see what I'm saying?” Kirsty (PG Cert), *Paul*.

Interestingly, the overall pass rates (including statutory resits) for both the PG Cert and the GOLD recognition scheme are about the same – at 85-90%

4.4 Does the policy of professionalisation work for them?

Although any question about the PG Cert and recognition routes into the profession was about professionalisation, in retrospect, I found that the word itself did not feature much in the interviews. When I did introduce the word, the participants avoided repeating it, keeping to professional and professionalism. An exception was Beryl, who first challenged my usage, and then firmly identified it with a credentializing agenda related to the market concept of HE. The following exchange begins with my question:

So just following along from the idea of professionalism, some people criticise the professionalisation agenda in universities... what is your take on that? “What do you mean the professionalisation? Change? Just getting people certificated to teach?” *Certificated, qualified, you know the qualification industry. And in a sense this is like a microcosm of the qualification industry. Have you anything to say about that?* “Well I can see that is a very kind of economic perspective isn’t it, it’s very much a consumer thing that it is an easy – it’s an easy statistic to say that you know 8 out of 10 cats have a PG Cert, it’s an easy thing to say that as a university we can compare ourselves to the other university because we have a percentage of staff who do x y and z. So I get it, economically.” Beryl (Both), Paul.

I made the suggestion that professionalisation was somewhat in conflict with the notion of academic freedom (Rowland 2006: 15). Morton (PG Cert) took me to task:

“...Yes, I see the point you're making. I think, in fact I don't think that is a conflict and if you think about barristers as a profession; barristers are regulated by the bar council in respect of the professional standards to which

they adhere... I think that you could see something similar in relation to higher education in the sense that you know, that there are certain standards that any if you like to use the term, professional in higher education would adhere to which you know, would include things like inclusivity, fairness, objectivity and assessment, you know I'm sure we can list all the things. There are a number of professional standards that you would expect of any member of a higher education institution and in return for you know, their adherence to those standards they then are free to you know, give their best judgment, their best assessment, their best analysis of things. It seems to me that you know, to take the notion of academic freedom to the extent of saying that academics should be free to do almost anything you know, would be an outrageous proposition, there has to be some obligation going alongside that freedom." Morton (PG Cert).

Cathy thought that professionalisation was from the bottom up.

"I would say probably setting up a professional culture is the key thing that the university need to work to and that doesn't come from the top down. I think that comes from encouraging teams to work collegiately and to share best practice." Cathy (Both).

The idea that there was a conscious professionalisation agenda in the sector, directed by policy, had crept up on them. They were aware of the FHEA credential, first as a voluntary award, then as a kite-mark to the ITE programme they underwent, and since 2011, the possibility of enhanced credentials of SFHEA and PFHEA. In 2015, when the interviews were conducted, the pressure to comply with credentialisation was just gaining momentum. Since then, it has considerably accelerated, boosted by the advent of the Teaching Excellence Framework (TEF) (BIS, 2016).

4.4.1 *The size and shape of the profession*

One of the indeterminate points about professionalising teaching academics in HE is the nature of that profession. Should it be strictly credentialised – exclusive to those holding the credential (ie you would not be able to teach without an HEA Fellowship or equivalent qualification) – or not? And if not, what proportion of those teaching ought to hold HEA Fellowship? This was a difficult question but extremely topical; in August 2012, the University of Huddersfield became the first, and perhaps only, university in the UK to claim 100% FHEA standing among its teaching staff, “an exceptional achievement” (HEA, online: 2), and one that it achieved in remarkably short time – less than 3 months.

Participants at the University of Greenwich gave entirely mixed responses to the question of strict credentialisation. Beryl (both), Jerome, Lex, Morton (all PG Cert), Gilham, Paran (recognition) were all in favour of making the FHEA a requirement for teaching in HE, though many of them included caveats.

[Should HEA] Fellowship should be aiming at a hundred percent membership? “...you need a baseline which should be a hundred percent because you’re delivering teaching and therefore you’ve got to do something that’s appropriate and you’ve got to do it in the right way. So yes I think everybody... should try to achieve a certain level of teaching fellowship you might say.” Gilham (Recognition), Paul.

“I think I have to say that, ultimately, everyone should do it... I know people who just don’t need to do one because they’re already very good at what they do and they’re experienced. Equally, some new lecturers have obviously got a very firm grasp of what they’re meant to be doing and honestly, they probably don’t need to do one. But you can’t really have double standards.” Lex (PG Cert).

It would mean that if you didn't have Fellowship you would be excluded. I mean there's an exclusivity implicit in this now. "I think it's a tricky question... Ideally, probably, yes, maybe it's a good idea that everybody for example who is doing practice, teaching and learning in practice within the UK for example must have Fellowship from HEA." Paran (Recognition), Paul.

Some universities have a policy where they want 100% of their staff to gain fellowship either through a PG Cert, but the current thing is using this recognition process, do you think that makes sense or what do you think if everybody was 'branded' with this fellowship? "Well I think it would be the idea of professionalism would be definitely... [Everybody] should be a professional and so I don't mind the branding." You think it actually might raise the level of the outliers? "Yes, I really think so." Jerome (PG Cert), Paul.

Morton thought that insisting that 100% of teaching staff have a PG Cert (and therefore FHEA) would raise standards, but had a practical objection:

"I think that it's good that universities, themselves, ask for it, but I think the difficulty is that some universities don't, do they? And very often, the ones that don't are Russell Group universities [ie high status]." Morton (PG Cert).

This objection is well founded. One Russell Group university did not even subscribe to the HEA, much less seek accreditation, until 2010. In another, the proportion of teaching staff holding HEA fellowship was 17% in August 2015 (see Wendy, page 190).

The remaining participants were in favour of only a majority holding FHEA, not 100%.

Because the university has a target of, I think, 75%. Would you say that's the way it should be? Do you feel that it's appropriate that everybody has one or the other [ie qualified or recognised]? "Yes, that's sensible." Do you think it ought to be a pre-requisite or a condition of being a teaching and learning academic that you have one or the other? "I'd never want to cut out

somebody who might have come through an unconventional route who's incredibly good. So I think if things are absolute like that kind of rules out a bit of flexibility." *So an enforcement? No. But an encouragement? Yes?* "Yes... So 75% sounds reasonable to me." Abigail (Both), Paul.

[Should] that natural saturation point be 100% of lecturers or [should] it be smaller? "I think it is important that all the lecturers have some kind of qualification and it does seem that most of the younger ones are being asked to do the PG Cert... but I'm not sure that 100% of current lecturers should be fellows." Hester (Recognition), Paul.

Hester touches on the idea that the way to professionalise is by insisting on ITE for future lecturers, bringing it in with the new generation of practitioners. To this way of thinking, the Recognition route is seen as a temporary "dispensation", whereby existing lecturers for whom "going back to the beginning" and doing a PG Cert (or equivalent) is not appropriate. This "dispensation" route might not entirely disappear, but because of the insistence on ITE qualification, the need for it would die away until it was used in only exceptional circumstances. In fact, at some universities, the reverse is happening, with all credentialisation being achieved through recognition, (see Wendy, page 193).

In a couple of cases, the idea of fellowship being compulsory was the sticking point, because compulsion itself is repellent. This is echoed in Part 2 by Tina (see page 200).

...do you think being a fellow of the HEA is something that should be 100% of the HE profession or do you think it should be... "Some people might not want it." *Do you think it would be desirable if the government said 'Look, everybody is going to be a fellow?'* "...I am not going to give an answer to this because I don't know, but I think cases **do** need to be taken on some form of merit." Franklin (Recognition), Paul.

“I would be a bit suspicious about 100%.” *Well, there was a university, University of – oh, it’s a [north of England] university– and famously 100% of their staff were put through [recognition] and it was like in six weeks. They sort of set up a process and everybody did it and they marched them through.* “When that happens I think we not only lose some of our professionalism, and probably lose some of our ethics, but then the next piece of professional development that comes up we also imagine to be a bit of a sham.” *Sham breeds sham? “It does.”*

Cathy (Both), *Paul.*

All in all, the majority were against the idea of raising a professional barrier to entering the “profession” of teaching in HE, but did not regard the FHEA, SFHEA or PFHEA credentials as contributing to such a barrier at the time of interview (early 2015).

4.4.2 *Disciplinarity versus the generic*

In some ways the arguments around how far the methods of teaching are bound up with the content and concepts being learned parallels the arguments for and against determining students’ learning styles and then attempting to accommodate them. As in the learning styles debate, the arguments for and against pedagogic disciplinarity are complex (Blackmore, 2009: 667; Bamber, 2012: 99; Neumann, 2001: 135) and without closure. The majority view around a generic PG Cert probably reflects the culture of the PG Cert itself and the larger University of Greenwich learning and teaching culture within which it sits.

Would it be better if the PG Cert were different for each discipline? “No, to be honest with you, because the core of the PG Cert is about teaching, learning, reflection. It wasn't subject specific, any of it.” Nanci (PG Cert), Paul.

One of the philosophic objections to the UKPSF is it's one size fits all, you know, and in fact we know different disciplines actually have a different take on what's good teaching and what approach to adopt. Any thoughts along those lines? "I think if you leave it too much for disciplines to come up with their own set of criteria they're almost allowed to ignore the good teaching practice in other disciplines. ...there's always going to be a level that you interpret and adapt, so some of the criteria may not seem to fit... but it's good to be aware of them. ...as I was doing the process I didn't think that [the UKPSF] was incoherent." Cathy (Both), Paul.

"There is quite a common ground... I mean, the subject area, no; but like in the way you deliver it I think there could be." Rose (PG Cert)

"I think the fundamental skills are all the same... the underlying teaching skills are all the same it's just that you know in engineering we have these big formulae and things, and we need to show them and we have systems that are too difficult to explain, we need diagrams, we need photographs..." Doran (Both).

The converse view, that disciplines were important in designing, and training to design, good teaching and learning, was also expressed:

"I mean say what we do here, and then what they do in engineering, it's just so different in every way that I think you have to start thinking about being professionals as a state of mind. But that's all that we would have in common really, like certain ways of going about our work... I just think the teaching, in terms of both the outcomes that we are looking at, and the way that we look at it, is just very different in different subjects, even within this University." Lex (PG Cert). Lex's discipline was film-making.

This came out in criticism of our generic approach:

“I didn’t feel [in the PG Cert] that I was in a cohort of equals but I did think that there was just people from really very different professions there, I mean like with the nursing group for example, their experience is totally different, their mind-set is completely different, their approach...” Lex (PG Cert).

“[Although] we are an educational environment, we’re not in an educationalist environment, so therefore... we’re more focused on [our subject area], not on the latest education pedagogy.” Gilham (Recognition)

The majority view, however, (at University of Greenwich) was that teaching and learning was something that had a generic core and should not be overtly adapted to different disciplines, albeit the majority holding that view was not a strong one.

Credentialisation: the UKPSF

The UKPSF was generally well thought of by all participants, both from the PG Cert and Recognition. This may be because of the way it was introduced and explained on the two routes, but I prefer to think that it was an endorsement of it as a generic artefact. Because of the UKPSF, the attainment of FHEA was seen as a qualitative judgement of professionalism, in contrast to the increasing reliance on KPIs and other quantitative measures, such as student attendance and student end-of-course evaluations through the online EVASYS platform.

It also sounds like you found the UKPSF actually did reflect the way you look at yourself? “I mean there are some tricky overlaps and some of the criteria seemed to be replicated, but that’s just mapping isn’t it? ...I found the criteria were **real** criteria, I think thinking about values as well as delivery was very important, [though] difficult to evidence. But a lot of the things that you can’t count count.” Cathy (Both), Paul.

“I found it easy to work with, you know, in terms of dividing in my mind those categories and the different parts of my job. At various times I think as you

do with any of those types of systems there is always a kind of overlap... But I think you always do that, that can't be helped, there is always this overlap between the different categories." Effe (Both).

"I felt that I was having to interpret and adapt and fit, but I didn't think it [the UKPSF] was an incoherent set." Cathy (Both) again.

4.4.3 *Juggling other agendas*

Several of the "other agendas" (see Figure 5, page 57) surfaced in the course of the interviews. **Employability** was touched on by Abigail, who has responsibility for it in her faculty.

"I didn't understand why, for example, we aren't getting more feedback from employers... I mean I can understand for history or – but I think for very vocational subjects we should be... I suppose what I'm saying is, the more [employers] can be involved the better, and I think part of doing a professional job is getting our students, when we run vocational degree programmes, as ready as we can..." Abigail (Both).

And again later:

If you had to point to something you were proud of, [where] your attitude, you know, your values come through, what would that be? "Bringing a lot of people from industry into the classroom. Building links between industry and our students. Bringing our Alumni in with our students through a variety of different ways, through networking events, through getting them [people from industry] to teach." Abigail again (Both), *Paul*.

Accountability and quality systems were viewed as something inevitable and ever present, rather than something to aspire to. There was a slightly cynical attitude.

“There’s no real quality, we tick all the boxes for quality but there is no real quality because you know nobody comes to assess teaching, nobody really looks at assessment methods, nobody’s checking whether you’re following the regulations you know...” Doran (Both) – linking to teaching observation...

I did not expect much consensus around the style and impact of management upon my participants, having visited many departments and spoken to colleagues from across the university. **Managerialism** tends to vary from department to department across the university and its associate colleges. At that level, it involves personalities, either of managers or those who are managed.

“No, I believe here [at Greenwich] we are quite self-managed. I must admit... from Head of a Department maybe, I have seen emails coming out that they are trying to micro-manage. In fact, I wouldn't call it micro-manage, all they are doing is chasing for [something] that hasn't been done... I expect the Managers, because they are being paid for that, to provide the strategies for me to follow.” Nanci (PG Cert).

“I haven't felt a victim in any way of managerialism. It is what it is. You – It just feels like they're all doing their best. I think we have quite a kind of collegiate atmosphere amongst us.” Quena (PG Cert)

“in terms of like the day-to-day things like you can manage, you know, what you're going to do, you can manage when you're going to do it to a certain extent.... But, there is, let's say, a lot of micro-management as well.” Rose (PG Cert).

“To my mind there is a balance to be struck between managerialism and professionalism. I think that the professionalism side should say that an academic is free to express views, to write about things that it is lawful in the UK to write about, but aside from that I think that the university authorities

should be more directive... in ensuring that say course materials adhere to reasonable quality standards and that what is taught is well-directed towards achieving the university's objectives... I personally would like to see the university authorities being much more directive in saying, look one of our strategic objectives is the employability of our students; does your course pass the test of actually contributing to that, and if it doesn't please change it. And I don't feel the university's strong enough in doing that, so I think I'd advocate more managerialism." Morton (PG Cert).

Participants' responses were consistent with Kolsaker's broad conclusion (2008: 522): that academics were "reasonably comfortable" with the level of managerialism in their regime and helped sustain it.

4.4.4 *Teaching versus Research*

Teaching was seen by several participants as inferior to research in terms of reward or career progressions (eg Beryl, Doran, Rose).

"People don't see [teaching] has any relevance really to their profession or progression and that's a big issue because the whole focus at the moment is on research, research, research." Doran (Both).

But there were more who thought that teaching and research interacted positively and that it was important to have both (eg Effe, Franklin, Gilham, Lex, Nanci, and Paran).

"I don't think there should be a right or wrong way round [between teaching and research]. I think there needs to be a mixture of both. A powerful and effective teacher is as good as a very powerful researcher." Franklin (Recognition).

“I’d like [research and teaching] to inform the other. I think that’s what everyone in our department is aiming for, for their research to be genuinely embedded in the teaching and rooted – coming out of – the teaching so they’re interdependent.” Lex (PG Cert).

“There is a big dilemma between those things and getting that balance right. So – And the pressures from above are that they want you to do both things at the same time and you can’t, you can’t please the students 100% and you can’t do all the research you’d like to do because of your teaching load...” Effe (both).

This presents an interesting descant upon a larger, on-going debate at all levels of University of Greenwich around the status of research compared to teaching, a debate which extends across the academy (Cunningham, 2015: 54). Those whose remit is teaching are always contending that it has – or should have – equal reward and status to research, whereas those whose remit is research continue to tacitly assume that it does not. In terms of career progression there have been moves to make the two “scholarships” equivalent (Boyer, 1990). The University of Greenwich Teaching Fellow scheme, initiated in the mid-1990s, whereby a small number of lecturers were promoted to AC4, exclusively on the basis of the excellence of the teaching, did establish an equivalent to the research post of Reader; however the scheme is in abeyance and probably is dead (see Beryl on page 137). More recently (October 2013 and November 2016) the university’s criteria for the appointment of readers and professors has been amended to make teaching and learning to be on a par with research. It is notable, however, three years on, that the University has appointed only one professor where the main justification is the contribution to Teaching and Learning, and further amendments are going through committee stage to try again to alleviate this disparity.

4.5 Discussion of Part 1 Findings: case study University of Greenwich.

Reviewing my findings, as articulated by participants drawn from the PG Cert, the Recognition scheme, and Both, and looking back to the research questions from which I had structured my endeavours, I realise I had anticipated a more consistent clash of opinion from participants from the different constituencies. This anticipation was what had set me to adopt my original thesis subtitle of “a comparative study”.

Most of all, I was expecting a strong contrast on question 2, where experience of different routes to becoming a professional could be expected to have shaped participants’ views on either route or both. It was the question of teaching experience (recognition of) versus initial teacher education (and qualification). I had planned my constituencies with this in mind. In the event, there was a clash of opinions, and it was forceful enough, but not as I had expected, neatly fractured along constituency lines. For this reason, I begin my discussion with this question, research question 2.

4.5.1 Question 2 “Views on different routes to becoming [a] professional”

Of the three constituencies, the one which should have spoken with most experience was the third, whose participants had experience of both recognition and initial teacher education (see Figure 10, page 83).

Beryl, a highly experienced teacher, was affronted that the PG Cert allowed people – a person – to “helicopter” into the profession (page 147) and had held up the recognition of experience as the more valid means of identifying a professional. Although not included in my curated reporting, this objection related to a particular individual case – an exception, if you will – that we both knew about and had discussed at interview. Whether without this Beryl would have spoken so warmly, it is

impossible to say, however she did honour experience greatly (see page 130-1). On the other hand, Cathy and Doran, equally experienced, had expressed reservations about the recognition process as involving “risks” and “a lot of trust” (Cathy, page 147) and being a “one stop” shop (Doran, page 148). The other members of the recognition and teaching qualification constituency were Effe, Abigail and myself. Abigail thought that both routes were needed (page 149). I agree, but I also agreed with Kirsty and Cathy that in recognition a lot was taken on trust – “people select their own evidence”, (Kirsty, page 148) – and that the use of professional dialogue to challenge and confirm written submissions would improve matters (see Cathy, page 149).

What is noticeable is that there was no constituency patterning or consensus – almost every shade of view was expressed.

Franklin, Gilham, Hester and Paran had only experienced recognition. Paran had briefly experienced the PG Cert (see page 100) and, perhaps for this reason, gives an even handed assessment of the two routes (page 146). Hester had not, but thought there was “a parity between the two routes” (page 152), pointing out that experience did not equate with expertise. (Of course, initial teacher education does not equate with expertise either. In my experience, expert teachers were found on the PG Cert and on the GOLD recognition route.) Neither Franklin nor Gilham were partisan in favour of recognition, but then both had been mentors for participants on the PG Cert in HE, so were familiar with the PG Cert process as well as recognition.

Again, no clear consensus, but an intelligent melange of views.

The remaining seven participants were PG Cert graduates. Nanci and Morton came out in favour of the PG Cert and against recognition, pointing to the difference in effort required (pages 150). Lex, an early career academic, also thought that “everyone should do it [the PG Cert]” (page 153), but Rose, also an early career academic, took the opposite view that skill was the important thing, no matter from

where (page 149). Kirsty, a late career academic, was sensitive to the inappropriateness of initial teacher training, such as the PG Cert, in all cases (page 146) and because of her knowledge of the recognition scheme, thought it had “validity” (page 150). Overall, no consensus.

Instead of a partisan division along constituency lines, what we have is a (reasonably) complete survey of arguments for each route, of opinions of their strengths and weaknesses, some particular to University of Greenwich, some more general pertaining to the “logic” which obtains for arguing for both to continue in mutual equivalence.

Setting comparison aside, the developmental efficacies of both processes were identified with some degree of consensus: observation of teaching, both being observed and observing others, dialogical mentoring from experienced mentors, and the value of written reflection to “just kind of take stock” (Abigail page 144).

A couple of remarks were made that emphasised the importance of appearances in recognition, and perhaps challenged the validity of process. Beryl found it difficult to “big” herself up (page 141) and get “the right level” (page 134). Hester emphasised that it was “important not to be too defensive” (page 141), Doran mentioned the case of a lecturer who can “talk , talk, talk, talk, talk,” but who is actually unprofessional in their practice (page 148), of which any long serving lecturer will have encountered examples. But the question of trust in recognition was important; how far should you trust the assertions of someone seeking recognition as a professional? It was a question I would return to in Part 2 of my data generation.

The “problem” I had anticipated between initial teacher education (the PG Cert) and recognition of experience (GOLD) did not appear to eventuate to any great extent.

Elsewhere there was a lack of a simplifying pattern-making consensus. Responses were diverse, but not along constituency lines, disappointing my naïve assumptions around research question 2.

4.5.2 *Question 1: What do they understand by “being [a] professional”?*

There was a certain mundane-ness in the interview contributions concerning the essence of professionalism. Professionalism was something that was based on low-level, day-to-day, on-the-job attention and care; “1-0-1 basic”, as Abigail called it (page 123). Responses revealed “a narrow, classroom perspective which values what is related to the day-to-day practicalities of teaching” (Evans, 2008: 26) and that they were towards the “restricted” end of Hoyle’s (1975) heuristic model for professionals (see page 82 above). The interview participants were averse to dramatising or idealising what it meant to be a professional. In some ways it was gratifying to see that the culture of professionalism was sufficiently embedded with both early and late career academics that it was seen in a positive light without much internal debate.

On the overall question as to whether teaching in HE was a profession, the answers began by assuming, with Robbins (see page 53), that we were (see page 120-1). Those in other professions were split: Jerome, for instance, pointed out that if we were a profession we would not doubt we were a profession (page 121).

Respondents did not confuse being a teaching professional with holding a category of the FHEA credential, nor did they accept that once you were a professional, you were always a professional. Yet when I asked about ‘what was the essence of professionalism’, or ‘what characterised a professional’ they had answers, albeit mundane ones, they were able to give instances or describe aspects which illustrated what they considered a “professional” to be.

Reading and analysing these responses, I found I could group them under three headings in terms of intrinsic orientation (see page 122). Professional skill oriented answers focused on expertise and effectiveness in teaching and learning. Professional community oriented answers focused on a collegial attitude among their colleagues, or a culture of values shared with them. Professional service oriented answers (the most common) focused on dedication and attitude to students.

Pondering these heuristic categories, it occurred to me that the orientations could more accurately be described as orientations of duty/responsibility, provided we allowed the personification of the 'task' of teaching, and that if we did so there might be a more generalizable model for 'the professional'.

- Professional skill could be thought of as *duty towards/responsibility for 'the task'*
- Professional community as *duty towards/responsibility for one's colleagues*,
- Professional service as *duty towards/responsibility for one's students*.

These orientations of *duty towards/responsibility for* can be applied to secular professionals in general. They also seem to hark back to the notion of a priest-hood, remembering that the learned professions were originally specialisations within the medieval first estate, the Church (see Figure 4, page 38). So we might have, for teaching professionals:

- duty towards / responsibility for the task – the technical side of teaching – the expertise and skill required to “get it right”, both in terms of effective communication and in terms of “telling the truth”,
- duty towards / responsibility for their colleagues, their fellow teachers,
- duty towards / responsibility for their students – their professional clients.

The three diagrams of Figure 12 (see page 169) are intended to illustrate this three-fold resonance. The first diagram (Figure 12(a)) shows the orientations which partition the responses from my participants on the essence of professionalism, pages 122-128.

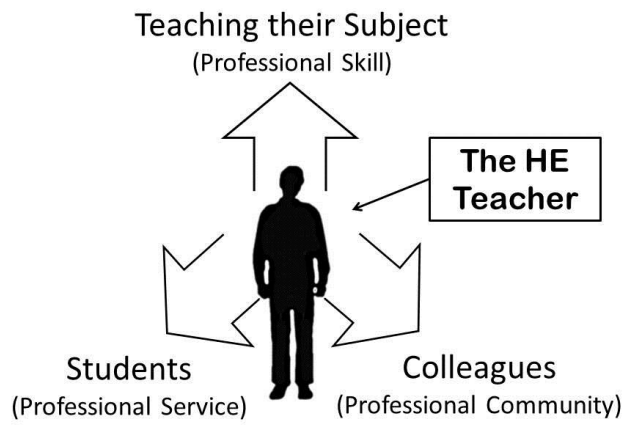
We might generalise these orientations to apply to professionals at large, corresponding to:

- duty towards/responsibility for their task and the body of knowledge/expertise that attends that task;
- duty towards/responsibility for their fellow professionals;
- duty towards/responsibility for their professional clients.

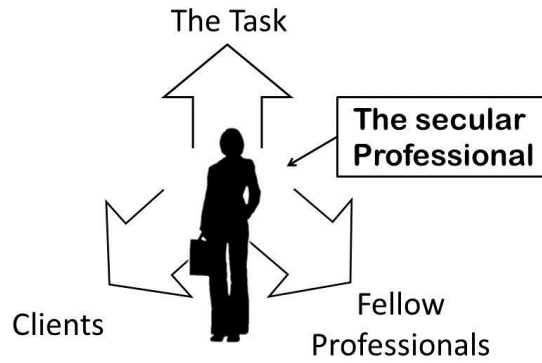
(See Figure 12(b), page 169).

Duty towards one's professional task chimes in with the implicit idea of dedication: doctors dedicate themselves to medicine, lawyers to the law, architects to architecture, etc. Implicit to this dedication is the notion, expounded by Freidson (2001: 17), that the task itself is sufficiently complex to require "discretionary specialisation"; extended training and experience to acquire knowledge and skills and discretion in their use.

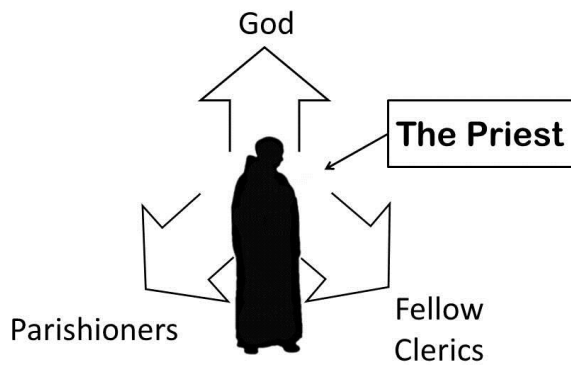
Teaching academics do not dedicate themselves in this way to teaching and learning, *per se*, but some did communicate a level of duty in the data which can only occasionally be described as "dedication". If we include "the subject" they are qualified to teach, then the idea of dedication is by no means an exaggeration, as Rowland points out (2006: 108-10). The UKPSF only touches upon subject expertise (as K1, see Appendix 1, page 290), but I agree with Rowland (*Idem*) when he insists that academics "love" – ie are dedicated to – their subject specialism, and this came through in direct and indirect ways in my data.



(a)



(b)



(c)

Figure 12: Intrinsic orientations of (a) the HE teacher, (b) the secular Professional, and (c) the medieval Christian priest. The diagrams go from the particular (a), to the general (b), to the historic original (c).

The final diagram (Figure 12(c)) translates these orientations back to the origins of the learned professions, when professionals were clerics in the Church, and had made a formal “profession” of dedication as priests. This was a speculative step, not based upon any view or input except my own. However, once depicted in this way, the similarity of logic is striking. Sharing the depiction with others evokes a mild shock of recognition, that can partly be explained by the widely known history of the origin of the professions.

4.5.3 *A model for the “logic” of the professional and the profession*

The three diagrams of Figure 12 above (Page 169) indicate my contention that these orientations have carried down as resonances from the original construction of the meaning of professional in the middle ages, through the secularisation of the enlightenment to the particular profession of academic teaching and learning in HE I focus on in my study. Together they form an heuristic model for “the profession”.

What makes the framework a worthy addition to the “definitional controversy...” (Neal and Morgan, 2000, 10) around professionalism is that it complements, indeed underpins, various of the models already discussed in Chapter 2 (See Table 2, page 51-2, and section 2.4.2, page 80). It reinforces Schön’s contention that reflection lies at the heart of what it means to be a professional and supports the idea of a reflective practitioner. It accommodates Hoyle’s heuristic spectrum from restricted through to extended professionals, depending on the depth of the dedication or duty to each of the orientations. It is consistent with Freidson’s “Ideal Type” of profession (2001: 9) as differing in logic from either a market or a bureaucracy.

Although I have discussed it in cognitive terms, it may also be thought of as behavioural, for the orientations can apply to “how things are done” in relation to each of the orientations.

It emerged from the ways the participants of Part 1 of my research described their professionalism, but it does not just apply to expressions of professionalism. It has the power of ambiguity in its application. So for instance, one could imagine Evans' model (Figure 9, page 81) being applied to each orientation in turn; the task, fellow professionals, and the client group.

It carries with it an implicit hierarchy of loyalties, carried over from the priesthood – God first, then fellow priests, then the laity – which would translate into the “Task” first, then fellow professionals, then professional clients. This does, in fact, correspond to the hierarchy of loyalties professionals commonly exhibit. It may even correspond to the different categories of FHEA, SFHEA, and PFHEA.

There is nothing in the model which implies payment or financial exchange. This is striking, because again, talking to professionals, that aspect is never central. And yet, of course, payment is necessary to a professional, as to any other livelihood: necessary but not central (see O'Neill in the final quotes, page 264), and indeed in the three models of a profession given in Table 2, page 51-2, the remuneration is expected to be “a high level of remuneration” (Hoyle and John, 1995: 4) and “an above-average standard of living” (Lingfield, 2013: 22) but no explanation is given as to why this is so. I implied it might be because of the sunk cost of professional education, however I now think that to be too facile an explanation.

In the case of priests, this financial reward came from the Church, and it was the abuse of this privileged stream of income that largely led to the Reformation. In a secular priesthood, it is necessary for “the priesthood” to organise a means of providing this income so that the individual professional is able to pursue their dedication to the task and to their clients. The function of the profession is thus two-fold, to sustain the individual professional in their work (and ensure they receive the respect they deserve), and to regulate the professionals in the same way as the church regulated (and regulates) individual priests. Professionals recognise the authority of the

profession over them, but not the authority of either society in general or their client group, which they resist. And the idea of “selling” their dedication is abhorrent to them at a deep level, or as Freidson prefers to say, it has a different logic (2001: 2). The professions do not operate well in a competitive market and were set up precisely to obviate this monetary discipline. It is entirely consistent with the framework, that in a market situation, professionals should be guilty of selling themselves too dear. At an atavistic level, selling themselves cheaply to their client group would be a betrayal of their higher loyalties, to their fellow professionals, but most of all to the surrogate God of their “Task”. On the other hand, maximising ‘profit’ runs counter to the ethos of their profession and counter to the justification of their ‘market shelter’ (Freidson, 2001: 218).

It is this understanding, that professions follow a different logic from that of the free market and the pure supply-side bureaucracy, that Freidson (2001) recognised in his ideal type of professionalism.

	<i>INDIVIDUAL</i>	<i>INDIVIDUAL</i>	<i>COLLECTIVE</i>
<i>WHO</i>	The priest or priestess, monk / nun	The Professional – committed to a specialist function – “the Task”	The Profession An organisation whose purpose is to enable and empower the individual professional
<i>THEIR PURPOSE AND IDENTITY</i>			
<i>WHAT</i>	Has privileged access to higher authority (God) and dedicates him/herself entirely to that authority	Claims / accepts responsibility for the societal need or problem – “the Task” – and dedicates him/herself to its mastery	Is entrusted with care of that societal need – “the Task” – and organises around it
<i>WHAT</i>	Is entrusted with the spiritual salvation of	Holds a duty of trust (often involving confidentiality) in	Is accorded exclusive interest in – a ‘concession’

	the laity they serve	relation to their clients	for – a societal need or problem – “the task”
WHAT	<p>Has three orientations to his/her approach to the duty he/she owes:</p> <ol style="list-style-type: none"> 1. Towards their God – the object of their worship 2. Towards fellow members of their priesthood or religious order 3. Towards the souls over whom they have authority – their flock 	<p>Has three orientations of duty in his/her approach to “the Task”:</p> <ol style="list-style-type: none"> 1. Towards the specialist knowledge and skill it requires – his/her “sacred trust” 2. towards other members of the profession 3. towards the client group whom he/she serves 	<p>Has three corresponding enabling aspects to its organisational function:</p> <ol style="list-style-type: none"> 1. Education for, and induction into “the task” 2. Credentials and privileges that set members of the profession apart 3. Professional standards and ethical code that define the group culture / ideology
PRACTICAL CONSIDERATIONS			
HOW SUSTAINED	Scorns personal remuneration but may be jealous of the wealth of their order	Individual working arrangements and remuneration to sustain his/her dedication – livelihood	Group negotiated terms and remuneration consistent with the individual professional’s expectations of livelihood.
HOW REGULATED	Is answerable to their own conscience and to God in conformity with the rule of their order.	Accepts a pattern of appropriate conduct and competence against which to regulate him/herself through “technologies of the self”, but is not directly answerable to ‘the laity’.	Self-regulating (Anglo-American) or licensed and regulated by government (Continental). With this authority, establishing a “legimitating disciplinary logic” through 3 above.

Table 5: A model for the professional and the profession.

The above model (Table 5, page 172-3) also goes some way to explain the ambivalent attitudes among professionals towards management, and of management towards them. They assert that they self-manage, after the pattern of a reflective practitioner, and this is often the case. Certainly “micro-managing” is regarded by my participants as at odds with professionalism (see Rose on page 160). The “practical consideration” of this model concerning “How regulated” is updated to acknowledge Fournier’s insightful application of Foucauldian concepts (section 2.3.12, page 75).

It may be argued that, although suggested by the data, the framework is somewhat speculative. I have certainly extended it considerably beyond what the data requires or directly suggests. In response, I would say the framework:

- Is consistent with, and suggested by, the historical analysis into the origins and development of the professions;
- carries strong explanatory power in relation to the accounts of a profession already given in Table 2, pages 51-2, and extends beyond them;
- produces explanations which, by their particularity, even peculiarity, are manifestly not *ad hoc*, but contain an internal logic which has eluded previous analysts;
- makes predictions about professions in general which are testable.

4.5.4 *Other aspects of professionalism around Question 2*

Dialogue, reflection, and the need for continuing development

Sections 4.3.3, 4.3.4, and 4.3.5 (pages 138-45) seem to approach the same basic truth from three different directions. It seems to me that the value which participants perceive in developmental dialogue is the self-same value they perceive in reflection. Reflection is like talking to oneself as if to another. It is the reification of internal dialogue. This puts an entirely different emphasis on reflection which, far from being

an extension of an individual experiential learning cycle, is instead an analogue of the collective approach of sharing through dialogue – teaching and learning together. We learn best through the shaping and expression inherent in the formulation of speech, either to oneself or to another. It is where learning and teaching take on the form of mirror-image, mutual communication, which was also expressed:

Keeping the learning channel open. You know, once that channel closes then the output, you know the teaching channel, doesn't have validity. "There's lots of quotes that say that the minute you stop learning, you start dying."
Kirsty (PG Cert), Paul.

See page 144 for further quotes on this theme. This further pushes the point of the interpenetration of the self and the other in learning and teaching.

Comparing with other professions

There was a split amongst those participants who were members of other professions (Section 4.2.5, page 129) as to whether teaching and learning in higher education had the same professional status. One respondent (Quena) prefigured Tina's response (see page 202 below) and questioned whether it was even desirable. The majority saw teaching as a lesser profession, which may reflect its 'restricted' nature. As Duncan remarks in passing, "teaching is rarely seen as a 'full' profession" (2015: 114) and he argues that it is the nature of teachers' expertise which is the determinant and that that is difficult to agree upon.

Disciplinarity

With the exception of nursing, the PG Cert at University of Greenwich is generic in nature and intentionally independent of disciplinary nuance. Several PG Cert participants supported that approach, but one, Lex (see page 158) pointed to "the nursing group" as "completely different". He was in favour of less standardisation in initial teacher education, "equity of approach rather than uniformity" (Blackmore,

2009: 667). The nursing profession was a notable exclusion from part 1 of my research, see section 3.3.3, page 101.

The GOLD recognition scheme comes closer to achieving this equity of approach, and Gilham's priority of disciplinary area before pedagogy is in line with the longstanding "tribes and territories" depiction of the HE landscape (Becher, 1989; Becher and Trowler, 2001; Trowler, Saunders and Bamber, 2012).

4.5.5 *Question 3: Does the policy of professionalisation of teaching academics align with their views or undermine them?*

The policy of professionalisation has been implemented through the encouragement of competition in a market place, where a university's ranking is a prime indicator of quality to the prospective "customer". Rankings are affected by the percentage of qualified teachers on the staff and the FHEA is a (lately) recognised qualification. In Foucauldian terms, this is the operation of Power. In teaching and learning terms, we would call it "behaviouristic learning", as applied to institutions.

This takes time to percolate down to the level (and perceptions) of individual lecturers. At the time of my interviews (2015) there was little in the University of Greenwich environment which indicated that professionalisation was anything but a part of the background "noise" of being an academic. As Beryl remarked (see page 151) "What do you mean the professionalisation? Change? Just getting people certificated to teach?"

In fact, professionalisation goes further than that, including initiatives to recognise individual teaching excellence, such as the National Teaching Fellowship scheme and the University of Greenwich's own Teaching Fellowship scheme, and encourage professionalism by outstanding example. The focus of my research, however, has been upon the two routes into the profession, qualification and recognition, which

actually is about the award of a credential and the status that credential has; in short, credentialisation.

Credentialisation

On the issue of credentialisation, my participants showed themselves to be sophisticated and strategic in their thinking. On whether every teaching academic should be required to have FHEA, there was a split decision, with some in favour of 100% achievement, while others not. The idea of making fellowship compulsory was viewed with suspicion by the majority, as raising an artificial barrier to entry to the profession (see Franklin page 155 and Cathy on page 156). Furthermore, they had no difficulty in distinguishing between the formality of an award, such as the FHEA, and the reality of requisite skills and knowledge (see Nanci on pages 128-9).

Behind all their responses, but only raised by Quena (page 129), was the debate about whether academics needed or wanted to be professionals. Duncan, in a recent discussion (2015: 114-5), captures the relevant arguments well, pointing out that the barriers to entry, professional regulation (control), and autonomy are all predicated upon **professional expertise**, and questions (Idem: 115) whether teachers' expertise lies in their subject knowledge (K1 in the UKPSF) or in pedagogy (K2 in the UKPSF), or whether these are interdependent.

On the other hand, as an artefact central to the professionalisation agenda, the UKPSF came out rather well, with no real criticisms and expressions of acceptance in many instances, and the two routes to achieving it were each regarded positively by the groups.

On whether there should be monetary reward or support for those achieving the fellowship credential, the consensus was against with no one in favour, although some supported the idea of a time allowance on the balanced academic workload.

Clearly on all these questions there was more than one view among my Greenwich participants, and even where a preference was strongly advanced, questions arose as to how these things were considered and debated elsewhere in HE. With this in mind, I began Part 2 of my research, which sought to extend the scope of my enquiry to other HEIs.

5. Part 2: Four HEIs

5.1 Preamble

In Part 2, I extend my research at the macro level to indicate something of the diversity which I know exists in how the qualification and recognition routes were implemented across Higher Education (Blackmore, 2009: 663). To do this, I chose three other example HEIs from different mission groups, and recorded interviews with my opposite number at each institution. I also recorded an interview at Greenwich with Sydney, a close colleague in Educational Development of equivalent status and position.

Since 2014, the University of Greenwich has been a member of the University Alliance mission group, which comprises 19 universities who describe themselves as “Britain’s universities for cities and regions” (<http://www.unialliance.ac.uk/about/>) and have strong links with employers. The other HEIs I chose were from, respectively, the Russell Group (see Morton on page 154), the Million+ group, which University of Greenwich was a member of until 2014, and a non-aligned HEI, which had formerly been in the “1994” mission group until that group disbanded. The omitted mission group is GuildHE.

The Russell Group currently comprises 24 “research intensive, world class” universities in the UK (<http://russellgroup.ac.uk/about/>) and has, as a major shared objective, maintaining international standing in UK research. The Million+ mission group comprises 19 “modern universities” in the UK who describe themselves as “the voice of 21st century higher education” (<http://www.millionplus.ac.uk/who-we-are/our-role>).

University Mission Group (Participant)	Ranking 2016 (2015)	Student numbers 2015-16	Compare ratio Student numbers	Full-time Staff numbers	Part-time staff numbers	Total staff numbers 2015-16	Compare ratio Total staff numbers	Staff / student ratio	Compare ratio estimated teaching workload
	<i>(2)</i>	<i>(1)</i>	<i>(3)</i>	<i>(1)</i>	<i>(1)</i>	<i>(1)</i>	<i>(3)</i>	<i>(2)</i>	<i>(3)</i>
Alliance University (University of Greenwich) (Sydney)	98 (107)	21295	1.0	715	515	1230	1.0	18.6	1.8 x
Russell Group HEI (Wendy)	10 (13)	35700	1.7	5360	1725	7085	5.8	10.1	1.0 x
Million + University (Vera)	104 (108)	11000	0.5	290	605	895	0.7	15.5	1.5 x
Non-aligned HEI (Tina)	50 (51)	9000	0.4	380	620	1000	0.8	13.9	1.4 x

Sources: (1) HESA statistics <https://www.hesa.ac.uk/stats-staff>, rounded to anonymise.
(2) Complete University Guide <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?o=Student-Staff%20Ratio>, anonymised.
(3) Derived figures *in Italics*. Note the staff/student ratio is not derived from HESA figures which include non-teaching academic staff.

Table 6: Comparisons between HEIs selected for Part 2 interviews (data slightly anonymised).

Table 6 gives comparative rankings, size (in student numbers and staff numbers), staff student ratios, and a derived estimate around teaching workload per teaching member of staff. The Russell Group university is by far the biggest (nearly 6 times more staff than University of Greenwich, the next biggest), while University of Greenwich has the highest staff / student ratio and estimated teaching workload.

In the recent Teaching Excellence Framework results (THE, June 2017), the Alliance, Russell Group, and Million+ HEIs listed all achieved a silver rating, while the Non-aligned HEI achieved a bronze.

5.2 Alliance University (University of Greenwich)

In some ways, the University of Greenwich resembles the Million+ university of this study; both of them are ex-polytechnics which gained university status in 1992, both hold similar positions in the UK rankings (see Table 6, page 180).

My interview was with Sydney, a founding member in the EDU (along with myself), and unlike the other interviews, it was more of an exchange than an enquiry; we were reminding each other of how things were, correcting each other's recollections at times.

The changing nature of professionalism:

Sydney began by making the point that professionalism in Teaching and Learning was not a static thing, both in the world at large, but particularly at University of Greenwich:

“[Professionalism] is always being reconceptualised... It's quite dynamic, quite fluid... depending on your perspectives. So I suppose for me, the overarching thing used to be professionalism as autonomy. So, kind of knowing your stuff, being qualified in some particular way... able to kind of decide the things

that should taught and how you teach them... I don't think it [still applies].
[Now] it's kind of doing the bidding of the institution..." Sydney.

We agreed that the university was moving in a much more corporate direction, with moves to centralise power. It was also notable that our staff-student ratio had always been high, and was in fact, higher than those of the other three universities of this research (see Table 6, page 180). This translated into a higher workload for teaching academics, and contributed to lower staff costs at 49% of annual expenditure, below the "sector mean of 53%" (University of Greenwich, 2015: 16).

5.2.1 *The Education Development Unit (EDU):*

The EDU itself had been set up in 2007, but its structure had only been formalised as a separate dedicated central department in 2010. Strategic priorities changed from a "widening participation agenda", which had been followed since 1992, to a new focus on "improving academic standards", including the implementation of more selective entry criteria for students, and the subsequent shift from the Million+ to the Alliance mission group in March 2013 (University of Greenwich, 2013). Since then, the emphasis has moved from "academic standards" and the bureaucracy of quality to teaching excellence and a more direct attempt to address "the quality of teaching". Sydney was clear that

"the thing that really makes people tick are the students. And I don't know whether that ties into the way in which we perceive our own identities... I think that's a very, very strong motivation for people [in] the [EDU] unit... That's embedded."

Sydney.

Although Sydney and I had both had extensive experience as mainstream lecturers, he saw our teacher development role as separate, although still employed on an academic contract.

“In some ways it’s also, you know, made us more professional, more separate from mainstream lecturers. It’s like we’re now a separate stream, which was always the case, I think, but it’s legitimised, that distinction.”

Sydney

Duncan describes this separate destiny of “teacher educators” in HEIs as “the feeling of periphery” (Duncan, 2015: 120), and even though the EDU and similar units in other universities are often part of “the centre” (ie not situated in a particular faculty or school), the concept of being peripheral – not “proper academics” (Idem) – is well made.

5.2.2 *Technology Enhanced Learning*

“I think that we have had a very interesting take on TEL here at Greenwich... We were one of the first to attempt to offer an online MA, or MSc... the very first CELLT³² framework... the on-line PG Cert is based on that. Also, you know, the APT conference (Academic Practice and Technology conference – founded at Greenwich) is now in its 15th year.” *We’re not particularly well known [in other institutions], but if we’re known for anything I think it’s TEL.*

Sydney, Paul.

TEL had had an impact on how teaching academics managed their teaching and the career progressions. In terms of career progression:

³² CELLT was the Certificate in Professional Development e-Learning, and ran from 2002 to 2010 at University of Greenwich.

Particular platforms which are influential in terms of getting jobs and getting influence – you know, things like LinkedIn and so on – they haven't really moved very much, I don't think? “Well, they have to a certain extent. They've become much more socially informed. I mean, when you look at LinkedIn now, it looks like Facebook...”

Sydney, Paul

This led on to a discussion about how learning was structured:

“There's the online distance learning stuff, which is happening, so that, you know, the MOOCs and the mini-MOOCs.” Do you think MOOCs are going ahead? Because, you know, there was big news for about a year and then the last year seems to have gone quiet. “They're just there. i-versity, for example³³. I was on that site at the weekend, and it's a European MOOC, and I'd never heard of it before, but they've got masses of courses there.”

Sydney, Paul

And how it was delivered:

“...there's also the classroom practice stuff. So there are the things that practitioners will be doing to make their – to make their classes much, much more interactive – Socrative, Cahoots, etc...”

Sydney

³³ Available at iversity.org. You can enrol on any course on “Audit Track” for free, but assessment and certification are on a different “track” which comes with a fee.

Teaching versus Research at University of Greenwich

We agreed that there were departments where research was required and others where it was “teaching only”; in part, it depended on your Balanced Academic Workload. Sydney suggested that teaching might become more blurred with research as we adopted more “enquiry based learning”; however, as far as reward or a clear promotional career path was concerned, we agreed the disparity was evident.

5.2.3 *University Policy on PG Cert and the GOLD recognition scheme*

The policy at the university was that new appointees at 0.4 fte or above, if they didn't already have a teaching qualification (or FHEA), were required to undertake the PG Cert. University participants paid no programme fees and, if full-time, attracted alleviation on their Balanced Academic Workload equivalent to about half a day a week.

If an existing member of staff had no teaching qualification, there was growing pressure on them to obtain FHEA through the GOLD recognition scheme. There was also the temptation at the institutional level to pass as many staff as possible to improve the Key Information Set (KIS) profile of the institution. We agreed that this was “the worst outcome” since it would discredit the scheme to those who were engaged, even while appearing to improve “professionalism” in terms of KIS.

5.3 Russell Group University

This university is highly ranked in the Russell Group (see Table 6). Wendy, my interviewee, is the Director of the Centre for the Development of Learning and Teaching (shortened to CDLT³⁴), a well-resourced independent unit sitting outside the Faculty of Education, comprising 16 members of academic and administrative staff including Wendy. This meant she did not have day-to-day management of either Initial Teacher Education or the university's Recognition Scheme, but had overview of both these things.

I was familiar with her scheme from my work with the HEA and so knew it was quite different in its approach from that of University of Greenwich. Wendy herself remarked upon the extremes of variation across the sector in our opening exchanges:

“I would say there is a lot of *dissimilarities* in the way a lot of institutions are configuring those sort of issues. ...a lot of it is to do with language and nomenclature.” Wendy.

A most striking contrast in language and nomenclature arose immediately in the use, or rather avoidance of use, of the phrase ‘teaching and learning’ (see footnote 30, page 122):

“...we wanted to get everybody on side in a really flexible, collegial way and enthuse them in the whole area of thinking about being professional in the whole context of what we call **education**, some people call **teaching and learning**, and we, when we talk, talk particularly about ‘**research-based education**’.” Wendy, (my emphasis).

³⁴ This is a slightly anonymised acronym as the original can be Googled with ease.

This use of 'education' and 'research-based education' shifts the register in discussion about academic development substantially, something echoed in other Russell Group universities, as I know from my HEA work. Nor was I (completely) surprised to learn that the term **professionalism** was regarded as contested, or at least to be treated with some sensitivity, in parts of the institution. Wendy explained it as follows:

“The word professionalism is an absolute lynchpin archetypal term which is constructed differently in different contexts... the nuances of a word like professionalism... in some more traditional academic fields sit in opposition to the notion of academic.” Wendy.

“[In the] arts/ humanities [it] is very countercultural... [but] if I go and talk to colleagues in engineering or medicine or architecture, they don't have any difficulty at all in engaging with [it], and in fact they are quite often leading on and excited by the notion of professionalism in relation to education.” Wendy.

It was clear from the documentation for the Recognition Scheme that this antipathy to the concept of professionalism was addressed head on, and that participants from arts and humanities, for instance, were expected to accept the idea of professionalism as not only acceptable but desirable for a teaching academic. In the [institutional] Guidance to Applicants, professional development in teaching is explicitly linked to research, to recognition as an academic, to developmental conferences, and to the institution's strategic (20-year) plan: “the integration of education with research is growing in importance to [the institution].”³⁵ The [Institutional] Guidance to

³⁵ [Russell Group Institution's] Guidance for Applicants document (2015; 3)

Applicants also includes personal endorsements in the form of ‘case studies’. Wendy explained:

“At a research-intensive institution, you are always busy combining research with your teaching, so it can seem there’s not enough time for professional development. However, [the recognition scheme] is a way to develop your teaching and gain recognition.... It doesn’t take long to write, and it’s endorsed by the Provost...”³⁶ Wendy.

Words that *were* avoided in the documentation were **competence** and **competency**. When I used them in the interview, Wendy told me that they had no place in the institutional culture:

“Peer developmental observations – they’re not competency based in the sense of being ticked off as if ‘yes, you’re competent’.... It’s very, very, very counter cultural to an organisation like [here] where *nothing* is competency-based.”

Wendy, (her emphasis).

Wendy confirmed that this avoidance of the competency mindset was common across the Russell Group.

Although peer observation (developmental sharing, that is) of teaching was advocated, there was no requirement for more formal assessment of teaching competence. Nor was there any assessment in the conventional sense on the equivalent of a PG Cert provided for early career academics: there was a programme of taught sessions and the engagement with peer observation, but the assessment for the credential of HEA

³⁶ [Russell Group Institution’s] Guidance for Applicants document (2015; 4).

Fellowship – it was explicitly *not* a qualification – involved applying for recognition as a fellow, alongside more experienced colleagues. The equivalent of the qualification route was thus subsumed, for assessment purposes, into the recognition route.

“What we do have is the MEd with the PG Cert, PG Dip that is available to people if they then choose to go and turn it into an academic qualification. ...and it means that you don’t end up with conscripts on the [PG Cert] programme.”

“...we have [Institutional] exchange seminars. People with lots of different disciplinary backgrounds come in and talk about what they’re doing in their education and share ideas with other people, so it’s very much [more] like a mutual scheme than it is having some experts.” Wendy.

She went further.

“So to me a course or a qualification is a sub-strand of the idea of professionalism and it’s an important one but... you can’t approach thinking about professionalism, in my view, in HE only by thinking about it through the courses.” Wendy.

It was not a programme to credentialise teaching academics but to achieve “deep learning” and features a mini research project in the more advanced part of the programme. The language and approach were designed to emphasise the open, voluntary nature, the flexibility, and the benefits of “all aspects of education in our research-rich environment.”

This flexible, voluntary, ‘light touch’ model was for the ‘open’ recognition scheme for experienced members of staff, but the same language and style was adopted in the parallel taught course for probationer members of staff in job families which included teaching, even though institutional policy was somewhat different. For them,

“Fellowship [FHEA] is a requirement to probation unless you’ve already got an equivalent qualification... If they’ve got at least three years’ teaching

experience behind them and they've also got evidence that they've engaged in certain amounts of relevant CPD, very flexibly defined, then they can put in a claim through the [Institutional recognition] scheme for their fellowship." Wendy.

The Institutional policy around credentialising went further:

"...everybody that is either on an academic contract i.e. teaching and research, or they're a teaching fellow on probation has to come through and get their fellowship via our [institutional] scheme, either by attending a taught programme and putting in an application following that, or through the open route for experienced staff." Wendy.

I asked whether, as an institution, they had a target percentage of staff to hold fellowship (as there was a Greenwich).

"Yes we do, and it's a slightly odd one... In the next three years, it's our aim that the percentage of people who are so-called qualified [ie holding HEA Fellowship] will be in the top quartile of whatever the Russell Group figure is." Wendy.

And what was their current percentage of those holding HEA Fellowship?

"17%. And we're not the lowest in the Russell Group." Wendy.

I asked Wendy whether she felt that the Russell Group as a whole would move to a situation where Fellowship was a requirement for teaching in HE. She was adamant that it would not.

"I know for a fact that in Oxford and Cambridge, for example, they have no intention of requiring people [to have Fellowship] even at probationary level right now. Although in other Russell Group [institutions] they do already... [In] another ten years... you'll be in a next generation situation. Until you get past that point, I just can't see it happening." Wendy.

Where she did admit the requirement for Fellowship gained traction was in connection with the rankings, which were based on various educational metrics, including student satisfaction and the National Student Survey (NSS). Here, some Russell Group institutions were vulnerable to losing ranking because of the metrics...

“Oxford and Cambridge: they do really well anyway in the NSS, for all sorts of reasons that it’s not worth going into... [but] other [Russell Group] institutions... are worried that [their] NSS results are not as good as they should be. And they are worried about the knock-on effects of having low stats around [teaching] qualifications if they start to feed in to the league tables.” Wendy.

She saw this as more influential for the domestic rather than the international market for students. As for the Russell Group accepting the idea of a chartered profession, with the FHEA as a universal credential of teaching practice:

“[The Russell Group] are a long way from accepting that as being something they would agree to. So I could see some sort of stand-off...” Wendy.

“...if the HEA pushes the professionalism kind of thing in a way that the Russell Group is not happy with then that could all change again.”

Wendy.

5.3.1 *Mentoring, reflection and the UKPSF*

Both the recognition scheme and the taught scheme sometimes made use of mentors, and there was a website to facilitate the connection between would-be mentees and possible mentors. Mentoring was one of the aspects which was expected to grow.

In terms of approaching the use of professional reflection in connection with recognition, Wendy was refreshingly iconoclastic.

“...we never talk about writing reflectively. It’s very countercultural to a lot of our colleagues... We talk about writing *analytically*. So analyse your

practice. Analyse the decisions you've made and why you've made them... What is important is that people engage with evidence and they think about their own practice rather than you must write a kind of *mea culpa* reflective writing thing." Wendy.

She saw the UKPSF as something flexible around which to build institutional approaches. For this reason, she felt the ambiguity of its statements to be a positive advantage.

"All the original conversations about the UKPSF, [it was] not at all meant to be like the Ten Commandments or something. It was much more meant to be 'where is some common ground.'" Wendy.

"My view of it is that it's within the gift of institutions with institutional schemes to build quite variable things around [the UKPSF], that very basic, very common-denominator kind of framework. And as such it doesn't bother me too much because I think it's such a small part of what you end up with and yet it sits there as a kind of route. What does bother me is when schemes think it's a syllabus and they treat it like it's an NVQ, a competency-based tick-box kind of thing because then I think you end up losing a whole lot of important stuff, both for the individual and for the institution." Wendy.

I found this very persuasive and underlined the valuing of intrinsic professionalism over tick-boxing credentialism, an approach that was both long-term and deep in its approach to staff development.

5.4 Million+ University

This University was ranked almost identically with the University of Greenwich, but is considerably smaller in terms of staff and student numbers (see Table 6, page 180).

Vera, the Course (ie Programme) Leader for the Postgraduate Certificate in Academic Practice (PG CAP), is based in the Institute for Learning, Innovation and Teaching (InLIT³⁷) with three colleagues, under the leadership of the Director for the Institute. The PG CAP is a requirement of probation and must be successfully completed in the first two years of employment. Vera is also academic lead for the recognition scheme, which she authored three years previously (in 2012), and through which between 50 and 60 members of staff gained recognition as fellows in the past year (2015-16).

Both the PG CAP and recognition scheme were (in 2015) in the process of 3-yearly re-accreditation with the HEA. One innovation introduced as part of re-accreditation was that, for the first time, PG CAP participants would have to formally make explicit claims against the dimensions and criteria of the UKPSF; until then, they had simply had to complete the course.

“We had actually introduced a kind of, like a mapping, I say mapping, it's like a tick box, but it is not, but they will have to write against each of the criteria for D2 [ie FHEA].” Vera.

“I've introduced it, because the HEA is becoming more keen on us doing it really. I have to wait and see how it goes but I know already that of course some members of staff, reflection is second nature to them. Others, it is more difficult. I think it is generally the thing with the whole HEA system is

³⁷ This is also a fictitious acronym in the style of the original.

that it is about learning the language.” *And for that reason, slightly artificial, (I suggested.)* “Yes, absolutely... A lot of very experienced members of staff are very good teachers. They do reflect on the teaching but they can't articulate the process necessarily.” Vera, Paul

Articulating the process in the language of “reflective writing” was something of a barrier, easier for those on the PG CAP, who were gradually introduced to it, than for those members of who were forced to confront it in the recognition process; easier for academics in some disciplines than for those in others. But, as Vera pointed out,

“[You’re] not a better teacher or more professional teacher just because you have been able to talk the talk, and that is absolutely what this is about.” Vera.

She gave the example of a music teacher, who teaches composition one-to-one with individual students, and who had “a particularly hard time from one of the panels”.

“When they asked him what was he, was he doing anything to change the way he taught? [He replied] ‘No, not really.’ Because he clearly worked the way he did.” Vera.

The recognition scheme made no requirement for a peer observation of teaching.

By contrast, the PG CAP had a requirement for three formal observations of teaching – the competence approach so disfavoured in the case of the Russell Group University. One of these observations was by the teaching team and the other two were peer observations between members of the PG CAP class, in pairs.

“I quite like the idea of mutuality, because I mean you are trying to promote it as something which is friendly and supportive.” Vera.

In re-accreditation, the schemes were evolving in the demands they placed upon participants (PG CAP) and applicants (Recognition) to comply with the language and structure of the UKPSF, as part of being a professional. Members of staff were

expected to account for themselves and their practice against the standard model. In our discussion, Vera and I accepted that this was being driven by the HEA.

“I think at the beginning of the scheme, when we first introduced it, we got all the people who were very engaged with teaching and learning. They got through. And then we came to a sort of standstill where, as the university started pushing for fellowship, it became even written into appraisals, that I had to get my fellowship. And then of course the motivation was [more like] the stick.” Vera.

Members of staff were coming under pressure to achieve fellowship as part of a wider drive to credentialise, not only in teaching, but also in the academic disciplines being taught. In particular, there was a policy that staff should have a doctoral qualification and that those without should be made to leave. Vera talked about how this agenda was actually working against professionalisation.

“I can give you an example, we had an HEA panel on [a recent date], and what they have done, I mean they keep restructuring departments as they do everywhere and they have actually restructured the Media, Arts, and Design department... basically they sacked everybody and said you can apply for... the new jobs. What this university at the moment is focused on is having a PhD. So a lot of our staff in Media Arts, and Design do not have PhDs obviously, and we had two of the people who have actually been sacked but were still employed go to panel, and the external said ‘How can you get rid of those two? They are brilliant!’ ...so we have two fantastic teachers who now have been told that they shouldn't teach here anymore because they don't have PhDs. I think that leads in to when you talk about professionalism. I mean I would have held onto these two teachers who were so good in the classroom and who could talk about their practice in a way so they even impressed an HEA person. But because they don't have PhDs then they can't be teaching here. One is a photographer and the other one is a journalist. Why do you need a PhD to teach these [subjects]?” Vera.

Both the percentage of staff with a doctoral qualification and the percentage of staff with a teaching qualification are used in the calculation of university rankings. This is reductionism taken to a new level, where staff are judged solely by whether they have the key credentials.

Vera distinguished between this credentialising agenda and that of professionalising, an agenda which she whole-heartedly endorsed.

“I think it is very good that teaching in higher education is getting professionalised and that we are forced to think about new ways of learning and we have very different learners to what we had 20 years ago, for example, and they have different expectations. It is good that [we] are having that discussion in higher education. I am more worried about the way that it is perceived by management – senior management. We have 100% target for fellowship which is never going to happen – for different reasons; because people leave, new people come in, we are never going to hit that [target].”

Vera.

Both the 100% target for fellowship and the drive for PhD credentialisation were imposed by senior management. Vera thought their attitude, and in particular the way in which that attitude impinged upon the organisational culture of the university, had reductionist, even anti-professional, side-effects.

“To senior management, fellowship becomes a kind of performance indicator and therefore the professionalism goes out of it, they don't really care as long as you get [the credential].” Vera.

The performance indicator – the credential – had replaced the performance.

Throughout the interview, Vera problematised her relationship with various levels of management in relation to her twin roles leading the PG CAP and the recognition scheme. This showed in a number of ways:

“When I wrote the recognition scheme, ...I insisted that you had to have taught higher education for 5 years or more in order to go through the recognition scheme. That was very deliberate because I knew that heads of departments would look at these two options and say for new members of staff, you go through the recognition scheme.... and we don't need to release you for the time [to undertake the PG CAP].”

Vera.

The university support for those undertaking the PG CAP amounted to five development days a year, which had no lightening effect upon their teaching load in the first year. Nor was there any support for the recognition process.

“They do it in their own time. I am the support... I don't really have an academic team, it is just me doing it.” Vera.

To me, this seemed like a shockingly heavy double responsibility for one person, but Vera was resigned to it.

“Again it is down to resources, because I am not moaning. But academic development in this institution is me. So, I put on all the workshops, sometimes I get staff in to help out but I have to plan them, often to run them, by myself. I support all the people going through both [the PGCAP and recognition] schemes. So you can see... we haven't really got the resources to put on the outside... I am mentioning it because I think it does reflect the importance that senior management gives to this, or to professional development as a whole really.” Vera.

The tracking of Fellowships attained was done through the Human Resources (HR) department. They did not distinguish between those who gained Fellowship through the PG CAP and those through recognition.

“And every month it goes to Academic Board so they are looking at statistics... but beyond the statistics there's no sense of a professional community encouraged by management.” Vera.

In the last year, HR had included Fellowship as a formal requirement for those seeking promotion from lecturer to senior lecturer (AC2 to AC3) and Senior Fellowship as a requirement for those seeking promotion from senior to principal lecturer (AC3 to AC4).

Despite what she saw as instrumentalist approaches on the part of management, Vera insisted that participants on the recognition scheme got real benefit from the process.

“Even if they start out with ‘This is something I have to do and it is really annoying, it's an extra thing I have to do’, they have all said that they quite enjoy doing it... It's worthwhile because they said, ‘we have never really thought about all the things we are doing and thought about why we are doing it and that sort of thing.’ So from a professional development point of view, despite the lack of motivation, once they have been through it, they do find it quite beneficial, yes.” Vera.

She also felt that the PG CAP brought benefits to participants

“I think what the course does is it gives them support in the beginning of the career which is very difficult, especially at universities like here. There's very little support for new members of staff, very little or no mentoring... It's part of our PG Cert but only being mentored on the course, and supported for the course.... I know the course is very helpful for new members of staff in that sense because they get a kind of community, a supported community.” Vera.

The overall impression I carried away from the interview was that here, in the Million+ University, the professionalisation agenda had taken one of its more reductionist forms. Senior Management had set a target for the credential of 100%, a target they were intent on achieving, rather than addressing real improvement in teaching at the

university. Staff new to the university were required to obtain a teaching qualification as part of their probation; more long standing staff were pressured to obtain the credential and denied promotion if they did not. The process of recognition, and of teacher education, was under-resourced and undervalued. The participants derived intrinsic benefit from the process of gaining their professional credential, which was a credit to Vera and those who voluntarily assisted her, but was not the prime driver of the process, more of an inescapable side effect.

5.5 Non-aligned HEI

This HEI had been part of the 1994 Group mission group of universities until that group disbanded in November 2013. It has a marked bias towards the liberal, fine, and performing arts, with 10 long-standing departments and, since 2012, a new department, the Institute of Management Studies. It is above half way in university rankings (see Table 6, page 180).

Tina came to the Non-aligned University in 1991 to take up the post of academic staff developer and had been there ever since. She has university wide responsibility for academic staff development and is Programme Leader for the PG Cert in Management of Learning and Teaching (PGCert MLT), which had been regularly reaccredited by the HEA, and the ILT before that.

“I stuck that word [management] in there to give it a bit of an ‘oh, sit up straight! It’s not just a PG Cert.’” Tina.

Later in the interview she explained:

“I’ve had feedback from everywhere from Aberdeen to institutions abroad where colleagues got jobs because they had the management in the title.”

Tina.

The PG Cert MLT is offered to all lecturers, but is not compulsory, nor linked to a lecturer's probation.

"None of our programmes are compulsory, since compulsory learning is an oxymoron." *An oxymoron? So learning requires self-motivation?* "I think it's because knowledge is acquired, not transferred, so one can be as enthusiastic as one likes to be as an academic teacher, but it's all about the motivation of the learning – [of the] learner. Are they receptive? Is it appropriate? And do they want to be there? I mean, we have over 100 academics registered on our PG Cert here, so I don't think it needs to be made compulsory." Tina, *Paul*.

The PG Cert MLT consists of four fifteen credit modules and adopts problem-based learning "from the get-go", with individually negotiated assessments, and, unusually for a Certificate, a research project, usually in the form of a curriculum experiment or innovation.

"With blended learning and with using virtual learning environment, the academic today has to manage the learning experience more than perhaps in the past when someone like me first came to the university. It's much more about the learner..." Tina.

Tina was very clear that the PG Cert MLT was not a skills-based or even a convergent programme and that its content was tailored by the participant – negotiated by them – in the light of the participant's own discipline.

"Are we trying to turn academics into school teachers? Which we're not... Stephen Rowland put it best: he said it's always a ménage-à-trois. You have teaching and learning and the discipline. And it's love of the subject that attracts the academics." Tina.

In fact she told me that much of the PG Cert MLT is informed by Rowland's thinking (2000 and 2006); the negotiative learning and assessment (2000, 63), the "love of one's discipline", peer assisted learning, the insistence on challenge and criticality,

mutuality of sharing expertise, a suspicion of the employability agenda, and the eclectic but far-flung sourcing of philosophy.

“I think we’re on the low side [for numbers of observations], from what I’ve ascertained from speaking with other PG Cert leaders. Formally, we have two.” Tina.

The programme does require participants to engage with the UKPSF.

“We map our learning outcomes to the UKPSF. We explicitly address [the UKPSF] with them so they do learn the language.” Tina.

Of course, quite soon we got onto professionalism. Tina’s reaction echoed something of Wendy’s but in much more radical terms, reflecting (perhaps) the strengths of the non-aligned university in the arts and creativity.

“I don’t think people at [this university] would use the P word [Professional]. I don’t think they really understand what professionalism would mean in the context of their students’ learning and their role in it... I don’t really think that’s part of their *weltanschauung*, their world-view... if they have to write the form for the airport, ‘occupation?’, they wouldn’t put *professional* university teacher. ...But I think again it could be because they’re, you know, popular music is a big programme here, or they’re, you know, from theatre or they’re from, you know, a discipline that just doesn’t think in those terms.” Tina.

This response was completely “out of left field”. I was astonished by it. Then, later in the interview:

“Professionalism at [this university] would be the non-academic. So, for example, if you look on our home page, professional services is everything except academic...” Tina.

“...the professions are seen as the people who get top sliced to provide services. This is very much the way it’s looked at [this university]...”

Professional services, Finance, Admissions, Marketing... Those are the people who are there to be efficient and professional, if you like, and the academic side is there to be challenging.” Tina.

Then, later still:

“I don't think academics [here] want to be the professionals... And to me the professionals are the white collar Finance Department, Marketing, certainly not the, you know, the academic [here].” Tina.

Although I found it astonishing, this view that the academic staff and professional staff had different domains in an HEI is found in the literature (Blackmore, 2009: 664; Whitchurch, 2010: 628).

The non-aligned university did not have a recognition scheme, the only one of the four HEIs studied not to do so. Tina herself was not knowledgeable about how they were administered or what they cost. She was somewhat dismissive about the whole concept:

“So I don't really think that filling in a form and all of a sudden you are now a fellow of the HEA, that that must mean you're a good teacher. I think it's a nonsense. I think you just paid money and getting letters after your name, and you're filling in a form.” Tina.

However, she admitted that the Non-aligned University was influenced by the forthcoming KISS data as a basis for institutional comparison.

“We have very few people who are fellows of the HEA and we realise with KISS plus and with all this kind of potential league table screwing around, there could be a lot of ‘I mean, you don't train your teachers?’ kind of thing. So, we are starting. We really should have done something about it this year and we have working groups set up for the next academic session to be introducing [a recognition scheme].” Tina.

It would seem that even in an HEI which does not see the point of professionalisation, Foucauldian Power is having an effect³⁸. That said, she pointed out that these things came with an opportunity cost.

“Whatever else they would be doing with that time when they’re already struggling with workload.... Oh, do I write a referable paper or do I do this?”
Tina.

On the framework – the UKPSF – she was supportive up to a point.

“I think the UKPSF is a particular pair of sunglasses but I think, you know, it would be richer in terms of genuine engagement and understanding and genuine alignment... if you look at it from a more holistic approach, which I think the researcher development framework does.” Tina.

She was very interested in other frameworks...

“I’m wondering how those frameworks are also going to get mapped onto the UKPSF. So there could be a little bit of a traffic jam of frameworks in terms of what’s being promoted. And the other thing that we like to address when we explicitly address the UKPSF is the [Vitae] RDF, the researchers’ development framework³⁹.” Tina.

³⁸ The Non-aligned HEI introduced an in-house recognition scheme, accredited by the HEA in the latter part of 2015 (ie some months after the interview). A significant proportion of their staff have since gained FHEA or SFHEA (Source online) through recognition.

³⁹ Further information and the RDF itself is available at:

<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>, accessed 23 July 2016.

...And positively hostile to the idea of reductionist credentialism.

“...if you see yourself as being a salaried employee, you have to sing from a certain hymn sheet, and the corporatism and the, ‘Oh, we need to have X number of fellows, just get them the fellowship just so that we can claim it in prospectuses.’ That kind of thing doesn’t interest me because it’s anti-intellectual... As someone is employed, a condition of service, these hoops, we don't care what you’ve ever done or where you come from or where you’re going, but you need to jump through these hoops because then we can claim those hoops have been jumped through.” Tina.

5.6 Discussion of Part 2

Comparing Part one data with Part two it is clear that there has been a step change. The understated, mundane responses of fellow members of staff at University of Greenwich betray a semi-professionalism or weak professionalism whereas the discussion from education developers from the three HEIs (four counting University of Greenwich) was far better developed – a movement along the “extended–restricted’ continuum (Evans 2008: 26). Recall that this heuristic model, first put forward by Hoyle (1975: 318) and cited in Evans, suggests at the restricted end of the continuum, the professional is “essentially reliant upon experience and intuition and is guided by a narrow, classroom-based perspective which values that which is related to the day-to-day practicalities of teaching”, while at the other end of the continuum, the professional has “a much wider vision of what education involves, valuing the theory underpinning pedagogy, and the adoption of a generally intellectual and rationally-based approach to the job.” (Evans 2008: 26).

In my Part 1 findings, professionalism was essentially encompassed by the classroom, students, and associated activity (see page 166), and participants were quite accepting of professionalism.

In Part 2, participants were striving to define and shape, engaged in debate and even a struggle with other forces, such as management, marketisation, reductionism. The focus of their own professionalism is more extended, involving analysing and articulating teaching professionalism and the origination, critiquing, and implementation of organisational strategy and policy (Blackmore, 2009: 667).

During the last interview (Non-aligned HEI), Tina's responses regarding professionalism surprised me (see page 201), and yet, after some reflection, they go some way towards validating the model I propose for professionalism, as an enrichment of Freidson's "third logic". Her institution had a strong bias towards the liberal, fine, and performing arts which are not of that logic. If anything, the individual competitive nature of the arts makes it more like a market-place, albeit a specialised one. Artists vie for attention and reputation in a straightforward competitive way. They still have dedication towards their "task" but there is no corresponding "duty" or "loyalty" towards either "fellow professionals" – presumably fellow artists – or to their public. The relationship is of a different logic.

It is consistent with my thesis, therefore, that such a HEI should not "see the point" of professionalisation, or should be slow to make moves to recognise it. That such an unexpected response to my line of questioning should, upon reflection, be consistent with my thesis is gratifying in that it constitutes something of a "test case". On the other hand, the more recent change in strategy underlines the effectiveness of the Foucauldian power of sectoral policy towards credentialisation since it leaves the stark choice between being seen to support professionalism or unprofessionalism (Fournier, 1999, 304).

Vera (Million+) also touched on a special case of the arts in her anecdote of the music teacher, denied Fellowship because of the prejudices of a recognition panel (see Page

194). Interestingly, the HEA has developed specialist advice about the UKPSF for music teaching, recognising it has unique pedagogic circumstances⁴⁰.

Wendy (Russell Group) made a similar but slightly different point around arts and humanities subjects. She described the term professionalism as “countercultural” and sitting “in opposition to the notion of academic” in “some more traditional academic fields” (see page 187). Nonetheless, the term is insisted on in her scheme in a limited way. The scheme subtly bows to the expectations of a “traditional academic”. It talks of “research-based education” and explicitly links teaching with research, both in its literature and the structure of its ITE, it eschews the notion of “competence” in teaching and substitutes “analysis” for “reflection”. It represents a compromise position where the benefits of professional teaching are seen as a worthwhile adjunct to “world class research”, without encroaching upon it too much, and practitioners inform themselves of its techniques in light-touch exchange seminars.

“Obviously there’s this issue about... the relationship between academic freedom and the notion of professionalism...” (Wendy)

Tina (Non-aligned) and Wendy (Russell Group) had each developed a “special” way of coping with professionalisation; Wendy through a “nuanced” variation, where teaching was led, or at least fed, by research (McNay, 2010: 1) and teaching professionalism was subservient to researcher professionalism, and through the use of mediated language, and Tina through a refusal to accept the terminology of professionalisation while supporting an individual professionalising programme. Both were tricky acts to maintain.

⁴⁰ See [http://www.wlv.ac.uk/media/departments/directorate-of-academic-support/documents/kudos/UKPSF DoF music updated final 020316.pdf](http://www.wlv.ac.uk/media/departments/directorate-of-academic-support/documents/kudos/UKPSF%20DoF%20music%20updated%20final%20020316.pdf), accessed 11 May 2017.

Vera (Million+) and I (University Alliance) had a more straightforward environment in which to pursue professionalisation, although in the case of Vera, hardly less hostile. Her HEI is managerialist in a hard-nosed way, keeping costs as low as possible, pursuing the indicators of professionalisation, rather than investing in the reality, with equally dogmatic insistence on doctoral as well as teaching credentials. This had formerly been the case at University of Greenwich until staff protests got too loud.

So at the one end of the spectrum, the Russell Group HEI is carefully modifying the professionalisation agenda to accommodate the attitudes and priorities they associate with real quality in the form of “world class research”, whereas at the other end, the Million+ HEI are chopping away at some of the quality they have because it does not comply with the requirements of their 100% credentialisation agenda. Both situations seem to demonstrate that professionalisation and the requirements of “real quality” are perceived as being at odds with each other.

Overall, the lasting impression confirms Blackmore’s conclusion (2009: 673) that no single approach is ‘ideal’, that institutions often change their development provision, and that the character of the provision emerges from the character of the institution.

This page is intentionally blank.

6 A model for the “logic” of professionals

As section 3.7.1 (page 109) makes clear, the model for the “logic” of the professional and the profession which emerged from the analysis of Part 1 interviews evolved over more than a year into a theoretically more complete model. Before reporting Part 3, where questionnaire respondents were asked to critically evaluate the model, it is timely to give an account of its evolved form. Since the point of Part 3 was to test and improve the theory against the judgement of a wider cross-section of teaching academics and educational developers, this evolved form should still be regarded as “work in progress”.

6.1 A model for the “logic” of a professional?

The model describes an ideal-type of professional, rather than describing an actual person or group of people. In this sense, the model is modified-essentialist and theoretical. Nevertheless, it has practical application. If you understand the “logic” of the professional – why they do things the way they do – their motivations – then you are better able to listen to them, talk to them, understand them, work with them, support them, manage them, train them, recognise them, accredit them.

The model identifies three major aspects or orientations adopted by a professional in their working world, a particular case being the context of a teaching academic in Higher Education, which the profession has a **duty towards**. In fact this **duty towards** is a duality since it inescapably also entails **responsibility for**. The two concepts represent different ways of looking at the same thing. When you have a **duty towards** someone or something, you automatically take (some) **responsibility for** them or it – some responsibility, not total responsibility (total responsibility would correspond to total duty). **Duty towards** and **responsibility for** are like opposite ways of explaining the same relational link – like looking through a telescope first one way and then the other (Stacey, 2003: 169). The two concepts “*presuppose* each other” (Sewell, 1992: 4, emphasis in the original); in short, a duality. For the sake of simplicity, the duality will only be described as **duty towards**.

6.2 The duality of motivations

A professional owes a **duty towards** three different orientations in their working world: (1) the purpose or task their profession addresses, including the relevant specialist knowledge, (2) their fellow professionals in that task, and (3) their clients. (See Figure 12a).

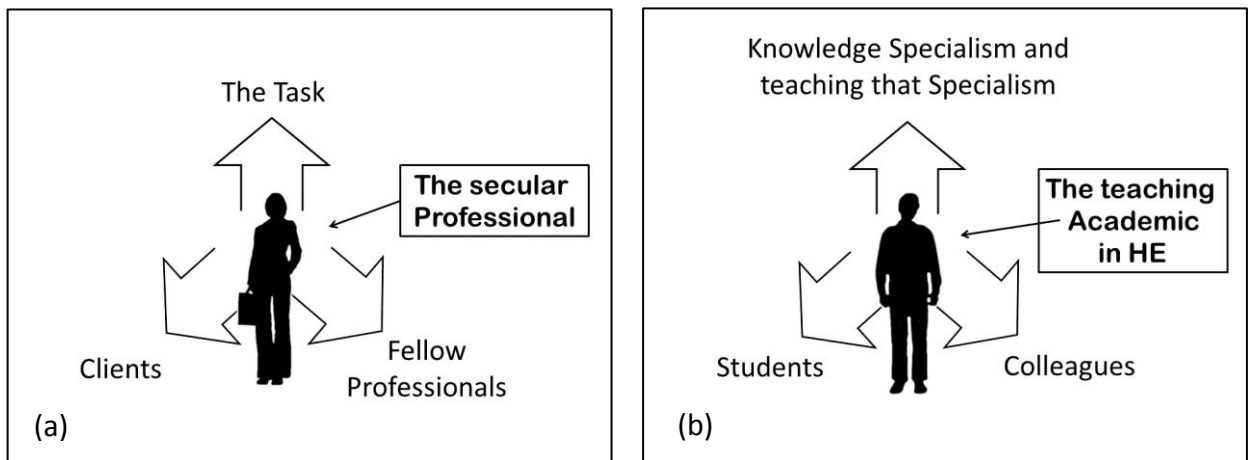


Figure 13: Orientations of the **duty towards**: (a) for the secular Professional and (b) for the teaching Academic in HE.

In the case of a teaching academic in HE, these translate into (1) *dedication* towards their knowledge specialism and teaching and learning of that knowledge specialism, (2) professional *courtesy and respect* towards their colleagues and other professionals, and (3) a duty of *service and respect* for their students. (See Figure 12b, page 169).

6.3 Pre-conditions of a profession

Herzberg's two-factor theory of work attitudes (1968: 87) identifies two types of factors which produce job satisfaction (motivational factors) and job dissatisfaction

(hygiene factors). Motivational factors include “intrinsic factors [that] answer people’s deep-seated need for growth and achievement.” (Idem).

The orientations of the model for the logic are akin to Herzberg’s motivational factors.

What is interesting in the case of Professionalism is that the motivational factors do not include money. Professionals do expect and require a livelihood, but remuneration is not a PRIME motivation factor in the way they approach their professional work. Remuneration is one of those things which the profession (as a group) ensures is in place to sustain the professional (as an individual) in her/his work and without which the professional work could not take place. It is a pre-condition for the professional to work.

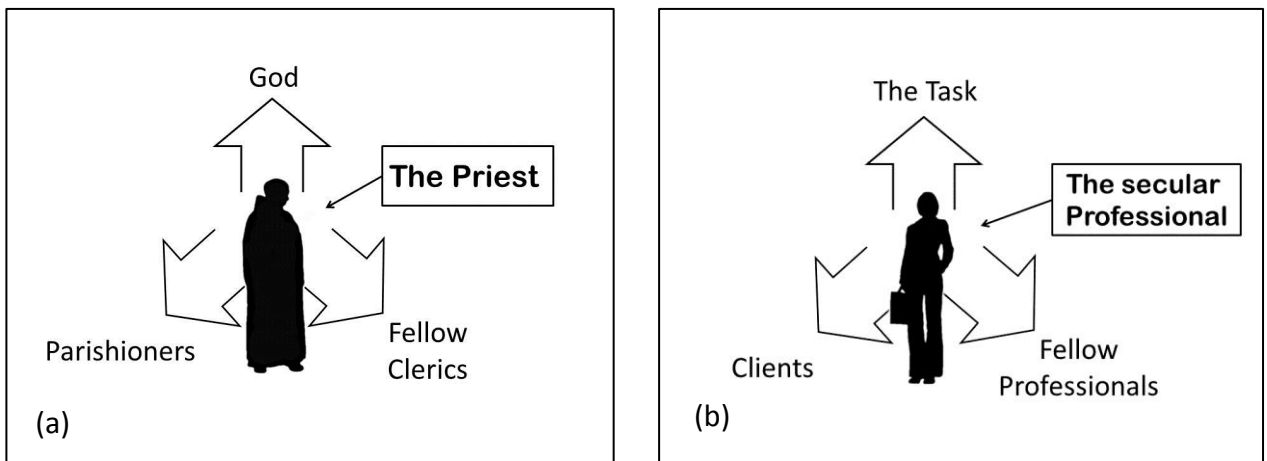


Figure 14: (a) The orientations of the medieval Christian priest and (b) those of the post-Enlightenment secular professional. Secular professionals dedicate themselves to their chosen field (the task) in much the same way as priests dedicate themselves to God. It motivates (ought to motivate) everything they do.

A second necessary pre-condition for a profession is the existence of a systematic body of advanced knowledge which informs and defines the professional’s practice (Eraut, 1994: 43; Freidson, 2001: 153).

The three orientations of duty towards / responsibility for gain further resonance and warrant from understanding the origin of professions through clerical specialisation in the middle ages, soon after the foundation of the first European universities. There is an “uncanny resemblance” that is highly suggestive of congruity.

6.4 The “logic” of the professional and the UKPSF

The UKPSF underpins the FHEA credential, as well as the associated categories of AFHEA, SFHEA, and PFHEA. As such, it forms the basis of an assessment of a teaching academic as to whether and whereabouts they fit that framework. The model for the “logic” of the professional is not intended to challenge the UKPSF, and would not be useful as a model for assessment. Instead it complements the UKPSF by explaining why professionals approach their professional practice as they do and what motivates

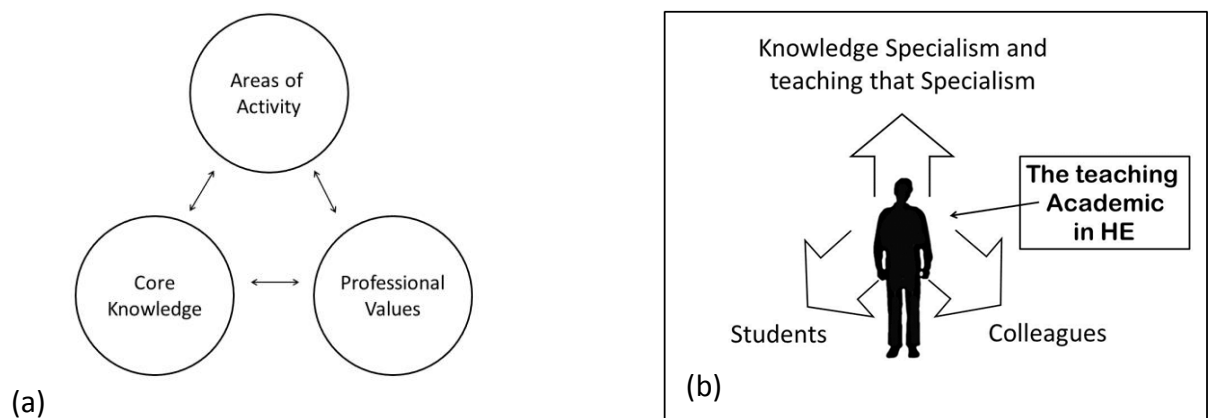


Figure 15: (a) the dimensions of the UKPSF and (b) the “logic” of the professional: a mutually supportive resonance.

them. There is a resonance between the model and the UKPSF that is mutually supportive and productive of deeper understanding, but no sort of simple correspondence or superpositioning, despite their triangular shapes.

The three orientations seem vaguely to echo the different descriptors D2 through D4, Fellowship, Senior Fellowship, and Principal Fellowship. Fellowship (D2) is concerned with professionalism as it relates to the classroom and *students*, Senior Fellowship (D3) has an additional criterion (VII) relating to “co-ordination, support, management and/or mentoring” of *colleagues* in relation to teaching and learning, while Principal Fellowship (D4) requires “a sustained record of strategic leadership” in relation to “teaching and learning”, which may related to a particular *subject specialism*, but admittedly, may not.

6.5 The context of the “logic” of the professional

Teaching academics are employed by Universities and HEIs and owe the duty of an employee, and beyond them to society. Like all employees, teaching academics owe an allegiance to their employing organisation, but this allegiance does not form part of the pattern of their professional drivers. Academics are not condemned as “disloyal” when they change employers. They are committed to sharing their knowledge contributions across the academy, beyond the confines of their own HEA. This freedom to move from employer to employer is part of the notion of being in a profession, as is the commitment to knowledge sharing. It is being part of a total system which has its own set of shared tasks.

The model for the “logic” of the professional does not apply to organisations, of course, since organisations have motivations that are highly complex. It is interesting to speculate, however, how far the avowed purposes of both universities and the HEA may be aligned in a similar pattern to the alignments of the model – see Figure 16 below.

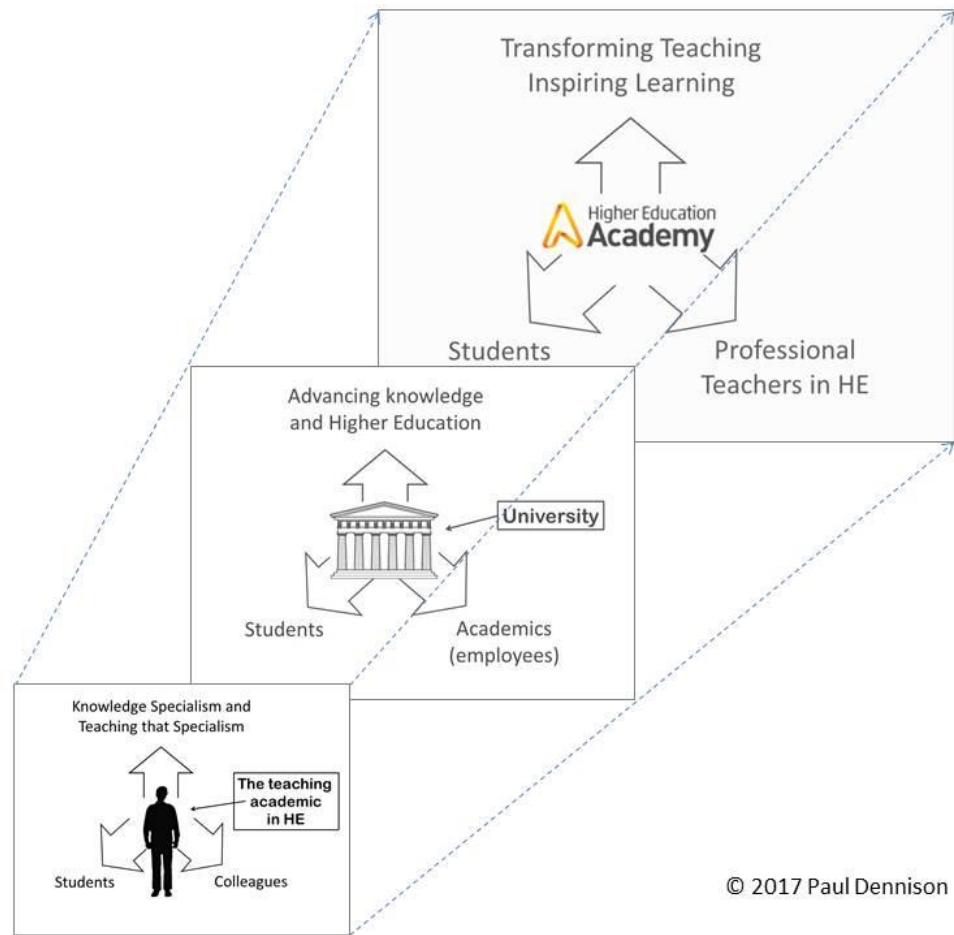


Figure 16: The alignment of the “logic” of the professional and the purposes of some organisations in Higher Education.

7. *Findings from the Questionnaire*

7.1 Preamble

“The questionnaire is designed to evaluate a model for the **“logic of the professional”** – what are the **drivers** that motivate her/him – in particular how this logic applies to a teaching academic in Higher Education (HE). If you understand people’s drivers – why they do things the way they do – you are better able to talk to them, work with them, support them, manage them, train them, recognise them, accredit them.”

Introduction to online questionnaire

With those words, I introduced the online questionnaire (see Appendix 6, page 301, for complete text) whose purpose was to evaluate a version of the model for the “logic” of the professional.

Although questionnaires are normally quantitative – head-counting – in their approach, this questionnaire was in mixed mode, in that the free text responses were more important than the headcount since they would contain objections and shortcomings, both to the assumptions upon which the ideal-type was built, and upon the interconnecting shape and substance of the model. Free text boxes were associated with questions, sometimes more than one, with the request to “Please add a comment or explanation, as appropriate”.

In my analysis below, quantitative results are reported alongside the qualitative free-text responses, but it should be remembered that a really crushing objection, even if only brought forward by one person, would be enough to destroy the model. The extent of the free text responses was reassuring in that they confirmed that this was not a “button-pushing” exercise as a questionnaire (see section 3.7.3, Table 4, page 117).

There was more than a hint of the Socratic method in the way the questionnaire was designed, in that the questions led the respondent through the logical steps by which

the model had been developed, from approving its assumptions (or not), to getting to the core questions – Q6 to Q8 – where the model was opened up to criticisms of any kind. Several of the questions were framed in a slightly ambiguous manner. This was to stimulate the creativity of the situation (Majaro, 1991: 38), the possibility of seeking more than one response, and to evoke explanations from the respondents on their choices in the free text boxes. As can be seen in Table 4, page 117, 95% of respondents gave some free text, more than half (56%) gave free text to more than half the questions, and nearly a third (32%) gave free text answers to all questions.

A counter-balance to this programmatic approach was the reminder on the final page of the questionnaire that answers could be changed and edited in retrospect before eventual submission, so that although Socratic in character, and ambiguous in tone, overall it observed “fair play”. Respondents could revise or reverse their earlier concessions to the model, if that were their wish, once the holistic picture was made clear.

The model is simple, but (I hope to demonstrate that) it carries deep implications and resilient interrelationships. Although simple, for the purposes of the questionnaire it was presented in an even more simplified form to meet the stringent restrictions I had placed upon the questionnaire’s length. I also felt that by describing it as a model rather than a fully fledged theory, I would encourage respondents to regard it as “work in progress” and see their responses as contributions, rather than simply judgemental reactions. I was inviting them to be collaborators, in the same way in which I approached my interviewees, and consistent with my overall research approach (see section 3.7.2, page 111). The simplifications to achieve this were as follows:

1. instead of the duality of “duty towards – responsibility for”, I simply had “duty towards” (see Chapter 6).
2. I omitted the historical aspect of the model around orientations of a medieval priest, thinking this would cloud and complicate matters.

3. I did not allude to the necessary pre-condition for a profession of a systematic expert knowledge base, although the “hygiene factor”, money, was included.
4. No reference was made to the employing HEI, although I had taken cognisance of it in the extended model (see Chapter 6, pages 209-14).

These last two omissions independently surfaced as complicating factors suggested by respondents in the free text responses, which I regard as supportive of the larger theory, and of my method of validation: when the larger theory was presented in too simplified a form, respondents made corrections to restore the necessary complexity.

Questions were in a standard format, where response to an assertion was recorded via a standard Likert approval scale, running from strongly agree to strongly disagree and including an abstaining “Don’t know or Not applicable” option.

The questionnaire was offered to two groups of teaching academics at the University of Greenwich: the 16 Part 1 participants, and 16 other HEA fellows (and SFHEAs and PFHEAs). The actual number of acceptable responses was 12 (75%) from the original participants, group (a), and 9 (63%) from the second group, group (b).

It was also offered to two groups of academic developers: 53 academic leads on HEA recognition schemes, and approximately 65 programme leaders for PG Certs or PGCAPs in the South East, resulting in 9 (17%), group (c), and 15 (estimated 23%) respondents, group (e), respectively.

Finally, it was offered to 69 HEA consultant accreditors and direct applications assessors, a mixed group of teaching academics and academic developers, of whom 17 responded (25%), group (d).

The overall response rate was 28%. Table 4, page 117, has complete details of the groups.

7.2 The first five assertions: Q1 to Q5

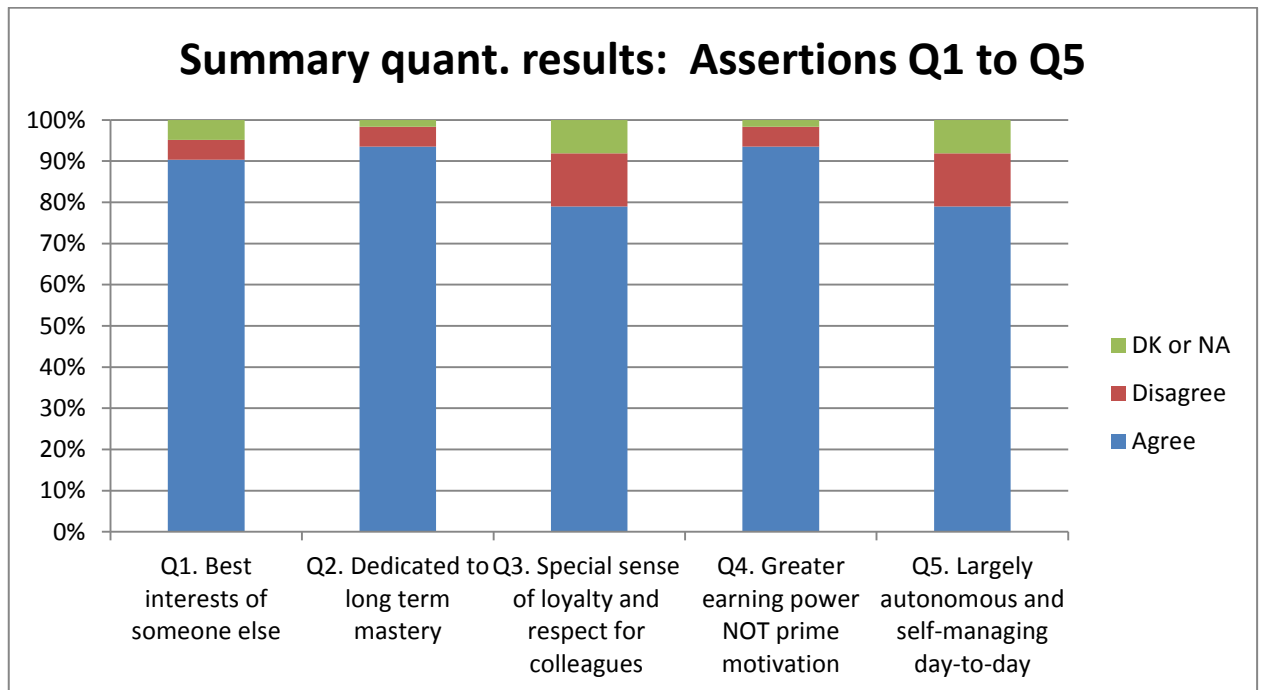


Figure 17: Quantitative summary of responses between Strongly agree and Agree (blue), Disagree and Strongly disagree (red), and Don't know or Not Applicable (green) for the first five assertions of the questionnaire (Q1 to Q5). Q1, Q2, and Q4 were agreed nearly unanimously; Q3 and Q5 were strongly agreed.

The first five assertions of the questionnaire related to the assumptions underpinning my model, which I expected to be fairly uncontroversial. I ordered the questions so that Q1 to Q3 shared a free text box, and Q4 and Q5 a second. The remaining five questions, the core questions – Q6 to Q8 – and the two supplementary questions, Q9 and Q10, each had a free text box to themselves.

7.2.1 *Professionals in general*

There was near unanimous agreement with the first assertion (Q1), that for professionals in general, “A key component in **Professional** work is acting in the best

interests of someone other than oneself.” There were three objections, of which one was “I was thinking of a professional boxer.” (d14, Strongly disagree). This refers to the military tradition of competitive or sporting professional, rather than to the ethos of a learned professional.

A more serious objection pointed out that in being a professional, you were serving your own interests equally with those of the client’s, “the question is what is the best action in this situation, not am I serving myself or others.” (e8, Disagree), which touched on one of the criticisms of professionals found in the literature, (Illich, 1977; Larson, 1977); however the respondent did express a wish to do “the best in this situation”.

The third appealed to complexity:

“there is a complex set of negotiations in this which means that whilst you may be acting in the interests of someone else you can never really know what that is.” (e10, Disagree).

They may be making the point that the question could have read (less ambiguously) as “acting in *what you think* are the best interests of someone other than yourself”. The addition in italics opens up a whole universe of complexity without furthering understanding.

For the second assertion (Q2) “Professionals **dedicate** themselves to long-term mastery of their area of professional expertise.”, there was even stronger agreement, at over 90%. The minor objections are answerable.

“[This] implies solitary activity... Professionalism is not just about knowledge, it is how we act that that makes us professional.” (a5 = Doran, Disagree).

I reject the opening assertion that long term mastery “implies solitary activity” but accept that “how we act that that makes us professional”. I don’t see how this contradicts the assertion, however.

“If the world is now more fluid, which I believe it is, mastery is no longer something that can be achieved. It is merely always in transition.” (e10, Disagree).

This objection can be refuted: the model is about professional motivations, about dedication to mastery, not whether it can be achieved. Knowledge has always been increasing and “fluid”, but the mastery of that knowledge has always been and remains an aim of professionals.

The third assertion (Q3), that “Professionals should have a special sense of loyalty and respect towards other members of their profession”, proved more contentious, with 8 disagreements and 5 DK or NA. Strictly, it was not an assumption of the model, which simply states that professionals have a **duty toward / responsibility for** their professional colleagues.

The free text responses gave cogent criticisms of the assertion on two heads and, if evidence of the seriousness with which respondents engaged with the questionnaire were needed, it was here.

Several respondents objected to the concept of “loyalty” in that it is often found in company with “blind” or “unquestioning”. Respondents pointed out that loyalty and respect were earned, not automatic (or blind or unquestioning).

“I cannot respect fellow professionals who do not uphold the profession’s values” (b2, DK or NA).

“Loyalty and respect is earned not given just because someone is in the same profession.” (b3, Disagree).

Loyalty was linked to respect, rather than uncritically bestowed on colleagues who “were in the profession”...

“I agree with respect but not necessarily loyalty – smells a bit masonic to me.”
(c1, Guild HE, Agree)⁴¹

“...feeling the pressure (should) to develop a special sense of respect could be contrary to professional values – calling out a dodgy lawyer or doctor.” (e14, UA, Disagree)

Those who agreed with the assertion emphasised the same point:

“Professionalism means participation in communities of practice, respect forms the basis of these communities.” (e2, Russell, Agree)

Indeed, the question of loyalty seemed to touch a nerve, calling forth some detailed responses that addressed the ambiguity which lay at the heart of my research effort.

“Although a person may be a member of a profession they may not act in a professional manner. I have observed colleagues who are extremely highly qualified and who have many professional memberships but who act very unprofessionally and treat other colleagues and students poorly; their actions have a negative impact not a positive one. I do not believe there is any link between a person being labelled as a ‘professional’ and that person acting in a professional manner; it is the person not the qualifications. Loyalty and

⁴¹ For groups (c), (d) and (e), where the HEI of the respondent was volunteered, I have included the corresponding mission group. Where this is omitted, the respondent preferred to remain anonymous. Groups (a) and (b) were University of Greenwich, (UA = University Alliance).

respect must be earned, not bestowed due to qualifications or memberships. There are colleagues who have my respect and loyalty because of the positive and supportive way in which they deal with others, their dependability and reliability, and because of their cooperation and enthusiasm. There are other colleagues who do not have my respect or loyalty as they demonstrate little or none of the above (despite encouraging them to behave in this manner). The problem is that all colleagues are labelled as professionals due to their qualifications; this is not accurate nor right.” (a5 = Doran, Agree)

There are two interesting things here: the distinction between the label – the credential – and the individual, and the distinction between the person and the professional.

I particularly valued the next contribution, which talked about whistleblowing, something I had debated with my supervisors:

“...not sure about ‘a special sense of loyalty and respect’... I also value the whistle-blower and those with courage to stand up and say that practice in so and so situation must be acknowledged to be poor etc. I think that special sense of loyalty and values should be to the agreed values and aspirations of the profession rather than those who profess to uphold them and sometimes fall short.” (d16, Mill +, Agree)

The overwhelming majority agreed or strongly agreed with all these assertions (Q1, Q2 and Q3).

“That is exactly my understanding of the word ‘professional’” (b6, Strongly agree)

“Yes, these are all important aspects of true professionalism” (e18, Strongly agree)

One other respondent (e13) gave an unexpected response, one which I valued in that it challenged the model in a new way:

“I think there are other aspects of importance (and maybe these come out later in this) but I'd put a marker down here for professionals **having a role in the development of their profession, its subject areas and practices.**” (e13 non-aligned, Agree – my emphasis).

7.2.2 *Teaching Academics in HE*

Thus far, the assertions had related to professionals in general; the next two (Q4 and Q5) specifically related to teaching academics.

“Although it is necessary to have a livelihood, the pursuit of greater earning power is NOT the **PRIME** motivation for most teaching Academics in HE.” This assertion (Q4) was crucial to the model, as applied to HE, since it tested the assumption that monetary reward was a “hygiene factor”, (sometimes called a de-motivating factor).

For groups (a) and (b) from university of Greenwich, the response was overwhelmingly Strongly agree, with no disagreements, indeed over the five questionnaire groups there were only three disagreements (5%) and one DK or NA, none of whom gave free text explanation. Those who agreed did elaborate:

“If pursuit of greater earning power is the prime motivation then a change of career seems warranted. “ (d5, Agree).

“[As] the wages are around half, or less, of what we could earn in industry, we do not do this job for the money.” (b3, Strongly agree).

The apparently strong rejection of money as a motivator for teaching academics is probably more about the teaching than the academic, since enterprise culture and ‘third stream’ activity have made some inroads into the “motivation of academic life” (Blackmore and Kandiko, 2011: 399).

The responses as to whether “Teaching Academics in HE should be largely autonomous and self-managing in their day-to-day responsibilities” formed precisely the same split in agreement as with assertion Q3: 50 (79%) in agreement, 8 (13%) disagreeing and 5 (8%) DK or NA. The main reasons given for disagreeing were

1. the need for accountability and
2. the misuse of autonomy to indulge in unprofessional behaviour
3. the need for team co-operation and collegiality.

Some quotes:

“There is a fine balance between self-managing and accountability to other stakeholders.” (b4, Disagree)

“I'm afraid that's largely how it used to be, but this isn't realistic now. Universities are highly accountable and have to run on business models. It's just not feasible for the people working within them to act like lone rangers any more.” (c8, Disagree)

“...they are also accountable to the institutions in which they work, and indeed the taxpayer (who pays their wages) and these two stances sometimes do not seem to be understood clearly by some of the academics with whom I work. Some claim and misuse autonomy and self-management to ‘do their own thing’.” (c4 Mill +, Agree).

“Autonomy is a key factor for academics providing they understand that they have responsibilities to their institution and students.” (d15, Agree)

“Autonomy and self-management should be part and parcel of the [teaching academic's] role but I see/hear about various abuses of this – mainly because the activity that colleagues are involved in is not transparent. So colleagues are absent for long periods of time, but no-one is quite sure why or what other activity they are engaged in. This causes resentment amongst those who are more visible at work and the empty offices I see around our campus, with "office hours" stuck on the doors are not a good message to students...” (e5, DK or NA).

These arguments all link autonomy with accountability, something I come back to later.

The counter argument was also there:

“Over-scrutinisation removes the aspect of personal, intrinsic satisfaction. Replacing it with the idea of completing tasks, meeting KPIs and that there is in some sense a bureaucracy that will ‘underwrite’ your own efforts – that you are more of a cog in a machine than a professional and respected individual.” (a3 = Cathy, Agree).

“Excessive interference in academic day-to-day activities is bad for everyone. It leaves academics less time to do their job, it reduces student satisfaction, and it frustrates professionals, who want to do their job, not collect data for admin. KPIs.” (b3, Strongly agree).

“With [Q]5, I would say that communicating across teams is essential for successful curriculum development and management – even on a day-to-day basis.” (e9, Russell, DK or NA).

All of which I accept. The need for autonomy is heavily constrained by context. Some management is necessary, but too much is destructive and wasteful. The same goes for “accountability” systems such as KPIs. The model does not take sides, but the comparison with the medieval priesthood captures a parallel complexity. A good priest needs no management; a bad priest cannot be managed.

7.3 The “core” assertions: Q6 to Q8

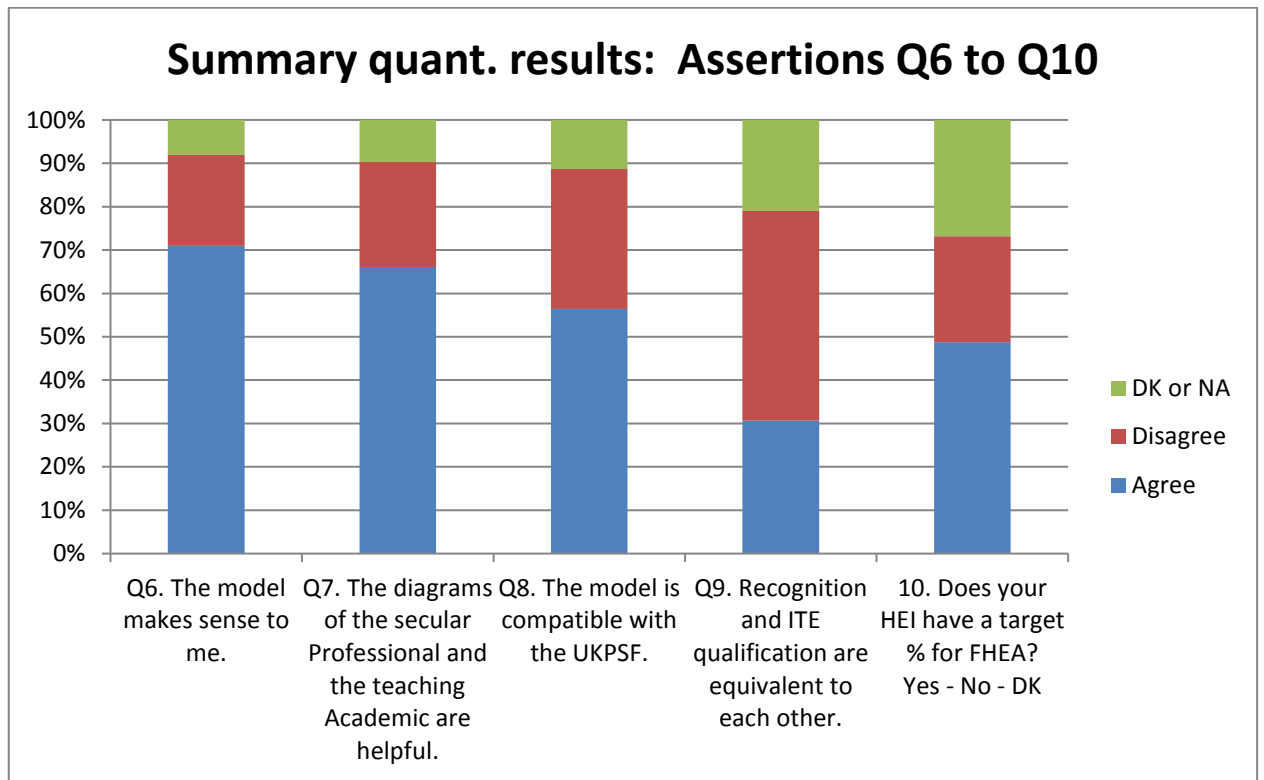


Figure 18: Quantitative summary of responses to assertions Q6 to Q10. Assertions Q6 and Q7 had strong majorities for agreement, Q8 had a majority for agreement. Questions 9 and 10 were completely mixed.

The questionnaire analysis was not totally qualitative; checks were made quantitatively on the balance of opinion of the different questionnaire groups. That agreement moved slightly down from Q6 to Q7 (see Figure 18) was to be expected, since logically, disagreement with Q6 should have made agreement with Q7 impossible. The main data analysis remains focused on the free text responses.

The proportion of those who disagreed (or strongly disagreed) with Q6 and Q7 were in the minority, except for one group (c), academic leads on HEA recognition schemes, where, surprisingly, the reverse was true (see Figures 19 and 20). Chi-Squared tests showed that both these reversals were highly statistically significant, assuming

random responses ($p < 0.02$). This would indicate that the thinking of group (c) was strongly at odds with the other four groups, suggesting that academic leads on recognition schemes are a distinctive group in some way, or that they have a particular viewpoint not shared by the rest. The small number of respondents involved may have been a contributing factor.

7.3.1 Q6: "The model makes sense"

Responses to the assertion "The model of three orientations of duty for a secular professional (left hand diagram) makes sense to me" (Q6) were at the core of the questionnaire exercise. This was the make-or-break test which the model needed to pass if it were to achieve credibility. From their free text responses, it is clear that most respondents understood this to include their agreement that the model aligned with their commonsense judgement, or not. One respondent did pick up on this ambiguity: d14, page 234).

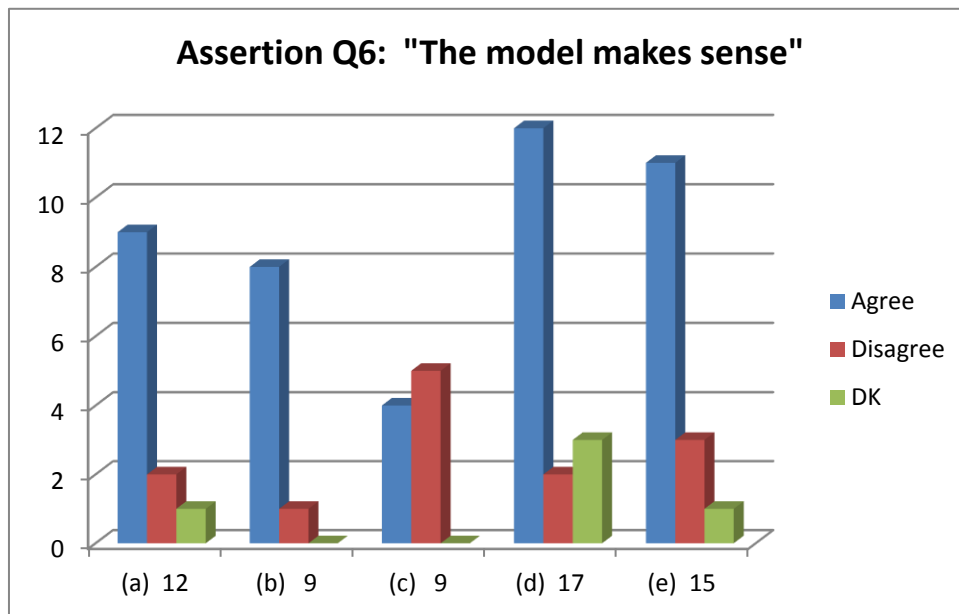


Figure 19: The agree / disagree responses to assertion Q6 for each of the give groups (a) to (e). A description of each group is given in section 3.7.1, (see page 110).

A significant majority, 44 respondents (72%), either Strongly agreed or Agreed with core assertion (Q6), of whom 25 also responded with free text explanations; 13 either Strongly disagreed or Disagree (21%), of whom 11 explained with free text; while 5 either Did not know or judged it did Not Apply (8%), of whom 2 explained with free text. Figure 19 shows the breakdown of these figures per group – see page 227. From the quantitative stance this appears to be a strong endorsement of the model. The free text comments of those who agreed (or strongly agreed) paint a more complex picture:

“As a simple model yes, but it is not representative of the full complexity of professionalism” (e13, Agree).

“...so yes, I think the model is valid. My only comment is that as a ‘professional’ I do also have responsibilities to professional governing bodies which are external to my employer... but who have direct influence over my teaching practices and therefore my students.” (a5 = Doran, Strongly agree).

“The model makes sense, and resonates with practice. However, it feels a little bare. I would like to see something here that also relates to knowledge and learning, and also standards and values.... [Professionals’] disciplinary knowledge, the associated practices, and their individual duty to continue to update their knowledge and skills seems just as much part of their duty as the rest. Similarly, also the standards and values of their own profession?” (d17, Mill+, Agree).

“I think that there are other things that need to go here, such as the institution and the wider context... the wider world.” (c7, Agree).

“There is no developmental dimension.” (d5, Agree).

“if you are working for an organisation, that hierarchy could have an impact.” (a4 = Gilham, Agree).

The main themes of dissatisfaction voiced by those who agreed that the model made sense were:

1. That it did not reflect the complexity of professional practice and that it was simplistic;
2. That it neglected the employing organisation and management structure, and indeed society at large;
3. That it neglected professionals who were not academics (see Doran above, page 228);
4. That Duty was not the right relationship – responsibility was also important (see c9 below on this page);
5. That professional development was not shown in the model, or indeed personal ambition and changing circumstances. “There is no developmental dimension.” (see d5 page 228, Agree).

Many of these were echoed in the themes of those who disagreed:

“My thoughts, intended constructively. Duty implies a liability that is not present or enforced; 'responsibility' or even 'interest' would open up a relationship that 'duty' closes down, for me. My favoured term would be 'attention' as it emphasises the role of judgement and discretion in a professional role which permits critique and a distinctive take. ‘Secular’ means what here? As opposed to what? ‘Knowledge specialism’ sounds to me like an evasion of the word ‘discipline’ which is [what] most people will instinctively relate to, surely? And where is the institution in this? Many of us feel a strong affinity with our institution.” (c9, Russell, Strongly disagree).

“I disagree, but only up to a point. My point of disagreement relates to the item ‘knowledge specialism and teaching that specialism’. I believe this combines two different factors...” (a11 = Morton, Disagree). *He goes on to discuss the impact of research.* “This analysis might perhaps suggest that we are dealing here with two different professions - University teacher-researchers and University teachers...” (a11 = Morton, Disagree).

“This is a simple conceptualisation of the professional which doesn’t, for me, reflect the complexities of modern professional life. The professional environment is complex, constantly changing and challenging, but this doesn’t seem to figure in the diagram.” (c8, Strongly disagree).

Although Q6 related exclusively to the Teaching Academic, several answers discussed both diagrams (a) and (b) of Figure 12, page 169.

“‘Task’ too reductive of the profession. Secular professionals also need knowledge specialism and usually communication of that specialism to different audiences. I think there’s more merging of roles – especially in terms of demands made on academics now - than some think.” (e3, Non-aligned, Disagree). *I agree with this complaint. ‘Task’ is reductive, and a better word is sought: ‘mission’ carries the wrong connotations.*

“I’d say the secular Professional model is too restrictive. In many instances a broad knowledge base is needed and constantly needs to be updated, such as in financial markets.” (e4, Disagree). *The knowledge base I adduce as a hygiene factor in the full theory, not explained in this questionnaire.*

There were responses which were more convoluted:

“You only asked about making sense – not that I agree with it. I don’t, e.g. in sport or business where I don’t see a duty to fellow professionals.” (d14 Mill+, Strongly agree). *The theory did not address sports professionals which are in the military tradition of professionalism, nor business which Freidson assigns to a different “logic” (2001: 1).*

What wasn’t forthcoming was an unanswerable argument or objection. **I do not** accept that because the model was simple it was necessarily simplistic. It was a model for the “logic” of a professional, their drivers and attitudes, not a model for professional practice or “modern professional life”, with its concomitant complexity.

I **do** accept that it should include professionals beyond one's colleagues, and that there was a need to show how the employing organisation featured in the professional's drivers, and the society beyond, indeed had speculated upon that very theme myself, see Figure 16, page 214.

The difficulty in expressing change and development is one I accepted.

The objection to Duty on its own delighted me, as I had originally had duty towards / responsibility for but had edited this down to the simpler version.

I found all of these helpful and challenging and signifying intelligent critical engagement, which in turn signified that the theory was sufficiently acceptable to be worthy of engagement; indeed 72% of respondents gave it approval, if conditional approval, and most of the objectors would tolerate a modified theory.

7.3.2 *Q7: Correspondence between secular professionals and teaching professionals*

Question 7 asked for responses to the assertion "The two diagrams (left and right hand – page 305) show the correspondence between the orientations of duty of a secular Professional and of a Teaching Professional in a helpful way." It tested reaction to the general case of the theory depicted as undefined profession, and with a wider variety of possible contexts, but was framed with enough latitude to encourage explanation and free text. It was therefore hardly surprising that agreement was slightly down overall: in fact, it was the same for groups (a) and (b) and down in (c), (d) and (e).

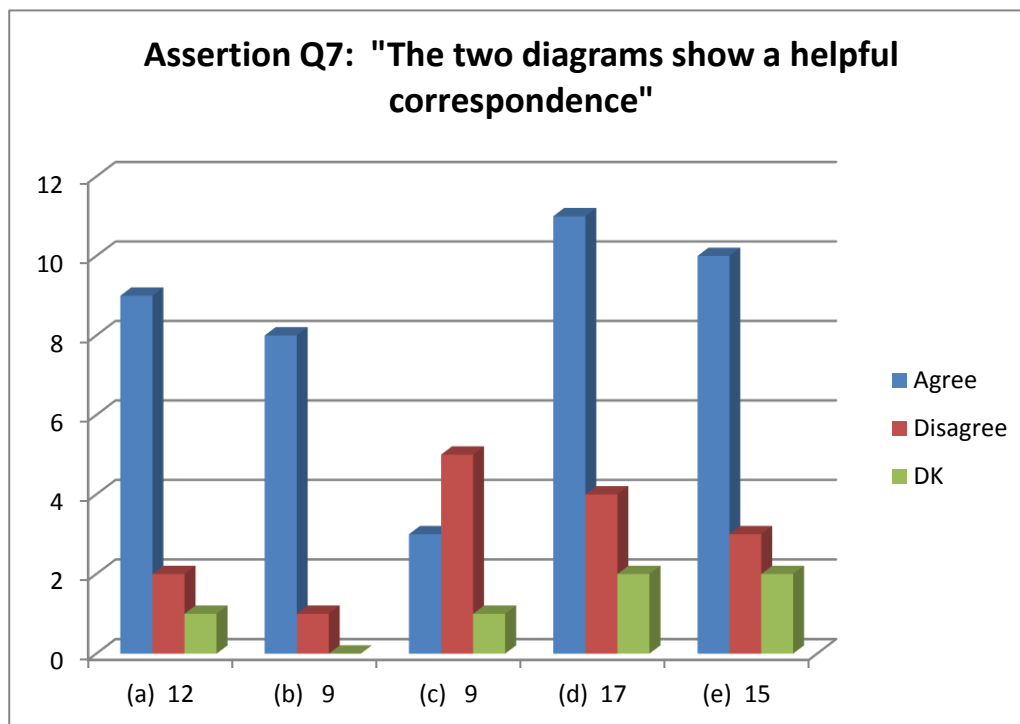


Figure 20: The agree / disagree responses to assertion Q7 for each of the five groups (a) to (e).

The majority of responses to this assertion (Q7) were still Strongly agree or Agree, 42 = 66%, with 15 = 24% disagreeing or strongly disagreeing and 6 = 11% don't know / not applicable. The same reversal to the overall balance occurred in group (c), statistically significant with $p < 0.02$. As with question 6, the real data lay in the free text responses, both in those who agreed, and in those who did not.

The reasons to disagree were as follows:

There was disquiet at the correspondence between students and clients – although more than one respondent specifically said they were (see d4 and c4 below)

“The correlation between students and clients is a fundamentally flawed one, which has massive repercussions in terms of student expectations at university. Consumer culture and motivations sit extremely uneasily in HE contexts.” (a2, Disagree).

“I would have some reservations in aligning students with clients. **Lots** of people would have a problem with that conceptualisation, even where it can

be justified in some ways. I also feel a bit uneasy with ‘knowledge specialism and teaching that specialism’ being conflated.” (c3, Russell Group, Disagree).

However, some respondents had no problem with the alignment, but wanted it extended in scope:

“Students are not the only clients in this scenario. The needs of the profession and the sector (both HE and industry) are ignored and which provide the primary context for Higher Education.” (d4 Mill+, Disagree).

The point about conflation between the knowledge specialism and teaching that specialism (Figure 15(b), page 212) was seen as a fudge. Others pointed out that academic research was also missing (see a11 = Morton, page 229 above) which was scarcely surprising, as it was excluded from the FHEA entirely. It was part of the complaint that the two models were too simple.

“I like the knowledge specialism aspect... [However] I think this is too simple and just thinking of others I know, it doesn't ring true... sorry!” (b7, Disagree).

“I disagree that the word ‘task’ is appropriate – secular professionals have an extensive knowledge base (lawyers, doctors) and it is this knowledge base that sets them apart as professionals. Task being translated to discipline / knowledge. I'm not sure how this corresponds. Also, where does the institution feature in either model? And what is the difference between fellow professionals and colleagues? And are students not our clients? I think what I am saying is that I don't understand why there are two models - unless I'm missing some nuance here. (c4, Mill+, Disagree). *The knowledge base was precisely the other hygiene factor of the extended theory, omitted because of space.*

The respondents above almost all tacitly accept that there is some merit in the theory, as described. The institution and the wider societal context were pointed out as missing from either model (see d4 and c4 above). This was one of the simplifications I

had made because of space. The distinction between fellow professionals and colleagues was picked up elsewhere.

Only four responses were entirely negative, all from group (c), academic leads for HEA accredited recognition schemes, the group which reversed the agree / disagree vote:

“I think that the two diagrams are over-simplified and disregard several equally important factors.” (c7, Disagree). *They did not say what these other factors were.*

“I'm not sure what you want from this question: helpful meaning what? And if I don't find either diagram particularly useful, how can I say if the correspondence between them is helpful? Sorry!” (c8, Russell, Disagree).

“The relationship between the two is very reductive to me. It implies that there is a kind of person called a professional and they all have three aspects, so teachers do too. But teaching is one of the professions that defines professionalism, and if my role demanded deviating from this model, I would cheerfully go ahead and deviate. So what's it for? What do we benefit from having this taxonomy? It's not clear to me.” (c9, Russell, Strongly disagree). *I regard this as a serious challenge to the model: what is it for? I had supplied a rationale for the ideal-type, but accept that more is needed to answer the question “What is the model for?”*

I also had to accept that these respondents were not convinced at all by the model.

Another disagree-er declined to enlarge upon their challenge:

“Helpful to who? I don't understand the question.” (d14, Mill+, Disagree).

See also his answer for Q1, page 219, and Q6, page 230, above.

Those who agreed or strongly agreed with the theory (a two-thirds majority) still had suggestions for improvement:

“Both diagrams need to consider the context in which the profession is carried out as this would probably have an impact.” (d8, Guild HE, Agree).

“My only comment would be that the secular description of ‘fellow professionals’ may also be just as valid for the HE model rather than ‘colleagues’ as we have to deal with other external professionals” (a5 = Doran, Agree). *This is an interesting insertion of possible inter-professional complexity which I regarded as helpful.*

“The model assumes that duty as defined by these 3 components is the sole motivator for all teaching academics. The psychological contract suggests that each person comes to work (and does better work) for different reasons – For example I am aware of some teaching academics who see teaching as a secondary purpose, indeed a necessary evil.” (b5, Agree). *This is an interesting variant of the complexity objection, and one which has some traction.*

“The secular professional also has CPD [Continuing Professional Development] responsibilities in knowledge specialism.” (b3, Agree). *I argue that the CPD self-development is part of the ‘dedication’ to the task that drives professionals.*

There were also suggestions from those who neither agreed nor disagreed:

“For both, I am in agreement with the orientations to task and client or discipline and students. I am less confident with the orientation to colleagues. My experience of many academics, and possibly skewed by those who are research active, is that there is a singular lack of collegiality. At times this appears to be more strongly evidenced in the behaviour of male academics – see research conducted at KCL.” (d17, DK or NA). *Which begs the question: was this lack of collegiality unprofessional?*

I particularly looked at those who answered inconsistently between questions 6 and 7 as interesting, those who agreed with Q6 and disagreed with Q7, since (as pointed out above) this was logically inconsistent:

“I think what is missing is a commitment to professional development. Where does that fit with the secular professional...? With the model of the teaching academic in HE, I could make an assumption that it sits in knowledge specialism/teaching that specialism, but I know from experience that wouldn't be the case with all teaching academics. (agree to Q6). Why does the secular professional have an orientation of duty towards fellow professionals and the teaching academic towards "colleagues". Surely the teaching academic's colleagues are also fellow professionals? The lack of the word "professional" in the teaching academic's orientation seems to suggest that academics aren't "professionals" – which wouldn't sit well with [those] who I work with in my university.” (e5, Agree to Q6, Disagree to Q7)

“It makes logical sense as a generic view yes (*Agree*), [but] I am not sure that the two are in any way different and do not really see the value in splitting them. They seem to me to say the same thing unless I am missing something!! Quite possible! (*disagree*)” (e10, Agree to Q6, Disagree to Q7).

And those who disagreed with Q6 and agreed with Q7, for example:

“As a former professional and also academic I disagree with the differentiation of ‘the task’ from that of Knowledge specialism. As a professional my practice (and thence the ‘tasks’ I carry out) was as much based in my specialist professional knowledge as was my teaching – and “apart from the caveat above, [I agree]” (d6, Disagree to Q6, Agree to Q7). A *reminder of the influence of “Tribes and Territories”*.

7.3.3 Q8: *Is it compatible with the UKPSF?*

In the introduction to the “model” for the “logic” of a professional, I stated “I believe it [the model] complements the UKPSF in an interesting and useful way – that is one of

the questions I ask about...". This was in question 8, which asked for responses to the assertion "The model of three orientations of duty for a teaching Academic in HE is compatible with the UKPSF."

The UKPSF was represented diagrammatically in its simplest form of three dimensions, rearranged so that areas of activity coincided with the orientation of students (see diagram in Appendix 6, page 305). This was perhaps a mistake for it drew criticism, as some respondents inferred that I was trying to "engineer" a compatibility through this rearrangement, as the following all remark:

"I think you are trying to make a fit where one doesn't exist." (d3, Mill+, disagree).

"I do not think the components of areas of activity and professional values in the UKPSF framework necessarily tally with students and colleagues in your own proposed structure." (b1, disagree).

"I think the 'professional values' are as much (if not more) related to students as they are to colleagues." (a6 = Beryl, who had agreed in Q6).

"I can see how areas of activity can be linked with 'students' in that it is what professionals do when they work with students. The link between colleagues and professional values is more tenuous - I have always considered the values to be overarching and applicable to both the other areas. This model seems to imply that it is only your colleagues that the values apply to." (c4, Mill+, disagree).

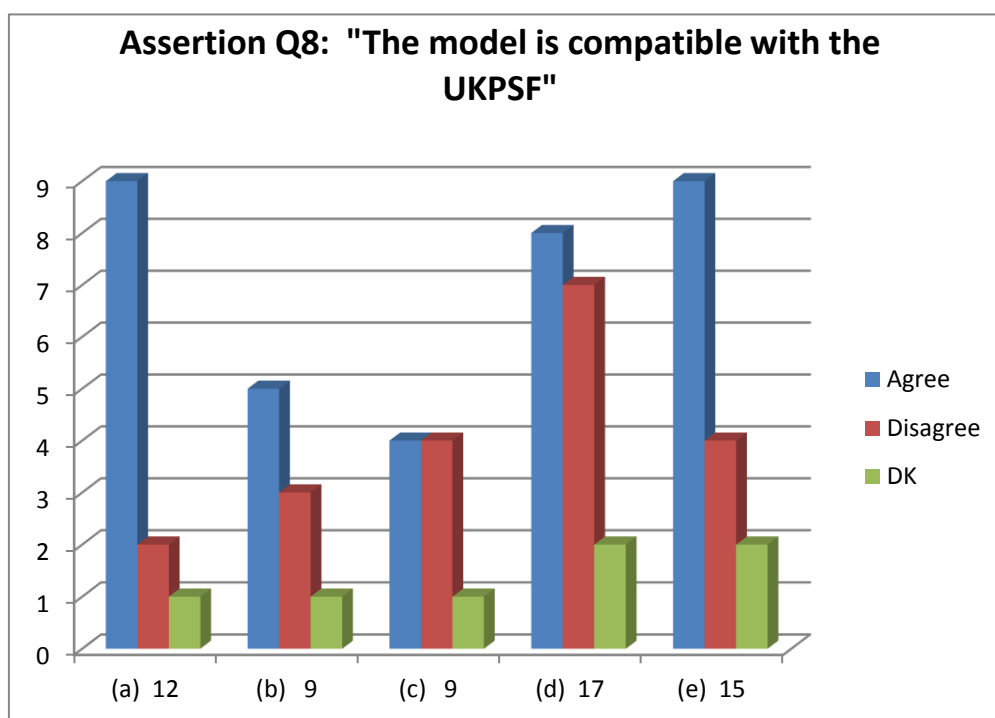


Figure 21: The agree / disagree responses to assertion Q8 for each of the five groups (a) to (e). All groups showed a shift away from Agree, except group (a), the original participants in the questionnaire. Group (d), who were HEA consultant accreditors, showed the greatest movement. Group (c) still shows least agreement.

“I'm not really sure about this – are you suggesting that areas of activity align with students and professional values align with colleagues, etc? If so, I'm not sure what you mean by the alignment – is it where the dimensions of the framework are enacted? Or where they are drawn from? I'd need more explanation of this idea.” (c3, Russell Group, don't know or not applicable)

“I do not see the relation between these [two diagrams]. If you are suggesting that students relates to areas of activity surely it is far more than that? The areas of activities include colleagues, the public and so on and therefore I do not think that they overlay naturally.” (e10, Russell Group, Strongly disagree, but had agreed in Q6)

“They're orthogonal. The [UK]PSF apply in all three of your professional roles. Putting them together like this implies they are somehow directly comparable, but they're not.” (c9, Strongly disagree, and Strongly disagreed for Q6 and 7).

The majority of respondents simply agreed that the two models could work together:

“Both are useful for supporting reflection or motivation.” (e4 agree).

“Yes, I think they are compatible, but would be happier with ‘other professionals’ rather than ‘colleagues’” (A5 Doran, who supported model)

It is wrong to assume all that those disagreeing with the statement “the model is compatible with the UKPSF” were criticising the sense of the model for the “logic” of the professional. Several preferred the model to the UKPSF:

“Students / learners do not appear on the UKPSF's dimensions (rather ‘activity areas’ instead). The Logic of the teaching academic obviously includes them, as it should.” (b6, Strongly disagree, but had strongly supported the model in Q6 and 7).

“The UKPSF leaves out the students / learners, therefore is less helpful than the right hand model, which includes students.” (e6 = Tina, Disagree).

One shortcoming was that the model appeared “static”.

“I agree, but it is static. I believe that learning is essential here – so core knowledge is unfixed, always improving.” (b7, disagree)

I don't agree with this objection, although I agree with its premise that “learning is essential”. The elements of the “logic” of the professional can remain the same – “static” – while the context, the work stream, the learning, the expertise of the professional is continually changing.

“As a teacher in HE, you are concerned with the development of your colleagues, students and your discipline. This is in essence encapsulated in

the dimensions of the UKPSF, particularly as you look at the differences between the levels in the UKPSF: as they increase they become more concerned with the development of all three of the orientations.” (b2 Strongly agree)

Several respondents made the point that values should be everywhere, for example as follows:

“The academic diagram [Figure 15(b), page 212] lacks the element of Values which I would argue is a key component of professionalism. Values should inform every element of the diagram.” (d6 Anon disagree)

Of course, they do, but for that reason do not need to feature in the diagram. They are implicit.

7.4 Explorative questions Q9 and Q10 in the questionnaire

7.4.1 Q9: Equivalence of the two routes?

Question 9 asked for responses to the assertion “Academics see the two routes to Fellowship of the HEA, by Recognition Scheme or through qualification in a PG Cert in HE or PGCAP, as **equivalent** to one another.”

The use of the word “equivalent” was somewhat broad, encompassing an equivalence of credential, or developmental process, of status. It was possible that equivalence in one of these aspects did not imply equivalence in another. Each of these aspects was picked up in the free text below.

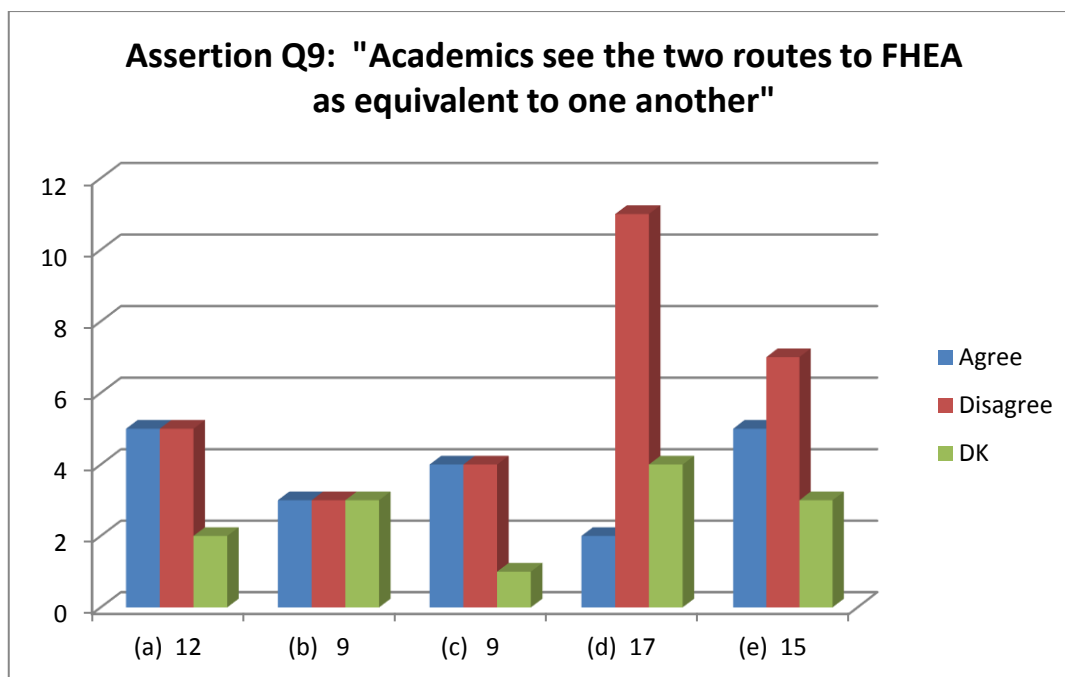


Figure 22: Responses to whether academics see the two routes as equivalent to one another showed no consensus. Group (d), HEA consultant accreditors, had perhaps the most experienced view of this question, and disagreed the most.

Overall, radio button responses showed no consensus whatever, (see Figure 22) backing up the findings of the stage 1 interview analysis. In fact for groups (a) (b) and (c) the split was exact. For groups (d) and (e) those disagreeing were in the majority.

Those disagreeing pointed out that the two routes were “apples and pears – both fruit, but different” (e11, Russell disagree). The differences were that they were applicable at different stages:

“Most see these routes as most suitable for different individuals/ career stages. I am not sure that equivalence is relevant/ important to individuals seeking Fellowship through either route.” (d5 Anon, disagree).

“Taught (qualification) routes tend to be [for] AFHEA / FHEA so this might be the case for these categories but not S/P/FHEA. Also AFHEA is attractive to those who perhaps wouldn't access a taught route as this might not match with their role – e.g. supporting learning.” (d3 Mill +, disagree)

or that they fulfilled different functions:

“A PG Cert programme is a training and development activity, the recognition process isn’t...” (c8 Anon, disagree)

“a recognition scheme is premised on experience in practice (drawing on working knowledge as well as eg SoTL) whereas a PGCert can be about acquisition of knowledge, skills and development of values as well as drawing on often more limited experience in practice.” (e13 Anon, disagree)

Recognition was perceived as less arduous:

“...my colleagues and I would see them as very different, in terms of content, development and rigour. I think our fellow academics see the former [recognition] as a much quicker route and a ‘softer option’ than having to complete a course.” (e7 Non-aligned, DK or NA)

“I’m not sure that equivalent is the right word, but I don’t think they particularly reflect on the pros and cons of either approach. Many just want to get their recognition via the ‘easiest’ route (often perceived to be via recognition).” (c3 Russell Group, disagree)

Some shared quite subtle perceptions of institutional prejudice:

“PGCAP is seen as less important than membership of the HEA – in-house teaching development programmes are poorly received and tend to be scheduled at times where staff are most busy and unlikely to be able to innovate in their practice. Inclusion as part of probationary requirements is unhelpful and unlikely to have any lasting implications for development of teaching university wide. HEA on the other hand is seen to be based on practice and be a consistent standard across all institutions and internationally.” (e2 Russell Group, disagree).

At University of Greenwich, a respondent candidly admitted institutional indifference to the two routes, while in process terms:

“I think in real terms, the qualification route is more highly valued by teaching academics. Though in institutional terms, it makes no difference, as ensuring staff have HEA status is purely a box-ticking exercise in preparation for TEF etc.” (a2 Anon, disagree)

Interesting that group (d), HEA consultant accreditors and assessors, disagreed that the two routes were equivalent more decisively than the other groups on this question, having (perhaps) a more informed opinion.

There was no agreement on which route was the more efficacious or which was valued more:

“I have colleagues who have pass GOLD [ie recognition], who do not appear to know how to teach effectively.” (b3, disagree),

but, “the transferability of a qualification often trumps a recognition scheme”. (b4, strongly disagree).

Generally, the recognition route was see as the “softer option” (e7 above), while the qualification route was “more highly valued” (a2 above). It was a very complex picture.

“The routes I think remain contentious and there is unlikely to be a consensus yet?” (e15 Mill +, disagree)

The indecisive and confused overall response reflected the results I recorded at interview in Part 1 for this issue.

7.4.2 *Q10: HEI targets for staff with ‘a teaching qualification’*

Question 10 used a different question format and was designed to see how far HEIs were complying with the professionalisation aim of increasing the proportion of staff

with a teaching qualification. It asked if the respondent's HEI had a target for this proportion and, in the free text box, what that target was. This information was not requested from University of Greenwich respondents, groups (a) and (b), since it was already known, and might be construed as "checking up on their knowledge".

This meant that there were only 41 respondents, comprising groups (c), (d) and (e). Since it was a question about the HEI the respondent was from, it was not thought useful to look at the responses for each group.

Of the aggregated total of 41, 20 (49%) reported that their HEI had a target, 10 (24%) reported that it did not have a target, and 9 (21%) did not know and 2 (6%) were not employed by an HEI (they were independent consultants in group (d)). Respondents were invited to give their e-mail to be in the prize draw and this information allowed me to obtain a picture, albeit incomplete, of which HEIs respondents were from, and the corresponding mission groups.

The breakdown of this data against which mission group of the HEI did not show any pattern at all, see Table 7, page 245.

Although there was no pattern in *whether* a target was set, the target that was set was commonly between 75% and 100% except for the Russell Group, where normative targets were in place, see Table 8, page 245. This agreed with the Part 2 interview findings in this area – see Wendy, page 190.

Target for % FHEA	Mission Group identified	Mission Group unknown	Totals
YES	<i>2 Guild HE, 1 Non-aligned, 4 Million+, 3 Russell Group, 1 University Alliance</i>	9	20
NO	<i>3 Non-aligned, 2 Million+, 2 University Alliance, 1 Russell Group</i>	2	10
DK	<i>1 Non-aligned, 1 Million+, 2 Russell Group</i>	5	9
No HEI		2	2

Table 7: The break-down of mission group, where identified, against whether the HEI had a target percentage for staff to hold a teaching qualification or FHEA for 41 respondents. A total of 9 respondents did not know (DK) whether their HEI had a target and 2 respondents were not employed by an HEI.

Mission Group (No. respondents)	Target %
Guild HE (2)	<i>90%, "soon to be 95%"</i>
Non-aligned (1)	<i>"70% by 2020"</i>
Million+ (4)	<i>100%, 90%, 80%, 75%</i>
Russell Group (3)	<i>"Top quartile of the Russell Group", "Comparable with Russell Group", Not given</i>
University Alliance (1)	<i>75%, 100% by 2020</i>
Other (9)	<i>100% (four times), 80%, Not given (four times)</i>

Table 8: The stated target percentages for staff to either hold a teaching qualification or FHEA.

7.5 Discussion of the questionnaire's findings

Overall there is no evidence of “unthinking” acquiescence about the model; on the contrary, the extent of the free text clarifications and explanations of response evidence the fact that a deal of thought was expended by respondents in making their choices. This generosity of effort shows professional interest and a commitment to enquiring and understanding their own profession.

In quantitative head-counting terms, the questionnaire gives strong support to the model for the “logic” of a professional. There is overwhelming support for the assumptions of the model, represented in assertions of Q1 to Q5 (see Figure 17). There is a clear majority to the key assertions of Q6, that the model makes sense, and Q7, that the congruencies with the general case of the “secular professional” were also “helpful” (see Figure 18). There is even a majority for the more complex question of whether the model was compatible with the UKPSF.

There is some difference in the responses from groups (a) and (b) who were all teaching academics from University of Greenwich, and groups (c), (d) and (e), who were largely made up of education developers. This difference may ensue from the step change in professionalism which I discuss in section 5.6, page 204.

The evidences of approval are probably underestimates if the qualitative free text responses that explain the choices are taken into account. Some disagreements are based on misconceptions (“I was thinking of a professional boxer.” d14, page 219), some on terminology and language (“Why does the secular professional have an orientation of duty towards fellow professionals and the teaching academic towards “colleagues”?, e5, page 236), some on the simplifications which I imposed and that by pointing out the deficiencies, respondents are in fact advocating the extended model (“‘responsibility’ or even ‘interest’ would open [things] up”, c9, page 229), while some genuinely point out areas where the model has nothing to say (eg “the context in which the profession is carried out...” d8, page 235).

The overall tone of response was positive and even collaborative, as I had hoped, with only a handful of exceptions (eg c8, page 234). This tone of acceptance is further suggested by some of the objections brought forward, many of which are minor. By focusing on a minor feature of the model for criticism, the respondent appears to accept the larger uncriticised remainder (eg d4, page 233).

On the other hand, this argument may be reversed: it may be difficult when troubled by a sense of disquiet to put one's finger on what exactly is the cause. One raises minor objections because a larger objection, like an elephant in the room, escapes one's powers of observation or expression. I do not detect this disquiet and include extended quotations from the free text responses so that readers can judge for themselves.

The 72% agreement that the model "makes sense" (Q6) suggests no underlying sense of disquiet – rather a sense of acceptance that is ornamented with various suggestions for improvement.

My conclusion, therefore, is that the model for the "logic" of the Professional may be said to have passed from being a speculative model to a tentatively accepted theory which can claim traction in its application to the teaching academic in HE. They accepted it up to a point. In fuzzy logic terms, this might correspond to a "Best Estimate of Trustworthiness (BET) of 60–90% (Bassey, 2001: 19).

Furthermore, the generalisability of the theory to the "secular professional" also had traction among respondents, if slightly reduced. This lends some support to the contention of Freidson (1994: 135), Wilensky (1964: 141) and Burrage et al. (1990: 207) that university teaching constitutes a fourth learned profession to put alongside the OEDs's original three (Figure 3).

I realise that, for all my care or perhaps because of it, I have undertaken the questionnaire exercise with the same thoroughness that Doig (2004) complains of (see page 92), although, as I hope I make clear, the end result does not preclude new or

surprising outcomes. Genuine criticisms of the model were forthcoming, most of which were foreseen and answerable, but not all:

1. What is the model for? (c9, Russell, Strongly disagree) see page 234. Having pondered this carefully, I have to admit that the theory may not be “for” anything, in the sense of prescribing practice. What it does is aid understanding of what otherwise would be a set of peculiar coincident attributes (see Table 2) of the ideal-type of “a professional”. In this, it may fulfil the function of a schema (see Sewell on page 12).
2. The model is simplistic and ignores the complexity of the modern context. This criticism is linked to the complaint that the “logic” of the professional does not include the employing HEI or a system of management for the professional, linked in turn to dysfunctional individualism. My rebuttal of this would be to say that the model, by omitting these management elements explains this behaviour and admits it as a shortcoming of the “professional logic”.
3. The model conflates the dedication to a specialism – discipline was the suggested improvement here – with the teaching of that specialism. This criticism at first sight appears to be telling. However, the modern approach of the learned professional is, more often than not, one of explaining their practice to the clients they serve to draw them in, as it were, as advocates in solving their own problems. This is most noticeable in divinity, but is also a feature of medicine and the law. It also features in more modern professions like architecture, dentistry, and social care. Just as learning is ultimately ubiquitous, so teaching is becoming more widespread, and it may well be the case that the all professions have begun to “educationalise” their practice.
4. The model is static. It does not explicitly insist on continuing professional development, which features strongly in the UKPSF, although such updating could be interpreted as implicit in a “dedication to mastery” of the “task”, in the case of the teaching academic, that of teaching a specialism and remaining in mastery of it. Nor does the model explain individual progression up the professional hierarchy, except by the same implicit “dedication”. It is also

interesting, in considering the historical aspect of the extended model, that the attitude towards the “task”, including the body of systematic knowledge associated with it, is somewhat uncritical. There is a lingering sense of “faith” in the professional’s knowledge, or, if you prefer, compliance with the prevailing wisdom in professional practice. This uncriticality is one of the unexpected insights which the “logic” of the professional supplies.

5. Finally there was the notion that professionals should have “a role in the development of their profession, its subject areas and practices”. This was a more telling version of criticism 4, above. The model should be extended to include this explicitly, although for the present, I do not see how that can be achieved in diagrammatic form.

The final two questions (Q9 and Q10) related to research questions 2 and 3. The responses to Q9 confirmed that the two routes to the FHEA credential were regarded as different. More people disagreed that the qualification route and the recognition route are ‘equivalent’ than agreed. It is interesting that this “enacting of professionalism” (Evans’ term – see page 81) in the form of professionalisation activities should achieve less consensus than the ideal-type addressed by the “logic”.

The responses to Q10 showed that the Foucauldian power exerted by TEF had only achieved partial compliance in the sector, but appeared to confirm the suspicion voiced by Morton (page 154) and more authoritatively stated by Wendy in Part 2 (page 190) that Russell Group universities were positioning themselves differently in terms of their acceptance and implementation of professionalisation from those in the other mission groups.

8. Conclusions and recommendations

After such a wide ranging research effort, involving mixed methods, and evolving over a couple of years, it is probably as well that I begin my conclusions with a (re)statement of my research questions. These questions concern those Higher Education teachers who hold (a category of full) Fellowship of the Higher Education Academy and ask:

1. What do they understand by “being [a] professional”?
2. What are their views on different routes to “becoming [a] professional” – namely **qualification** and **recognition**?
3. Does the policy of professionalisation of HE teachers align with their views or undermine them?

Reading them with the benefit of hindsight, I realise how ambitious my research task was, and marvel somewhat ruefully at the confidence with which I accepted it. No doubt this observation is commonplace in the concluding stages of a doctorate.

Not only are the research questions open, they are also open-ended; they invite divergent exploration rather than convergent decision-making. They focus strongly upon Higher Education teachers – in the latter chapters of my thesis, I refer to them as teaching academics – their understandings and attitudes, their views on the different routes to professionalisation and on professionalisation as a policy. None of the questions seem likely to evoke simple answers, but rather to evoke complexity. Higher Education *is* complex, perhaps even as Ron Barnett contends, to the extent of “supercomplexity” (Barnett, 1998: 47; 2008: 190). We can, however, understand the stories – the narrative – we tell ourselves. We can explain our attitudes and intentions, our priorities and motivations, even if the effects of these things and the context in which they operate are beyond our explanation. And our identities are bound up in the stories we tell ourselves, the way we explain ourselves to ourselves (Bruner, 1990).

The three research questions are based upon individual HE teachers. It is their views which have been investigated. This thesis has not sought to characterise the congregation of teaching academics or map out the strata and subgroups of this workforce, but rather it has attempted to accurately regroup and recount the meanings and stories they tell in a qualitative way. The variety I encountered was one of the unexpected pleasures of my research.

8.1 “Being [a] professional”

My reading around professionalism and the history of the professions made me aware of the difficulties authors had encountered with the difficult concept of “a profession”, imperfectly delineated as collections of not-quite-logical attributes (see Table 2, for examples). I also looked at the models which had been presented for the individual case of the “professional”, most of which were descriptive, rather than explicative. There was a gap in our understanding which I was dimly aware of, even as I began the analysis of my Part 1 interview data.

With hindsight it is surprising how readily the three orientations of the model emerged. Where we talked one-to-one about the essence of professionalism, or what it means to be professional, or what it means to be unprofessional, the resulting opinions, examples, and anecdotes could be placed under one of three heads. At the time, I did not see that these heads could form into a coherent model; indeed initially I regarded the responses as diverse and mundane. Their coherence – the “logic” which I subsequently modelled – came from reflection, that ineffable ingredient to professionalism championed by Schön (1983), and the passage of time (Drake, 2010: 97). “Logic” I place in inverted commas to recall Freidson’s “third Logic” of professionalism (I had not discovered Fournier’s use of “disciplinary logic” at the time). Freidson was writing about the collective profession, arguing that these institutions do not fit in either of the two dominant ideologies of society, competitive markets and

planned monopolies (2001, 1). The “logic” in my model is an individualised microcosm of the logic he describes.

Through reflection, the logic of the original priesthood appeared to me to be a convincing historical parallel for the “logic” I believed I had uncovered. This is speculation, of course, but the resemblance is strong – strong enough to suggest that the logic I describe in my findings may be the direct descendant of the original priestly vocation, mutated by time, but still recognisable. It is the logic of an ideal-type, rather than a real person. Reviewing my Part 1 interviews, it is striking that on this topic, participants unconsciously took up the ideal type: what else could they do? A true professional is not to be found as a real person: it is an ideal type.

All of the above was in my mind before I started Part 3 of my research, but was still what I describe as “somewhat speculative” (see page 174). Part 3, then, is an attempt to determine whether my speculation may be recognised as “authorised belief” among relevant norm circles, in other words, “knowledge” (Elder-Vass, 2012: 218).

Chapter 7 explains in some detail the results of that attempt. The head-count shows that 72% agreed that the model “made sense” to them. The free text responses, although bringing forward criticisms, some of which were foreseen and some of which could be answered, did not “kill off” the model. It survived this first test of its acceptability within norm circles who were arguably highly experienced in considering professionalism. There were some caveats – see pages 248-9.

8.1.1 Evaluation of the model

Most of my assumptions of the model were supported, sometimes overwhelmingly:

1. professionals acted in someone else’s best interests,
2. money was not a primary motivation,
3. professionals were dedicated to mastery of their professional know-what and know-how,
4. they should be largely autonomous and self-managing day-to-day

The first serious caveat is that the model conflates the dedication to a specialism – including research in that specialism – with the teaching of that specialism, which suggests an interesting counterpoint. Could it be that learning about a specialism – research – and teaching that specialism form a near-dualism? Learning and teaching are a dualism, provided we accept social constructionism. If learning encompasses research, and I believe it does, then the dualism is possible. If this is the case, the model for the logic of a professional actually suggests that the true “profession” of an academic embraces both teaching and research in a disentangle-able way. This idea is not unworthy of reflection (Healey and Jenkins, 2006: 53).

The second was that the model for the professional is static. This may, of course, mean that the model is good and that professionalism is static. The uncanny resemblance I claim between the modern professional and the medieval priest may be evidence of just such stasis. The ethos of the professional, as it exists in the public sector, is generally not the ethos of challenge, but rather the ethos of consensus and collegiality. This may be a weakness in (this type of) professionalism, and one reason why those who resist professionalism in HE as undermining academic freedom may have a point. Professionalism is a logic that brings out good things in some situations, but weaknesses in others.

Third, the model does not explain the ambition of “professionals” to ascend the career ladder to greater fame and fortune. This ambition is a reality not to be denied, and there are two points I would make in response:

1. that the model does not contradict or preclude such ambition, any more than the “humility” of the priesthood prevented some of their number becoming bishops, arch-bishops, cardinals, and even the pope.
2. that I would question whether personal ambition is part of the professional in us, or whether it is part of another persona. None of us is just a professional, or just ambitious; all of us are many people. I would say that professionalism is not pushy and self-serving, and that where individuals exhibit those

qualities they may be accused of unprofessionalism, just as a preoccupation with monetary reward is tacitly regarded as professional bad form.

See also the argument of section 8.4 below.

Overall, the “logic” for the professional emerges from the critical once-over in reasonably good shape. The model had been accepted by the majority “as far as it goes”, to quote one of my supervisors (McNay, 2017) . That it did not encompass the complexity of professional work and its context, as some complained, is to mistake what the model is for: it models motivations and priorities of the interior person, not the world of the other.

I extend this argument, and my thinking around the model, in section 8.4 below.

8.2 “Becoming [a] professional”: views on the two routes – namely qualification and recognition.

The lack of consensus on which route is the more effective at professionalisation shows, in part, that although both routes lead to the FHEA credential, neither route guarantees that the holder of that credential is a competent teacher or professional in the way they approach that task.

The PG Cert and similar qualification routes prepare the participant for the task of teaching in HE by providing the underpinning knowledge and a modicum of experience, but need to be enlarged by practice, as for instance a medical qualification, or an architectural one, requires a year “in post” before the preparation is regarded as sufficient. The fact that graduates from the year-long qualification will have been teaching for a year is not really the equivalent experiential preparation, while the addition of a part time study for the qualification overburdens the early career academic at the very time when they require support and space. The University of Greenwich has recognised this overburden, since 2012, and provides some respite in the form of remission from workload. Some universities, no doubt,

have equivalent provision, but not all, as my example of the Million+ HEI demonstrates.

The recognition process is also flawed in that an incompetent, and even an unprofessional, teaching academic can still provide “good evidence” of their professional competence by judicious selection of evidence which is “assessed” with a margin of error because the selection of evidence is rarely challenged in a meaningful way, so that length in post, carrying the requisite responsibility load, is taken to affirm competence. “There is a lot of trust.” as Cathy remarked (page 147).

Both these inadequacies were pointed out in my findings.

The overall concept of a credential “guaranteeing” professionalism is, in itself, flawed. The maintenance of “good-standing” can be argued to mitigate the flaw, but if a member of staff is capable of gaining the credential – and almost no one teaching in HE is not – then they are also capable of maintaining the fiction through equally judicious satisficing.

8.3 How is the policy of Professionalisation viewed by teachers in HE: does it align with their views of professionalism or undermine them?

This question is perhaps the one which changed most in my understanding as the research progressed. It was never my intention to attempt to survey the views of teaching academics across the whole of HE.

There is not one policy of professionalisation but a moving, evolving policy, and it is implemented differently across Higher Education, according to the self-perceptions of institutions within it. So it is not a generic concept of professionalisation itself that teachers in HE encounter but a particular interpretation and implementation of it that is different in different HEIs. It is described in different terms, emphasises different aspects, and is engaged with in different ways.

My reading of the history of professionalisation showed that, although early on this had been predominantly a movement to improve standards of teaching in HE, run by teaching academics for teaching academics, the Dearing Report (1997) moved that agenda to a top-down approach which sought to accomplish the improvement of standards through credentialisation, at first with the ILT and then, more effectively, with the HEA – more effectively because the unit of persuasion and the unit of membership fee, which is to say resourcing, was shifted from the individual academic to the institution.

There are HEIs where professionalisation is not part of their agenda, such as the Non-aligned HEI; however they are fewer in 2017 than they were in 2015 and Foucauldian logic would suggest that its presence in HEIs will become universal across HE.

Some institutions, such as the Russell Group example of Part 2, have implemented credentialisation in a partial way. The proportions of credentialised teaching academics are relatively low, and there are clear signals that no kind of compulsion will be applied to increase them. The targets are relative to other Russell Group universities, and Wendy was clear that as a body of universities, the Russell Group may resist attempts to exert pressure on individual academics to comply. Partly this was because of opportunity cost. The emphasis is on accommodating the policy within a research intensive culture, where research is seen as the priority, and a big effort to get teaching academics credentialised is simply diverting resources and attention away from the real issue. The Russell Group HEI's (Wendy's) scheme is extremely well resourced, and designed to be light touch, voluntary, research-friendly (in that it includes research) and respectful of the teaching preferences of individual academics. It seeks to inform them of various alternative modes of teaching and pedagogies, rather form them as a competent teaching workforce.

Wendy, my participant, was a little like a missionary in a foreign country (the metaphor recalls the model), pushing her belief agenda in an intelligent way that capitalised on the friendly response from some discipline areas and did not arouse the hostility of others.

This approach was more extreme in the case of the Non-aligned HEI, where 'professionalisation' and indeed 'professional' were not words which entered the conversation. Tina had not bought in to the top-down agenda, while embracing the bottom-up agenda with enthusiasm. She ensured that early career teaching academics could undertake a teacher training course, and many did so, but there was no insistence upon it, no compulsion, participants could proceed at their own pace, and the word professional was not mentioned. The word management was included in the title, which is somewhat amusing, given the managerialist / anti-managerialist struggle within HE at a wider level, although Tina was no managerialist, and regarded the term as piece of anti-managerial legerdemain.

In marked contrast to either of these is the case with the Million+ University. Compulsion is the order of the day here, linked to 100% targets for credentialisation, both in teaching with the FHEA credential and its advanced categories, and with doctorates. No concession is made to the requirements or culture of particular discipline groups, such as creative areas, or business, and both were being overhauled in an uncompromising and insensitive way. This compulsory agenda was accompanied by a tight-fisted approach to resourcing which made clear that this was an implementation interested only in outcomes, not in quality of process. The credential was needed, not the change in competence it signified.

The home HEI, University of Greenwich, member of the University Alliance, is probably in the middle ground. I and my colleague Sydney work in professional-friendly territory, largely preaching to the converted. Workloads are heavy and undoubtedly the professionalisation agenda comes with an opportunity cost. The Educational Development Unit is reasonably well resourced. The University of Greenwich target of 75% is strong, but not overwhelming. We are under no pressure to achieve outcomes at the expense of quality of process.

What the views of Higher Education teachers are of "the professionalisation agenda" may be slightly inferred from the configuration of their professionalisation schemes, although this is more dependent upon the views of the HEI management. What is

clear is that the schemes which implement the professionalisation agenda are designed in the case of the Russell Group HEI to accommodate views of staff that ranged from 'supportive of' to 'mildly impatient with'. In the case of the Non-aligned HEI, there was no attempt to overtly professionalise and Tina indicated that the agenda of professionalisation, indeed the word professional, was not part of their working world.

The Million+ HEI was implementing professionalisation in a reductive way and took no account of professional sensibilities or attitudes, or simple resourcing needs. The policy was enforced in a crude display of power: get it (the credential) or get out.

In the University Alliance university, my starting point, I did explore views directly with staff who had achieved the credential. Their views are set out in detail in Chapter 4, and are mainly positive, not just about the process, but also about the agenda. To revert to the language of Fournier's case study, they have been "responsibilised".

There were complaints about reductionism and the wearing quality of accountability systems, but the ethos of professionalism was alive and well, and on message as far as the UKPSF is concerned.

8.3.1 Professionalisation and credentialisation

Part 3 did not focus on this question much. The idea that we were professional was held almost unanimously, as can be seen from the extent to which the assumptions of my model were supported. What it meant to the respondents, in terms of a professionalisation agenda, was less clear, and the final question about whether a target was set and what that target was, indicated that the answers to both questions were very diverse with only slight patterning discernible. The distinctive attitude of the Russell Group is somewhat apparent.

Early on in the thesis, I reported moves on the part of the HEA to advance the idea of a chartered profession for teaching academics, based upon the Fellowship categories credential. This was retracted in a very short time, and my research suggests that that was the right decision. There is little consensus about what such a professional

should look like, or even how it would fit in the larger world of the academic, who may undertake research or administration as well as teach.

Higher Education, like the rest of the UK, is plunging into uncharted waters, and the future is uncertain. The insistence by the Government upon a market approach to HE, as outlined in the Teaching Excellence Framework (BIS, 2016), is a move little calculated to advance the cause of real professionalisation. Ironically, it will advance the cause of credentialisation quite a lot. The market is the wrong logic for the professional. The two mind-sets are hostile to each other (Freidson, 2001). The potential damage which the government's insistence will do, however, is likely to sink into insignificance beside the collateral effects of much larger societal shocks.

The UKPSF emerges as a successful articulation of "professional competence", although that word is not used in the framework itself and is studiously avoided in some HEIs (see Wendy in Part 2, page 188); successful in that it is widely accepted in the sector as a prescriptive model.

The UKPSF is sufficiently ambiguous (see Wendy again, page 192) to allow the differing interpretations of it to stand across disciplinary boundaries and across university mission group priorities and agendas in the sector, and still motivate "technologies of the self". To date, however, it is well accepted across the sector as a beacon of unity in an otherwise chaotic landscape.

That it appears to correspond with the agenda outlined in Fournier's (1999) paper on professionalisation was a late discovery on my part. She explains that codifying "competence" in a standards framework, such as the UKPSF, is the key step in establishing governmentality and conformity in a diverse and somewhat autonomous workforce (see page 77).

Foucault frames his explanation of power as something that is imposed by people – "techniques of domination – or power" and "structures of coercion" (Foucault, 1980, cited in Fournier, 1999: 283) or something which is the basis of "struggle" and "subjection" (Foucault, 1982: 781). His language recalls the faceless distant "them"

that we used to complain about back in the 1960s and 1970s (some of us still do), also referred to as “the system”. Less confrontational language may come nearer the truth.

Professionalisation, as delineated by Fournier, may in fact represent an evolutionary adaptation on the part of society, allowing an expert group, provided certain assumptions are in place, to take charge of a societal problem, and through specialisation and self-organisation achieve a better logic (in Freidson’s use of the word). This parallels the somewhat cruder specialisations observed in eusocial species such as ants and bees (Wilson, 2012: 109).

8.4 Extending and improving the model

8.4.1. Autonomy, altruism and trust

The question of autonomy conflicted respondents. It was held dear but was also seen as problematic. Professionalism demanded that autonomy be *responsibilised*. It should be wielded with altruism – the service ideal at the heart of professionalism. This is what is meant by the technologies of self.

The model depicts the motivations of an ideal-type professional as duty towards / responsibility for, but these duties and responsibilities may be *evoked* by the expectations of these groups, norm circles, and the trust and autonomy which they offer.

Each of the dualities responsible for / duty towards is matched by an expectation in the opposite direction, from clients, from colleagues, and from the personification of the subject specialism – the imagined “master” comprising the systematic knowledge – know-what – and the practical expertise – know-how. The expectations of the world – “Other” – interpenetrate with the motivations of the professional – “I”: a situation of duality.

It may be argued that these twin aspects, know-what and know-how, are the preconditions of a professional, and may not be passive. They may make implicit demands upon the servant of that knowledge – “I” – the professional. The tools of professionalism carry with them an expectation, linked to altruism, that they are used for the good of others.

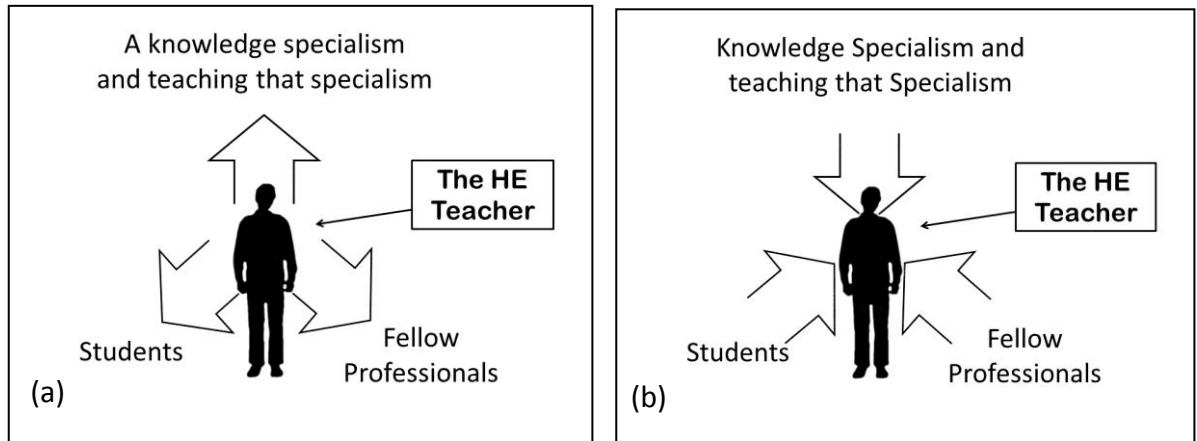


Figure 23: An HE teacher’s (a) orientations of duty towards / responsibility for may be evoked by (b) the expectations of and trust given by the objects of those orientations.

The question of autonomy is not therefore a separate question, but linked to the expectation of altruism ie *trust*, and forming a duality with responsibility and duty. This is illustrated in Figure 23. It will be seen that I have taken on board the suggestion to include professionals beyond one’s immediate colleagues.

8.4.2 *Unravelling a category-mistake*

Although the personification of know-what and know-how – the knowledge specialism and teaching that specialism – forms an attractive picture, one that we have spoken of as the object of academic “love”, Figure 23 (b) above shows the shortcomings of that personification. It appears to me to reveal a confusion in thinking, even a category-

mistake (see page 78) arising from my (faithful) partition of responses in part 1 interviews.

If we insist that expectations of / trust for and autonomy granted must be expectations of norm circles of actual people, following Elder-Vass's realist thesis (2012: 22), then the personification of "Knowledge specialism and teaching that specialism", spoken of as the object of academic love, should be replaced by an all embracing "*Other*" of *actual* people.

In the case of the medieval priest, I originally suggested this all-embracing *Other* might be God; however, in terms of duty, responsibility and expectation, the Church and Society itself may be possible alternates (Figure 24 (c)) or in later times just Society (Figures 24 (a) and (b)). The know-what and know-how aspects of the contributions in Part 1 are therefore better assigned to the UKPSF, as a legitimating codification of "competence".

Combining the diagrams of Figure 23, we see an "updated" version of the model as that of Figure 24 below (see page 263). It shows **who** owes duty-responsibility / expectation-trust **to whom**. The UKPSF represents a particular codification of **what** that duty-responsibility / expectation-trust encompasses.

Figure 24 thus shows a re-emergent, stable configuration of **who features** in the motivational orientations of professionals and their objects, the model for the "logic" of the individual professional. This model is not prescribed by actual people but has emerged according to the trial-and-error process over many decades in an evolution analogous to the blind variation and selective retention of genotypes.

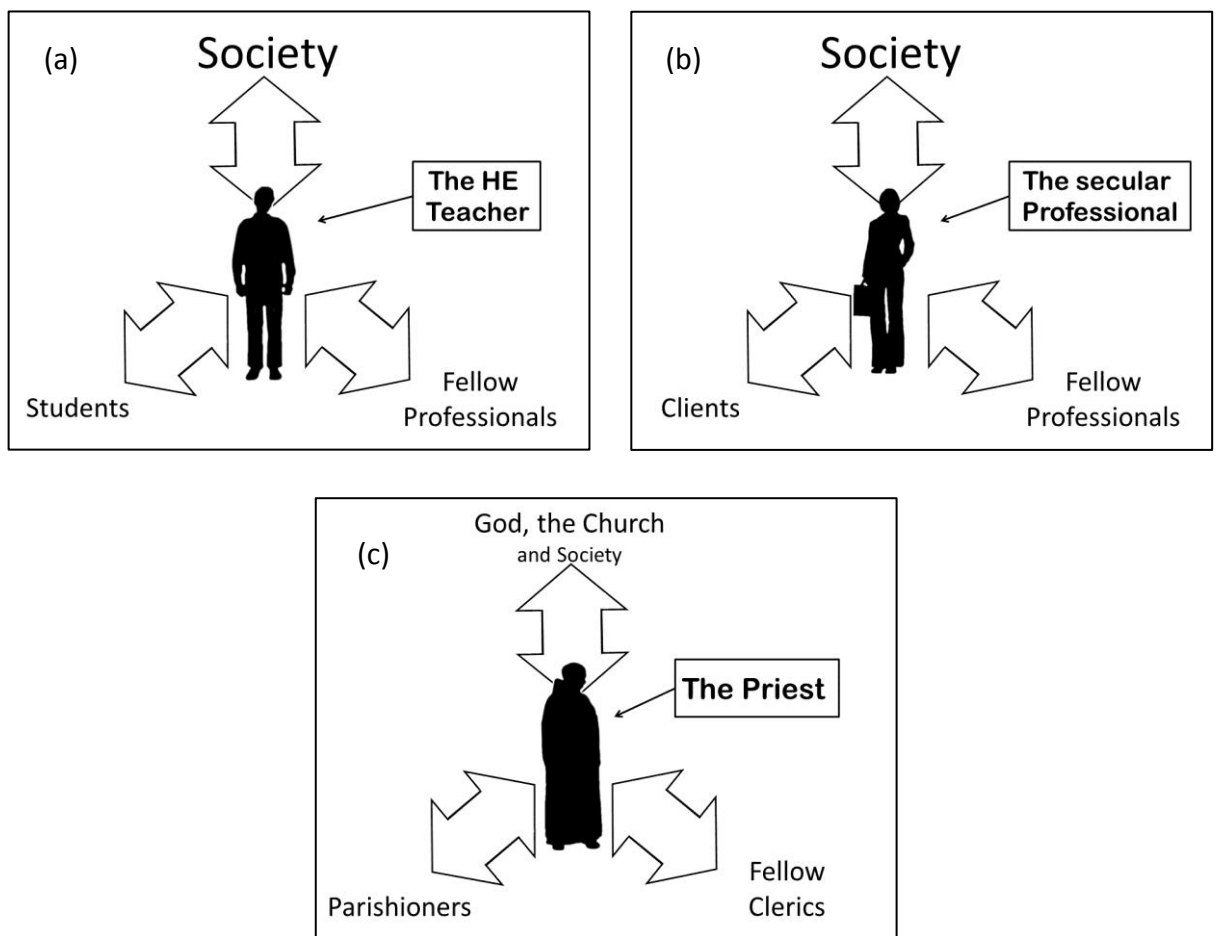


Figure 24: The orientations of **duty towards** / **responsibility for** (outward pointing) and **expectations of** / **trust for** (inward pointing) for the (a) HE Teacher, (b) secular professional and (c) Medieval Priest. It is a mapping of *who* is involved, the UKPSF is a mapping of *what* is involved, in that duty-responsibility/expectation-trust.

The model appears simple to the point of being self-evident in terms of **who**, but its complexity and explanatory power lie in the nature of the interpenetrations indicated by the three double-sided arrows. Each of these is a double-dualism – a dualism of dualisms. Each arrow pointing outwards from “I” indicates the dualism of duty

towards / responsibility for, as perceived by “I”. Each arrow pointing inwards from the “Other” to the “I” indicates the expectation of / trust in dualism which is how the three categories of “Other” – clients, fellow professionals, and society – perceive the relationship with the professional. Each of these separate dualisms form the second level dualism whereby expectation elicits responsibility and trust elicits duty. This combination of dual-dualism is the ethos of the ideal-type professional. It encompasses the strengths and efficiencies of professionalism and also the ways in which it can be abused – as trust and responsibility, duty and expectation can each be abused. To ensure that this ethos works in a positive way in society, it needs to be supported by the ways in which it is sustained and supported (by society, professionals, and clients) and enacted and accomplished by professionals.

The “logic” of the professional is not immutable, but it is recursive. It may be discouraged or subverted for a generation, as it was during the Nazi period, for instance, (Jarausch, 1990), or under the Bolsheviks in the Soviet Union (Field, 1957: 45), both cited in Freidson (1994: 37), or it can be supported and nurtured. It requires society to adopt a particular “logic” to evoke the “logic” of the professional. This cannot be done by a competitive market structuration, nor by a planned monopolistic structuration. It requires a different approach. This is why society needs to have requisite variety. Everyone cannot be a professional, nor a bureaucrat, nor an entrepreneur: all are needed, and the logic of each needs to be accommodated within the diversity of society.

The UKPSF, by contrast, is a particular codification of professional competence and will therefore reflect the preoccupations of the codifiers. Appendix 1 (page 290) shows how those preoccupations evolved between 2006 and 2011. It is in this codification process through human agency that the power Foucault proposes, the “conduct of conduct”, finds actuality.

“If we want a culture of public service, professionals and public servants must in the end be free to serve the public rather than their paymasters.”
(O’Neill, 2002b: 2)

8.5 Final reflection

It is somewhat humbling to find at the end of my research that I have come to a kind of beginning, unconsciously conforming to the cyclical pattern of Figure 1. The model explained in Chapter 6, depicted in Figures 14 and 15, that I had striven to validate in Chapter 7, I now conclude is but the first half of the story, the more satisfactory version being shown in Figure 24, page 263. In terms of knowledge, however, the enlarged version may be said, at present, to have less warrant than the first half, which had been critically accepted “up to a point” by several norm circles of teaching professionals.

That I am convinced of the superiority of the enlarged version raises the spectre of modified essentialism, since my judgement is based on logical and perhaps aesthetic considerations. It now seems obvious to me that the three orientations of the professional demand converse orientations facing inwards; I am surprised it took me so long to conceive them. That is the nature of dualism.

Throughout this thesis, dualisms have appeared to me as mysterious entities, but actually they are simple things. The self and the other is actually a dipole separation; designating the self automatically designates the complementary other. We assign different names to the self and the other, but they are the results of the single separation inherent in identity. More complex dualisms relate to unitary two-way processes. “The individual forms and is formed by society.” “Forms and is formed by” is one process, viewed and discussed as if it were two. Our world of language doubles the complexity, and because our logical thinking is bound by language, dualities are hard to describe. Simple things must be understood in their entirety. That is what makes them difficult to understand.

I conclude with a final dualism:

“You cannot open up a question without leaving yourself open to it. You cannot scrutinise a ‘subject’ (training, for example) without being

scrutinised by it. You cannot do any of these things without renewing ties with the season of childhood, the season of the mind's possibilities." (Lyotard 1986: 116) "You need to recommence..."

(Cited in Rowland, 2000: 60)

9. References

Argyris, C., and Schön, D., (1974) *Theory in practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.

Ashmore, M. (1989) *The reflexive thesis* (Chicago, IL. University of Chicago Press).

Ashmore, M., MacMillan, K. and Brown, S.D. (2004) "It's a Scream": Professional Hearing and Tape Fetishism, *Journal of Pragmatics*, 36(2): 349-74.

AIM25 (2015), Archive in London (M25), available at http://www.aim25.ac.uk/cgi-bin/vcdf/detail?coll_id=6089&inst_id=61&nv1=browse&nv2=person, accessed 22 May 2015.

Ball, S.J. (2003) The teacher's soul and the terrors of performativity, *J. Education Policy*, Vol 18, No 2 215–228.

Bamber, V. (2004) An Exploration of Policy Enactment, through the study of the introduction of lecturer development programmes, Doctoral Thesis.

Bamber, V. (2012) Learning and Teaching in the Disciplines: Challenging Knowledge, Ubiquitous Change, in Trowler, P. Saunders, M. and Bamber, V. (Eds.) *Tribes and Territories in the 21st Century: Rethinking the significance of disciplines in higher education*. Oxford: Routledge 99–106.

Barbour, R. (2007) *Doing Focus Groups*, London: Sage.

Barbour, R. (2014) *Introducing Qualitative Research*, London: Sage.

Barnett, R. (1998) Supercomplexity and the university, *Social Epistemology*, 12:1, 43–50.

Barnett, R. (2008) Critical professionalism in an age of supercomplexity. In Cunningham B. (ed.). *Exploring Professionalism*, London: Institute of Education Press.

Bassey, M. (1999) *Case Study Research in Educational Settings*, Buckingham: Open University Press.

Bassey, M. (2001) A Solution to the Problem of Generalisation in Educational Research: Fuzzy prediction, *Oxford Review of Education*, 27:1, 5-22, DOI: 10.1080/03054980123773.

Becher, T. (1989) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*, Milton Keynes: SRHE/Open University Press.

Becher, T. and Kogan, M. (1992) *Process and Structure in Higher Education*, 2nd Edn., London: Routledge.

Becher, T. and Trowler, P.R. (2001) *Academic Tribes and Territories: Intellectual enquiry and the culture of disciplines*, (2nd Edn), Buckingham: SRHE/Open University Press.

Beck, J. and Young, M.F. (2005) The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis, *British Journal of Sociology of Education*, 26: 2, 183–197.

Bentall, C. (2015) Approaches to developing pedagogic skills in the new higher education teacher, in Cunningham, B. (Ed) *Professional Life in Modern British Higher Education*, London: Institute of Education Press.

Bernstein, B. (1990) Education, symbolic control and social practices, in Bernstein B (Ed) *The structuring of pedagogic discourse: class, codes and control*, Vol IV, London: Routledge.

Bickis, H. and Shields, R. (2013) *Rereading Jean-Francois Lyotard*. Farham, Surrey: Ashgate.

Biggs, J. and Tang, C. (2003) *Teaching for Quality Learning at University: What the Student Does*, 2nd edn, Buckingham, SRHE/Open University Press.

BIS (2010) *Securing a sustainable future for higher education: an independent review of higher education funding and student finance*, (The Browne Report) available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422565/bis-10-1208-securing-sustainable-higher-education-browne-report.pdf, accessed 12 November 2015.

BIS (2011) Higher Education: Students at the Heart of the System (June 2011), available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/31384/11-944-higher-education-students-at-heart-of-system.pdf, accessed 31 March 2016.

BIS (2012a) Government Response: Consultations on: 1. Students at the Heart of the System 2. A new fit for purpose regulatory framework for the higher education sector (June 2011), available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/197258/12-890-government-response-students-and-regulatory-framework-higher-education.pdf, accessed 31 March 2016.

BIS (2012b) Professionalism in Further Education, Final Report of the Independent Review Panel chaired by Lord Lingfield.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422247/bis-12-1198-professionalism-in-further-education-review-final-report.pdf.

BIS (2015) Fulfilling our Potential. Teaching Excellence, Social Mobility, and Student Choice (November 2015), available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474227/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice.pdf, accessed 21 January 2016.

BIS (2016) Success as a Knowledge Economy: Teaching Excellence, Social Mobility, and Student Choice (May 2016) available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523546/bis-16-265-success-as-a-knowledge-economy-web.pdf, accessed October 15 2016.

- Blackmore, P. (2009) Conceptions of development in higher education institutions, *Studies in Higher Education*, 34 (6) 663–676.
- Blackmore, P., and Kandiko, C.B., (2011) Motivation in academic life: a prestige economy, *Research in Post-Compulsory Education*, 16: m4, 399–411.
- Boland R.J. and Tenkasi, R.V. (1995) Perspective Making and Perspective Taking in Communities of Knowing, *Organisation Science*, Vol. 6, No. 4, 350-372.
- Bolton, P. (2012) Education: Historical Statistics, Standard Note: SN/SG/4252, House of Commons Library, available at www.parliament.uk/briefing-papers/sn04252.pdf, accessed 6 April 2015.
- Booth Committee (1998) *Accreditation and Teaching in Higher Education*, Consultation Paper, Committee of Vice Chancellors and Principals, Booth C. (Chair) available at: <http://www.leeds.ac.uk/educol/documents/000000489.htm>, accessed January 2017..
- Borton, T. (1970) *Reach, Touch, and Teach: Student Concerns and Process Education*, New York: McGraw-Hill.
- Boud, D., Keogh, R. and Walker, D. (1985) Promoting reflection in learning: a model. In D. Boud, R. Keogh and D. Walker (eds.) *Reflection: turning experience into learning*. London: Kogan Page.
- Boyer, E.L. (1990) *Scholarship reconsidered: Priorities for the professoriate*, Carnegie Foundation for the Advancement of Learning, New Jersey: Princeton University Press.
- Brante, T. (1992) Expert Society: the Origins and Development of Professions in Sweden, *Studies in Higher Education and Research*, No.2.
- Brookfield, S.D. and Peskill, S. (1999) *Discussion as a Way of Teaching. Tools and Techniques for University Teachers*. Buckingham: SRHE/Open University Press.
- Brundage J.A. (2008) *The medieval origins of the Legal Profession: Canonists, Civilians and Courts*, London: The University of Chicago Press.

- Bruner, J. (1990) *Acts of Meaning*, Cambridge, MA: Harvard University Press.
- Byrne, D. and Callaghan, G. (2014) *Complexity Theory and the Social Sciences: The State of the Art*. Oxford: Routledge.
- Bulger, P. (1972) *Education as a profession*. Washington DC: ERIC Clearinghouse on Teacher Education.
- Burrage, M., Jarausch, K., & Siegrist, H., (1990) An actor-based framework for the study of the professions, in *Professions in Theory and History*, Burrage and Torstendahl (Eds), London: Sage Publications.
- Callaghan, J. (1976) A rational debate based on the facts, available at: <http://www.educationengland.org.uk/documents/speeches/1976ruskin.html>, accessed 11 November 2015.
- Chin Pei Tan, Van der Molen, H.T., and Schmidt, H.G. (2017) A measure of professional identity development for professional education, *Studies in Higher Education*, 42: 8, 1504–1519.
- Collins, R. (1987) 'Comments on "A framework for the history of the professions"', MS, Riverside.
- Corby, S. and Dennison, P. (2005) *Gender, age and employment tribunal applications*, Prepared for and published by the DTI.
- Corby, S., White, G., Dennison, P., Douglas, F., Druker, J., Meerabeau, E. (2002) *Does it work: evaluating a new pay system*, Prepared for Department of Health
- Costley, C., Elliott, G., and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*, London: Sage.
- Crook, D. (2008) Some historical perspectives on professionalism. In Cunningham, B. (ed.) *Exploring Professionalism*. Institute of Education, University of London, London, pp. 10-27. ISBN 978-0-85473-805-2.

- Crotty, M. (1998) *The Foundations of Social Research*. London: Sage Publications.
- Cunningham, B. (2005) *Mentoring Teachers in Post-Compulsory Education*. London: Routledge.
- Cunningham, B. (2015) Enhancing 'quality' in the academy: Some tensions and contradictions, in Cunningham, B. (ed.) *Professional Life in Modern British Higher Education*. London: Institute of Education Press, 45–60.
- CVCP (Committee of Vice-Chancellors and Principals) (1985), *Report of the Steering Committee for Efficiency Studies in Universities* (The Jarratt Report), CVCP, London.
- Dane, J.A. (1981) The three estates and other mediaeval trinities, *Florelegium*, Vol 3: 281-309.
- Deacon, T. W. (1997) *The symbolic species: the co-evolution of language and the brain*, New York: Norton and Co. available online at:
[http://uberty.org/wp-content/uploads/2016/02/Terrence W. Deacon The Symbolic Species.pdf](http://uberty.org/wp-content/uploads/2016/02/Terrence_W._Deacon_The_Symbolic_Species.pdf) .
- Dearing Report (1963) see NCIHE below.
- Dennison, P. and Corby, S, (2005) *Images in the adversarial mirror: a study of the Employment Tribunal system in Britain*. International Employment Relations Review, Vol 11, No 1 p21.
- Dennison, P.H. (2007) Learning Management: A New Framework for Teaching and Learning, Paper presented at the SRHE Annual Conference, December 2007, reference 0117.
- Dennison, P.H. (2008) Reflection is alive and well, but not what you think, Paper presented at the SRHE Annual Conference, December 2008, reference 0327.
- Dennison, P.H. (2009) Reflective Practice: the enduring influence of Kolb's Experiential Learning Theory, *Compass*, Vol. 1, No. 1, University of Greenwich, available at

<https://journals.gre.ac.uk/index.php/compass/article/view/12/28> , accessed Nov 12 2015.

Dennison, P.H. and Duncan, S. (2009) *Creativity and Decision Making*, 2nd Edn. London, McGraw-Hill Custom Publishing.

Dennison, P.H. (2010) The dilemmas of evidencing reflective practice in writing and their possible resolution, Paper presented at the SRHE Annual Conference, December 2010, reference 0300.

Dennison, P.H. (2012) Problems with Evidencing Reflective Practice, *Compass*, Issue 4, University of Greenwich, available at:

http://www2.gre.ac.uk/_data/assets/pdf_file/0010/635293/D6010-11_Compas_Jan2012_WEB.pdf accessed 11 April 2016.

Dewey, J. (1933) *How We Think: a restatement on the relation of reflective thinking to the reflective process*, revised edn. Lexington, MA: Heath.

Doig, B. (2004) Working backwards: The road less travelled in quantitative methodology, in Somekh, B. and Lewin, C. (Eds) *Research Methods in the Social Sciences*, London: Sage, 269–273.

Downie, R.S. (1990) Professions and Professionalism, *Journal of Philosophy of Education*, Vol. 24, No. 2, pp 147-159.

Drake, P. (2010) Grasping at methodological understanding: a cautionary tale from insider research, *International Journal of Research & Method in Education*, 33 (1) 85–99.

Duncan, S. (2015) Peripheral professionals? The place of teacher educators in higher education, in Cunningham, B. (Ed) *Professional Life in Modern British Higher Education*, London: Institute of Education Press.

Durkheim, E. (1977) *The Carolingian Renaissance Part 1* in Emile Durkheim: Selected writings on Education Vol II. The Evolution of Educational Thought: Lectures on the

Formation and Development of Secondary Education in France, English translation of *L'Evolution pedagogique en France* (1938), London: Routledge & Kegan Paul.

Dzur, A.W. (2004) Democratic Professionalism: Sharing Authority in Civic Life, *The Good Society*, 13 (1), 6–14.

Elder-Vass, D. (2012) *The Reality of Social Construction*, Cambridge: Cambridge University Press.

Elias, N. (1991) *The Society of Individuals*, Oxford: Blackwell.

Elliot, P. (1972) *The Sociology of the Professions*, London: MacMillan.

Elliott, J. (1996) Quality Assurance, the Educational Standards Debate, and the Commodification of Educational Research, Paper presented at the BERA Annual Conference, University of Lancaster.

Elton, L. (2008) Collegiality and Complexity: Humboldt's Relevance to British Universities Today, *Higher Education Quarterly*, Vol 62, No 3, pp224-236.

Eraut, M. (1994) *Developing Professional Knowledge and Competence*, London: The Falmer Press.

ESCalate Bulletin (2003) No. 13, (still) available at <http://escalate.ac.uk/1336>, accessed 10 January 2015.

Evans, L. (2002) *Reflective Practice in Educational Research: Developing Advanced Skills*. London: Continuum.

Evans, L. (2008) Professionalism, professionalism, and the development of education professionals, *British Journal of Educational Studies*, Vol. 56, No. 1, 20–38.

Evans, L. (2011) The 'shape' of teacher professionalism in England: professionals standards, performance management, professional development and the changes proposed in the 2010 White Paper, *British Educational Research Journal*, Vol. 37, No, 5, 851–870.

Evans, L. (2013) Researching professionalism and professional development: concepts, theory and rigour, key note presentation, Ed D conference, May 2013.

Evetts, J. (1999) Professionalisation and professionalism: issues for interprofessional care, *Journal of Interprofessional Care*, Vol 13, No. 2.

Evetts, J. (2003) The sociological analysis of professionalism: Occupation change in the modern world. *International Sociology* 18(2): 395–415.

Evetts, J. (2012) Similarities in contexts and theorizing: professionalism and inequality. *Professions & Professionalism*, 2(2),1-15. ISSN 1893-1049, available from <http://eprints.nottingham.ac.uk/3085/1/322-971-2-PB.pdf> accessed 20 December 2016.

Evetts, J. (2014) The Concept of Professionalism: Professional Work, Professional Practice and Learning, in the International Handbook of Research in Professional and Practice-based Learning Billet, S. Harteis C. d Gruber, H. (Eds), Springer, available at as a pdf download from:

www.springer.com/cda/content/document/cda.../9789401789011-c2.pdf?SGWID, accessed 20 December 2016.

Fanghanel, J. (2007) Investigating university lecturers' pedagogical constructs in the working context, The Higher Education Academy, available at:

<https://www.heacademy.ac.uk/sites/default/files/fanghanel.pdf>, accessed 15 April 2015.

Fanghanel, J. (2012) *Being an Academic*, London: Routledge.

Féret, P. (1913) University of Paris, in *Catholic Encyclopedia*, Vol 11, available at: [http://en.wikisource.org/wiki/Catholic Encyclopedia \(1913\)/University of Paris](http://en.wikisource.org/wiki/Catholic_Encyclopedia_(1913)/University_of_Paris), accessed 6 April 2015.

Field, M. G. (1957) *Doctor and Patient in Soviet Russia*. Cambridge: Harvard University Press.

- Foucault, M. (1969) *L'archaeology du savoir*, France: Editions Gallimard, English translation (1972) by Tavistock Publications Limited.
- Foucault, M. (1979) *Discipline and Punish*, Alan Sheridan (Transl.) London: Penguin Books.
- Foucault, M. (1980) *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Brighton: Harvester Press.
- Foucault, M. (1982) The Subject and Power, *Critical Inquiry*, 8 (4) 777–795.
- Fournier, V. (1999) The appeal to 'professionalism' as a disciplinary mechanism, *The Sociological Review*, 47 (2) 280–307.
- Freidson, E., (1970) Professional dominance: the social structure of medical care. New York: Atherton Press.
- Freidson, E., (1994) *Professionalism Reborn: Theory, Prophecy and Policy*, Cambridge: the Polity Press.
- Freidson, E. (2001) *Professionalism: The Third Logic*, Cambridge; the Polity Press.
- Freire, P. (1975) *Pedagogy of the Oppressed*. Transl. M. R. Ramos. New York: Continuum.
- Gibbs, G. (1988) *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic.
- Gibbs, G. (2017a) *The TEF has got it wrong, and could well make things worse, so what should we be paying attention to if we want to improve student learning?* Presentation at SHIFT, UoG Annual Conference of Learning and Teaching, Jan 2017.
- Gibbs, G. (2017b) Evidence does not support the rationale for the TEF, *Compass: Journal of Learning and Teaching*, London: Greenwich on-line.
Available at <https://journals.gre.ac.uk/index.php/compass>.

Giddens, A. (1984) *The Constitution of Society: Outline of the Theory of Structuration*. Los Angeles: University of California Press.

Gombrich, R.F. (2000) *British Higher Education Policy in the last Twenty Years: The Murder of a Profession*, lecture given in Tokyo 2000 at the Graduate Institute of Policy Studies, available at:
<http://www.atm.damtp.cam.ac.uk/mcintyre/papers/LHCE/uk-higher-education.html>, accessed 16 October 2016.

Goodman, N. (1978) *Ways of worldmaking*, Sussex: The Harvester press.

Gosling J. and Mintzberg H. (2003) The Five Minds of a Manager, *Harvard Business Review*, November 2003 issue, available online at <https://hbr.org/2003/11/the-five-minds-of-a-manager>, accessed May 31 2016.

Green, N. (2010) Legal aid cuts are a brutal shrinkage of justice, *The Guardian*, 15 November, 2010, accessed online 22 May 2015 at:
<http://www.theguardian.com/law/2010/nov/15/legal-aid-cuts-shrinkage-justice>.

Greene, J.C. (2012) Engaging Critical Issues in Social Inquiry b Mixed Methods, *American behavioral scientist* [0002-7642] Johnson, R B yr:2012 vol:56 iss:6 pg:755 - 773.

Hammersley, M., (2007) The issue of quality in qualitative research, *International Journal of Research & Method in Education*, 30:3, p287-305
Hammersley, M. (2010) Reproducing or constructing? Some questions about transcription in social research, *Qualitative Research*, Vol 10(5) 553-569.

Hammersley, M. (2013) Pragmatism, Paradigms, and Research as Reflective Practice, key note presentation, Ed D conference, May 2013.

Hammersley, M. (2014) *What is Qualitative Research*, London: Bloomsbury Academic.

Hammersley, M. (2015) Sampling and thematic analysis: a response to Fugard and Potts.

Hammersley, M. and Gomm, R. (1997) 'Bias in Social Research' *Sociological Research Online*, vol. 2, no. 1, available at:

<http://www.socresonline.org.uk/2/1/2.html>, accessed 28 November 2015.

Hanson, J. (2013) Education developers as researchers: the contribution of insider research to enhancing understanding of role, identity and practice, *Innovations in Education and Teaching International*, 50 (4), 388–398.

Healey, M. and Jenkins, A. (2006) Strengthening the teaching-research linkage in undergraduate courses and programmes, in Kreber, C (ed) *Exploring research-based teaching*, New Directions in Teaching and Learning, San Francisco: Jossey Bass/Wiley, 45–55.

HEDG (2016) e-mail correspondence between members.

Henkel M. (2005) Academic Identity and autonomy in a changing policy environment, *Higher Education*, 49, 155–176.

Herzberg, F. (1968) One More Time: How Do You Motivate Employees? *Harvard Business Review*, Reprinted "Best of HBR", January 2003, Vol. 81(1), 87–96.

HEA (Higher Education Academy), online, "Fellowship", available at:

<https://www.heacademy.ac.uk/individuals/fellowship>, accessed 22 January 2017.

HEA (Higher Education Academy), online, Accreditation and recognition: University of Huddersfield, available at:

https://www.heacademy.ac.uk/sites/default/files/accredandrecognition_unihuddersfield_6.pdf, accessed 30 May 2016.

Hoyle, E. (1975) Professionalism, professionalism and control in teaching. In V. Houghton et al. (Eds) *Management in Education: the Management of Organisations and Individuals*. London, Ward Lock Educational in association with the Open University Press.

- Hoyle, E. (1982) The professionalisation of teachers: A paradox, *British Journal of Educational Studies*, 30:2, 161–171.
- Hoyle, E. and John, P.D. (1995) *Professional Knowledge and Professional Practice*, London: Cassell.
- Hoyle, E. and John, P.D. (1998) Teacher Education: the prime suspect, *Oxford Review of Education*, 24:1, 69–82.
- Huizinga J. (1924) *The Waning of the Middle Ages*, F. Hopman (Transl.) Reprint, London: Penguin Books, 1955.
- Illeris K. (2007) *How we learn: Learning and non-learning in school and beyond*. London: Routledge.
- Illich I. (1977) *Disabling Professions*, London: Marion Boyars Publishers.
- Jarausch, K.H. (1990) *The Unfree Professions: German Lawyers, Teachers, and Engineers, 1900-1950*. New York: Oxford University Press.
- Jaynes, J. (1990) *The origin of consciousness in the breakdown of the bicameral mind*. London: Penguin Books Ltd.
- Isaksen S.G. and Treffinger, D.J. (2004) Celebrating 50 years of Reflective Practice: Versions of Creative Problem Solving, *Journal of Creative Behavior*, 75. Volume 38 Number 2.
- Jefferies, J. (2005) The UK Population: Past, Present and Future, Office of National Statistics, available at:
file:///C:/Users/%7B%7B/Downloads/01fopmpopulation_tcm77-251915.pdf accessed 6 April 2015.
- Kallio, K.-M. and Kallio, T. J. (2014) Management-by-results and performance measurement in universities – implications for work motivation, *Studies in Higher Education*, 39 (4), 574–589.

Kelly, M. (online) Michel Foucault: Political Thought, Internet Encyclopaedia of Philosophy, available at: <http://www.iep.utm.edu/fouc-pol/>, accessed 13 November 2016.

King, R. (1998) *The Institute of Learning and Teaching: Implementing the Vision*, (still) available at:

www.leeds.ac.uk/educol/documents/000000955.doc, accessed 23 July 2016.

Kinsella, E.A. (2006) Constructivist underpinnings in Donald Schön's theory of reflective practice: echoes of Nelson Goodman, *Reflective Practice*, 7:3, 277–286.

Kirton M.J. (1976) Adaptors and innovators: a description and measure, *Journal of Applied Psychology*, 622–629.

Kolb, D. A. (1984) *Experiential Learning. Experience as the source of learning and development*, Englewood Cliffs, NJ.: Prentice-Hall.

Kolsaker, A. (2008) Academic professionalism in the managerialist era: a study of English universities, *Studies in Higher Education*, Vol. 33, No. 5, 513-525.

Kreber, C. (2016) The 'Civic-minded' Professional? An exploration through Hannah Arendt's 'vita activa', *Educational Philosophy and Theory*, 48: 2, 123–137 DOI: [10.1080/00131857.2014.963492](https://doi.org/10.1080/00131857.2014.963492).

Larson, M.S. (1977) *The Rise of Professionalism: A Sociological Analysis*. Berkley: University of California Press.

Lewin, K. (1951) *Field theory in social science; selected theoretical papers*. D. Cartwright (ed.). New York: Harper & Row.

Lewis K. (2014) Constructions of professional identity in a dynamic higher education sector, *Perspectives: Policy and Practice in Higher Education*, 18: 2, 43–50.

Lingfield Report: see BIS 2012b above.

Lyotard, J-F. (1986) *The postmodern explained to Children*. London: Turnaround.

- Lyotard, J-F. (1993) *Political Writings*. Translated by B. Readings and K.P. Geiman. Minneapolis: University of Minnesota Press.
- Macfarlane, B. and Gourlay, L. (2009) The reflection game: enacting the penitent self, *Teaching in Higher Education*, 14:4, 455–59.
- Majaro, S. (1991) *The Creative Marketer*, Oxford: Butterworth-Heinemann.
- Marginson, S. (1997) Steering from a distance: Power relations in Australian higher education, *Higher Education* 34: 63–80.
- Marshall S. (2016) Proposals for Higher Education Academy Subscription 2016-17, by e-mail.
- McNay, I. (2005) Higher education communities: divided they fail? *Perspectives: Policy and Practice in Higher Education*, 9:2, 39–44.
- McNay, I. (2006) Delivering Mass Higher Education – The Reality of Policy in Practice, in McNay I. (ed.) *Beyond Mass Higher Education: Building on Experience*, Buckingham: SRHE/Open University Press.
- McNay, I. (2007) Values, Principles and Integrity: Academic and Professionals Standards in UK Higher Education, *Higher Education Management and Policy*, 19:3, 43–66.
- McNay, I. (2010) I prefer research to feed my teaching, not lead it, *Compass* (1), 1–4.
- McNay, I. (2017) Personal communication.
- Neal, M. and Morgan, J. (2000) The Professionalisation of Everyone: a Comparative Study of the Development of the Professions in the United Kingdom and Germany, *European Sociological Review*, Vol. 16 No.1, 9-26.
- Nicholls, G. (2002) *Developing Teaching and Learning in Higher Education*, London: Routledge Falmer.

Neumann, R. (2001) 'Disciplinary differences and university teaching'. *Studies in Higher Education*, 26 (2), 135–46.

NCIHE (National Committee of Inquiry into Higher Education) (1997) Higher Education in the Learning Society. Committee chaired by Sir Ron Dearing. Retrieved 3 January 2015, from <http://www.leeds.ac.uk/educol/ncihe> and also available at: <http://www.educationengland.org.uk/documents/dearing1997/dearing1997.html>.

OED, Oxford English Dictionary (1971) Oxford: Oxford University Press.

O'Neill, O., (2002a) *A Question of Trust*, Lecture 2 "Trust and Terror", Reith Lectures (2002), available from the BBC online at: <http://www.bbc.co.uk/radio4/features/the-reith-lectures/transcripts/2000/#y2002> accessed 12 August 2016.

O'Neill, O., (2002b) *A Question of Trust*, Lecture 3 "Called to Account", Reith Lectures (2002), available from the BBC online at: <http://www.bbc.co.uk/radio4/features/the-reith-lectures/transcripts/2000/#y2002> accessed 12 August 2016.

O'Neill, O. (2002c) *A Question of Trust*, Lecture 5 "Licence to Deceive", Reith Lectures (2002), available from the BBC online at: <http://www.bbc.co.uk/radio4/features/the-reith-lectures/transcripts/2000/#y2002> accessed 12 August 2016.

Osborne, T. (1993) History of the human sciences, *Economy and Society*, 22: 3, 345–356.

Palmer, P. (1973) *Professions in the Seventies*, Church Society for College Work, March 1973.

Parker, I. (2004) Criteria for qualitative research in psychology, *Qualitative Research in Psychology*, 1: 95–106.

Phillips, E.M. and Pugh, D.S. (2005) *How to get a PhD: A handbook for students and their supervisors*, 4th Edn., Maidenhead: Open University Press.

Pinker S. (1994) *The language instinct: how the mind creates language*. New York: William Morrow and Co.

Popper, K.R. (1979) *Objective knowledge: an evolutionary approach*, revised edition. Oxford: The Clarendon Press.

Popper K.R. and Eccles J.C. (1977) *The Self and its Brain: an argument for interactionism*, London: Routledge and Kegan Paul.

Quality Assurance Agency (2009) *Institutional Audit: University of Greenwich*, March 2009, available at:

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Greenwich/University-of-Greenwich-IA-09.pdf>, accessed 15 October 2016.

Quality Assurance Agency (2015) *Higher Education Review of [non-aligned] University*, available at:

[%20College/\[Non-aligned\]-College-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/[non-aligned]).

Quinn, F.M. (1998) Reflection and reflective practice, in F. M. Quinn (ed) *Continuing professional development in nursing*. Cheltenham: Stanley Thornes.

Race, P. (2010) *Learning, Teaching and Assessing Course Reader*, University of Greenwich, subsequently quoted in course overview introduction PowerPoint 2012-13.

Rhoades, G. (2017) Beyond the Academic profession, the Organization and the Nation: New Structures of Academic and Professional Employment, in Scott, P., Gallagher, J., and Parry, G., (Eds) *New Languages and Landscapes of Higher Education*, Oxford: Oxford University Press, 204–22.

Robbins Committee on Higher Education (1963) *Higher Education: report of the committee appointed by the Prime Minister under the chairmanship of Lord Robbins*, London: HMSO. Available at

<http://www.educationengland.org.uk/documents/robbins/robbins1963.html>, accessed 12 March 2015 (and many times since).

Rolfe, G., Freshwater, D., and Jasper, M. (2001) *Critical Reflection for Nursing and the Helping Professions: A User's Guide*. Basingstoke: Palgrave.

Rowland, S. (2000) *The Enquiring University Teacher*, Milton Keynes: SRHE and OU Press.

Rowland, S. (2006) *The Enquiring University: Compliance and Contestation in HE*, Milton Keynes: SRHE and OU Press.

Rueschemeyer, D. (1983) Professional autonomy and the social control of expertise, in Dingwall, R. and Lewis, P. (Eds) *The Sociology of the Professions: Lawyers, Doctors, and Others*, London, MacMillan, 38-58.

Russell, C. (1993) *Academic Freedom*, Oxford: Routledge.

Ryle, G. (1949) *The Concept of Mind*, London: Hutchinson.

Sartre, J-P. (1947) "Une idée fondamentale de la phénoménologie de Husserl: L'Intentionnalité", *Situations 1*, Paris: Gallimard.

Sayer, A. (1997) *Essentialism, social constructionism, and beyond*, *The Sociological Review*, 453–87.

Scott, P. (1995) *The Meaning of Mass Higher Education*, Buckingham: SRHE/Open University Press.

Schön, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Schön, D. (1987) *Educating the Reflective practitioner, Towards a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.

Schutz A. (1954) Concept and Theory Formation in the Social Sciences, *The Journal of Philosophy*, 51 (9) 257–273.

SEDA (2013) *A Short History of SEDA*, available at:

http://www.seda.ac.uk/resources/files/SEDA%20Short%20History_WEB%20v2.pdf,

accessed 10 January 2015.

Sewell, W.H. (1992) A Theory of Structure: Duality, Agency, and Transformation, *American Journal of Sociology*, Vol 88: 1, 1–29.

Sewell, W.H. (1999) 'The concept(s) of culture', in V.E. Bonnell and L. Hunt (eds.) *Beyond the Cultural Turn*, 35–61. Berkeley, CA: University of California Press.

Shaw, G.B. (1906) *The Doctor's Dilemma*, Act 1.

Silver C. and Lewins A. (2014) *Using Software in Qualitative Research: a step by step guide*, 2nd Edn, London: Sage.

Stacey R.D. (2003) *Complexity and Group Processes*. Abingdon: Routledge.

Sutherland, S. (1994) The idea of a university? In The National Commission on Education, *The Universities of the Twenty-First Century*, London: HMSO.

THE, Times Higher Education supplement (2017) 22 June, on-line, available at:

<https://www.timeshighereducation.com/news/teaching-excellence-framework-tef-results-2017>.

Tight, M. (2009) *The Development of Higher Education in the United Kingdom since 1945*, Maidenhead: Open University Press.

Trowler P., Saunders M., and Bamber V. (2012) *Tribes and Territories in the 21st century: Rethinking the significance of disciplines in Higher Education*. Oxford: Routledge.

Trowler, P. (2012) Disabling Dualisms, keynote lecture to the Higher Education Close Up Conference, July 12-14 2012, available at:

https://www.youtube.com/watch?v=ZPZQtP_UY18

Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F., Shrives, L. (2013) *Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)*, HEA, available at:

https://www.heacademy.ac.uk/system/files/resources/ukpsf_impact_study_report.pdf, accessed 8 November 2015.

UK Government (1993) *United Kingdom*, Country paper for the OECD conference on 'the transition from elite to mass higher education', Sydney, 15-18 June, 1993.

University of Bologna UNIBO, online, available at:

<http://www.unibo.it/en/university/who-we-are/our-history/university-from-12th-to-20th-century>, accessed 3 March 2016.

University of Greenwich (2011) *Postgraduate Certificate in HE: Definitive Document*.

University of Greenwich (2012a) *The GOLD professional Development Framework (HEA descriptors 1, 2, 3 and 4): Accreditation Submission Document*.

University of Greenwich (2012b) *Strategic Plan 2012-2017 "Making Greenwich Great"*, available at:

http://www.gre.ac.uk/_data/assets/pdf_file/0006/747951/University-of-Greenwich-Strategic-Plan-2012-2017V2.pdf, accessed 11 October 2015.

University of Greenwich (2012c) *Learning, Teaching and Assessment Strategy 2012-17*, available at: <http://www2.gre.ac.uk/current-students/regs/?a=791017>, accessed 5 May 2016.

University of Greenwich (2013) Press Release, available at:

<http://www.gre.ac.uk/ach/about/news/adc/a2589-greenwich-joins-university-alliance>, accessed 15 October 2016.

University of Greenwich (2015) Press release, available at:

<http://www2.gre.ac.uk/about/news/articles/2015/new-deputy-vice-chancellor-academic-professor-susan-lea-to-join-university-of-greenwich>, accessed 15 October 2016.

University of Greenwich (2015) *Report and Financial Statements for the Year Ended 31 July 2015*, available online at http://www.gre.ac.uk/_data/assets/pdf_file/0007/1152745/Report-and-Financial-Statements-for-the-year-ended-31-July-2015.pdf, accessed 3 November 2016.

UUK (2004) *Consultation: Towards a Framework for Professional Teaching Standards*, Universities UK Briefing Service, available at: <http://followersoftheapocalyp.se/wp-content/uploads/2013/09/teachingstandards.pdf>, accessed 15 September 2016.

Van Manen, M. (2016) A conversation with Max van Manen on phenomenology in its original sense, *Nursing and Health Science* (2016) **18**, 4–7.

Virgo, G. (2017) The university as ‘critic and conscience’ of society, Times Higher Education online, available at: <https://www.timeshighereducation.com/comment/university-critic-and-conscience-society>, accessed 15 June 2017.

Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

Watson, D. (2015) The coming of post-institutional higher education, *Higher Education Review* 47 (2) 4–21.

Weick, K.E. (1995) *Sensemaking in organisations*, Thousand Oaks; London: Sage Publications

Weick, K.E. (2002) Essay: Real-time Reflexivity: Prods to Reflection, *Organisation Studies*, 23/6 893–898.

Weller, S. (2016) *Academic Practice: Developing as a Professional in Higher Education*, London: Sage Publications Ltd.

Whitchurch, C. (2010) Some implications of 'public/private' space for professional identities in higher education, *Higher Education*, 60: 627–40.

White G., Dennison P., Farnham D. and Horton S. (2006) *Communication, Involvement and Participation Practices in UK Public Services*. in Leisink P., Ruel H., Steijn B. and Veersma U. (Eds) *Europeanisation and Industrial Relations Reform*. Cheltenham, Edward Elgar, 2006.

Wilensky, H.L. (1964) The professionalisation of everyone? *American Journal of Sociology*, 70(2), 137–158.

Wilson, E.O. (2012) *The Social Conquest of Earth*. New York: Liveright Publishing Corporation.

Wood, M. and Su, F. (2014) A mission possible: towards a shared dialogic space for professional learning in UK higher education, *European Journal of Higher Education*, 4:4, 363–372.

Yin, R. K. (2009) *Case Study Research: Design and Methods*, 4th Edn, London: Sage Publications Ltd.

York Press (2014) Sixty nine jobs to go at York higher education academy, available at: http://www.yorkpress.co.uk/news/11320287.Sixty_nine_jobs_to_go_at_York_higher_education_academy/?ref=rss, accessed 10 January 2017.

Appendix 1: The UKPSF in both its incarnations.

UKPSF 2006

Areas of activity

1. Design and planning of learning activities and/or programmes of study
2. Teaching and/or supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments and student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

Core knowledge

Knowledge and understanding of:

1. The subject material
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. How students learn, both generally and in the subject
4. The use of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching
6. The implications of quality assurance and enhancement for professional practice

Professional values

1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of learning communities
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation of practice

UKPSF 2011

Areas of activity

- A1. Design and plan learning activities and/or programmes of study
- A2. Teach and/or support student learning
- A3. Assess and give feedback to learners
- A4. Develop effective learning environments and approaches to student support and guidance
- A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice.

Core knowledge:

Knowledge and understanding of:

- K1. The subject material
- K2. Appropriate methods for teaching and learning and assessing in the subject area and at the level of the academic programme
- K3. How students learn, both generally and within their subject/disciplinary area(s)
- K4. The use and value of appropriate learning technologies
- K5. Methods for evaluating the effectiveness of teaching
- K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional values

- V1. Respect for individual learners and diverse learning communities
- V2. Promote participation in higher education and equality of opportunities for learners
- V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4. Acknowledge the wider context in which higher education operates recognising the

Appendix 2: Participant selection of Stage 1 participants

School (Discipline)	BUS	ARCH	CMS	HUMS	EDU	H&SC	ENG	SCI
Faculty	BUS	FACH			FEH		FES	
May-14	Abigail							
Jun-14					Beryl			
Jul-14				Cathy				
Jul-14							Doran	
Jul-14						Effe		
Aug-14			Franklin					
Aug-14			Gilham					
Sep-14				Hester				
Oct-14		Jerome						
Oct-14	Kirsty							
Nov-14				Lex				
Dec-14	Morton							
Dec-14	Abigail							
Dec-14								Nanci
Jan-15							Paran	
Feb-15						Quena		
Mar-15				Rose				
Interviewer					I			

Recognition
PG Cert HE

Appendix Table (i): Progressive participant selection showing **preliminary** constituencies, the date of their interview, their chronological-alphabetic codename, their school and faculty at University of Greenwich, their naïve constituency and whether they were a member of another profession (in red).

Notes:

- (1) Abigail was interviewed twice.
- (2) Kirsty did teaching practice in the Business School but was from Professional Services staff.
- (3) Quena was from an Associate College of University of Greenwich, but aligns under Health and Social Care.
- (4) "I" is the interviewer – me.

<i>School (Discipline)</i>	<i>BUS</i>	<i>ARCH</i>	<i>CMS</i>	<i>HUMS</i>	<i>EDU</i>	<i>H&SC</i>	<i>ENG</i>	<i>SCI</i>
<i>Faculty</i>	<i>BUS</i>	<i>FACH</i>			<i>FEH</i>		<i>FES</i>	
May-14	<i>Abigail</i>							
Jun-14					<i>Beryl</i>			
Jul-14				<i>Cathy</i>				
Jul-14							<i>Doran</i>	
Jul-14						<i>Effe</i>		
Aug-14			<i>Franklin</i>					
Aug-14			<i>Gilham</i>					
Sep-14				<i>Hester</i>				
Oct-14		<i>Jerome</i>						
Oct-14	<i>Kirsty</i>							
Nov-14				<i>Lex</i>				
Dec-14	<i>Morton</i>							
Dec-14	<i>Abigail</i>							
Dec-14								<i>Nanci</i>
Jan-15							<i>Paran</i>	
Feb-15						<i>Quena</i>		
Mar-15				<i>Rose</i>				
Interviewer					I			

<i>Recognition</i>
<i>PG Cert HE</i>
<i>Both</i>

Appendix Table (ii): Progressive participant selection showing the **eventual** constituencies, the date of their interview, their chronological-alphabetic codename, their school and faculty at University of Greenwich, their naïve constituency and whether they were a member of another profession (in red).

Appendix 3: Annotated list of Stage1 interview respondents

A	<i>Abigail</i>
B	<i>Beryl</i>
C	<i>Cathy</i>
D	<i>Doran</i>
E	<i>Effe</i>
F	<i>Franklin</i>
G	<i>Gilham</i>
H	<i>Hester</i>
J	<i>Jerome</i>
K	<i>Kirsty</i>
L	<i>Lex</i>
M	<i>Morton</i>
N	<i>Nanci</i>
P	<i>Paran</i>
Q	<i>Quena</i>
R	<i>Rose</i>

This page is intentionally left blank

This page is intentionally left blank

This page is intentionally left blank

Appendix 4: Post Facto checks on Stage 1 participant selection

I include these as examples of what a quantitative researcher does when first swimming in the uncertain waters of qualitative analysis, in carrying out a quasi-check on the “representativeness” of their human “sample”. At the time I remarked, and my supervisors agreed, that I was thoroughly quantitative in my thinking. Of course representativeness and sample are the wrong concepts for the qualitative.

My reasoning at the time was that these tables might help in checking data sufficiency around constituency-related analysis. It is clear, however, from the sizes of these combinatorially derived constituencies, that sufficiency is a somewhat optimistic term, as most of the constituencies have only a “token” member upon which to report patterning; patently *insufficient*.

My qualitative understanding and instincts did develop, and although stages 1 and 2 of my qualitative research are merely adequate on process, the results they suggested were tested in a more authoritative fashion in Stage 3; a case of researcher redemption.

Constituency	e	m	l	Total	Gender
Both		3	1	4	F
		1	1 = me	2	M
Recognit'n only		1		1	F
		2	1	3	M
PG Cert only	2	1	1	4	F
	2		1	3	M
Totals	4	9	5	17	

Appendix Table (iii): *Post facto* cross-check of gender / early-mid-late-career / constituency.

Constituency	Other profession	Total	Gender
Both	1	4	F
	1	2	M
Recognit'n only	0	1	F
	1	3	M
PG Cert only	2	4	F
	1	3	M
Totals	6	17	

Appendix Table (iv): *Post facto* cross-check of Other profession/gender/constituency.

Appendix 5: Final Thematic Codes

Q0

- o1. Personal history
- o2. Own career orientation – teaching/research
- o3. Confirmation of the conversational method
- o4. What inspired them to do it?
- o5. Which route in PG Cert or Recognition - why?

Q1 Professionalism – what is it in essence?

- e1. Professional status oriented – where outsiders (the public at large) and their recognition is most important – also v-a-v Research
- e2. Professional community oriented – where the views of colleagues are most important - distance from students. **CULTURE**
- e3. Managerialism - independence
- e4. Professional skill oriented – the task is most important
- e5. Professional service oriented – students come first
- e6. Place of scholarship – research...
- e7. Other professions – comparisons...
- e8. Professionalism as networking

Q2: Comparison

- a1. Comparing recognition with initial teacher training: are they equally valid? Or equivalent?
- a2. In terms of what they measure – assessment & rigour
- a3. In terms of effect – how transformative – how useful
- a4. In terms of status to the world and colleagues

Q2: Value of each in its own right

- b1. How valuable – valid PG Cert
- b2. Key /best point
- b3. Should PG Cert be discipline specific?
- b4. How valuable – valid Recognition – alternatives?
- b5. How long – how difficult
- b6. Inducements or support or pressure?
- b7. Self-discovery – insights...
- b8. Peer observation – how “real”, how valuable?

Q2: Use of reflective practice

- c1. In terms of PG Cert in HE “relating to UKPSF”
- c2. In terms of recognition – how valid
- c3. Use of Reflective Practice in practice...
- c4. Mentoring...

Q3: Size and shape of profession

- d1. Should it be 100%? Penetration of professionalisation
- d2. Management bought into it?
- d3. A good thing for the university?
- d4. Ongoing CPD and good standing
- d5. UKPSF – its impact etc
- d6. Professional values...
- d7. Instrumental approach to prof – tickbox - motivation.

Appendix 6: The questionnaire in its 10-question form

This is the form in which it was presented to groups (c) (d) and (e). For groups (a) and (b), made up of HEA fellows and senior fellows from University of Greenwich, question 10 was omitted, since the target percentage was already known.

Questionnaire about the “*logic*” of the Professional

Thank you for clicking the link. The questionnaire consists of only 9 questions (10 if you count the choice of prize). I hope you will find it interesting.

The questionnaire is designed to evaluate a model for the “**logic**” of the Professional – what are the **drivers** that motivate her/him – in particular how this logic applies to a Teaching Academic in Higher Education (HE). If you understand people’s drivers – why they do things the way they do – you are better able to talk to them, work with them, support them, manage them, train them, recognise them, accredit them.

The first five questions are about **Professionals in general** or **Teaching Academics in Higher Education**. Much of the criticism around the professions may be summarised as “*for all their posturing and apologies, the Professions and the Professionals they serve are mainly in it for the money.*” One of the questions relates to this.

The model itself is introduced in question 6.

It emerged out of a series of interviews where Fellows (or Senior Fellows) of the HEA shared their understanding and perceptions of professionalism. Whenever we talked of “the essence of professionalism”, their responses could be assigned to one of these thematic threads – which I have called orientations. What gave these orientations further resonance and warrant was understanding the origin of professions through clerical specialisation in the middle ages, soon after the foundation of the first European universities.

All my interviewees had gained their category of fellowship either through Recognition or through a taught PG Cert or PGCAP programme, or both.

The questionnaire is part of my research effort towards an Ed D. Further details relating to this are at the end of the questionnaire.

Professionals in general:

	A key component in Professional work is acting in the best interests of someone other than oneself.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
	Professionals dedicate themselves to long-term mastery of their area of professional expertise.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
	Professionals should have a special sense of loyalty and respect towards other members of their profession.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
Please add a comment or explanation, as appropriate, to any of your answers 1-3 here:						

Teaching Academics in Higher Education:

	Although it is necessary to have a livelihood, the pursuit of greater earning power is NOT the PRIME motivation for most teaching Academics in HE.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
	Teaching Academics in HE should be largely autonomous and self-managing in their day-to-day responsibilities.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
Please add a comment or explanation, as appropriate, to any of your answers 4-5 here:						

The “Logic” of the Professional

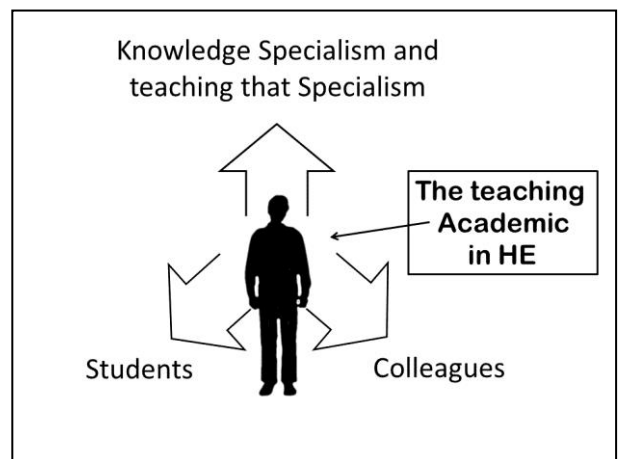
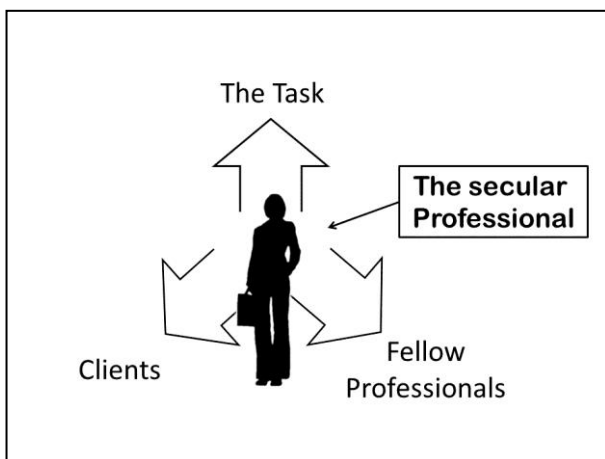
The two diagrams below attempt to model the “Logic” of the Professional and the drivers that motivate her/him.

The secular Professional owes a **duty** towards three different orientations in their working world (left hand diagram):

- (1) **the Task** their profession addresses,
- (2) their **Fellow Professionals** in that task,
- and (3) their **Clients**.

In the case of a teaching Academic in HE, these translate into (right hand diagram):

- (1) dedication towards their **Knowledge Specialism and teaching that Specialism**,
- (2) professional loyalty and respect towards their Professional **Colleagues**,
- and (3) a duty of service and respect for their **Students**.



Orientations of duty of the Secular Professional.

Orientations of the teaching Academic in HE.

Although it is necessary for Teaching Academics to have a livelihood, remuneration is not a motivational factor - it does not motivate them to work harder. It is what Hertzberg

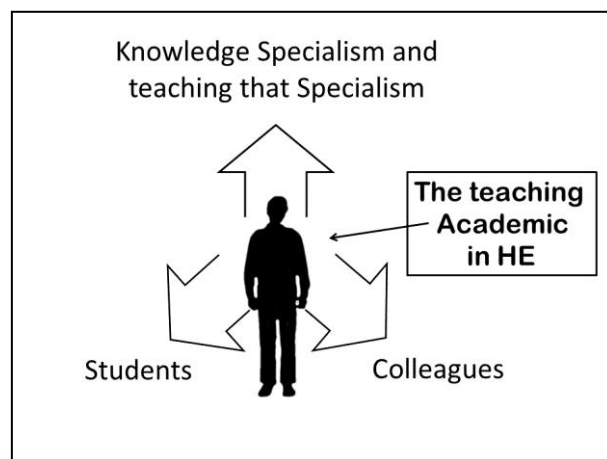
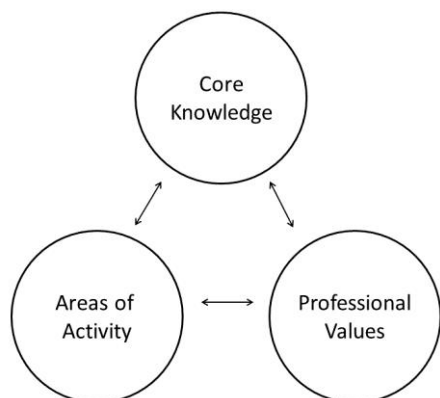
calls a “hygiene factor”, something without which their Professional work would not continue.

Your input on the model is important

This model for the logic of the professional is new and untested. Is it valid? Do you agree with it? Does it work for you? Is it consistent with the UKPSF? Please indicate your agreement / disagreement to the following statements and add a brief explanation in the accompanying boxes, as appropriate:

6	The model of three orientations of duty for a secular professional (left hand diagram) makes sense to me.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
Please comment on or explain your answer if appropriate:						
7	The two diagrams (left and right hand) show the correspondence between the orientations of duty of a secular Professional and of a Teaching Professional in a helpful way.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
Please comment on or explain your answer if appropriate:						

The model in the context of Higher Education



The dimensions of the UKPSF (re-oriented). Orientations of duty of the teaching Academic in HE

The model for the logic of the professional is about explaining the motivation factors for a professional. It is intended to complement the UKPSF, rather than challenge it. Are the two compatible?

8	The model of three orientations of duty for a teaching Academic in HE is compatible with the UKPSF.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
---	---	---------------------	------------	---------------	------------------------	-----------------------------------

Please comment on or explain your answer if appropriate:

9	Academics see the two routes to Fellowship of the HEA, by Recognition Scheme or through qualification in a PG Cert in HE or PGCAP, as equivalent to one another.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't know or not applicable
---	---	---------------------	------------	---------------	------------------------	-----------------------------------

Please comment on or explain your answer if appropriate:				
10	Does your University or HEI have a target for the percentage of institutional teaching staff with a category of fellowship of the HEA? If so, what is it?	1 YES	2 NO	3 Don't know or not applicable
Please comment on your answer and/or share the percentage, if appropriate:				

11. Would you like to be in the draw for either a bottle of Bollinger champagne or a £30 John Lewis gift voucher?

- No, I'd rather stay anonymous
- Yes, my e-mail and preference is...

Giving permission to use your responses for research

I understand that by completing this online questionnaire I am giving permission for the data to be used for research. I understand that my anonymity will be preserved in any data presentation or publication associated with this research.

You can go back and change any of your answers at this stage. Once you click "Done", your responses to the questionnaire are frozen.

The research project associated with this questionnaire is undertaken by:

Paul Dennison. Contact details are:

P.H.Dennison@gre.ac.uk , phone 020 8331 7512.

The Research Project is supervised by:

Professor Ian McNay and Dr John Smith. Contact details are:

I.McNay@greenwich.ac.uk 020 8331 9236

and John.A.Smith@greenwich.ac.uk 020 8331 8497.

Appendix 7: Colour-coded individual response table for the questionnaire

Respondent code (and Group)	Anon / Identified	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
a1	I	2	2	2	2	1	1	1	2	1
a2	A	2	1	1	2	2	1	-1	2	-1
a3	I	1	1	1	2	1	1	2	0	1
a4	I	1	1	0	2	1	1	1	1	0
a5	I	2	-1	-2	2	2	1	1	2	-2
a6	I	2	2	1	1	2	2	2	-1	-2
a7	I	1	1	1	2	2	1	1	1	1
a8	I	1	1	-1	2	2	0	0	-1	0
a9	I	2	2	2	2	2	-1	1	1	1
a10	I	2	1	0	2	2	1	1	1	-1
a11	I	1	2	1	2	1	-1	-1	1	-2
a12	I	0	2	1	2	1	1	2	2	2
b1	I	1	2	1	1	2	1	1	-1	0
b2	I	2	2	1	1	1	1	2	2	1
b3	I	2	1	0	2	2	1	1	1	-1
b4	A	2	2	-1	2	-1	1	1	0	-2
b5	I	2	1	2	2	1	2	1	1	1
b6	I	2	2	2	2	2	1	2	2	1
b7	I	2	2	1	2	2	-1	-1	-1	2
b8	I	1	1	1	2	2	1	1	1	0
b9	A	2	2	2	1	1	1	1	1	-1
c1	I	2	1	1	1	1	1	1	1	0
c2	A	1	2	1	-1	2	-1	2	-1	-1
c3	I	2	2	1	2	1	1	-1	0	1
c4	I	2	2	1	1	1	-1	-1	-1	-1
c5	A	1	1	2	-1	-1	1	1	2	1
c6	A	1	2	0	1	-1	-1	0	1	1
c7	A	2	2	2	2	0	1	-1	1	1
c8	A	2	2	2	1	-1	-2	-1	-1	-1
c9	I	1	1	1	1	1	-2	-2	-2	-1
d1	I	1	2	2	1	1	1	1	0	0
d2	A	1	2	2	1	2	1	1	1	0
d3	I	2	2	2	1	1	-1	-1	-1	-2
d4	I	1	1	1	1	0	0	-1	-1	-2
d5	I	1	2	2	1	-1	1	0	-1	-2
d6	A	2	2	1	1	-1	-1	1	-1	-2
d7	I	2	2	2	1	2	2	1	2	0
d8	I	1	2	2	2	2	1	1	1	-1
d9	I	2	2	1	2	1	1	1	1	1
d10	I	2	1	-1	1	-1	0	-1	0	-1

d11	/	2	2	1	1	2	1	1	-1	-1
d12	A	1	1	-1	1	1	1	1	1	-1
d13	/	2	2	2	-1	1	2	1	-1	1
d14	/	-2	1	0	2	-2	2	-1	-2	0
d15	/	2	2	2	1	1	2	2	1	-1
d16	/	2	1	1	2	1	1	1	2	-1
d17	/	0	2	1	1	1	0	0	1	-1
e1	A	2	2	2	2	2	1	1	1	-1
e2	/	1	-1	1	1	1	2	1	-1	-1
e3	/	1	2	1	1	1	-1	1	1	1
e4	A	2	2	2	2	2	-1	0	1	0
e5	A	1	0	1	1	0	1	-1	1	0
e6	/	0	1	1	0	1	0	0	-1	-2
e7	/	1	2	1	2	1	1	2	1	0
e8	/	-1	1	-1	1	0	2	1	1	1
e9	/	2	2	2	1	0	1	1	0	1
e10	/	-1	-1	-1	1	2	1	-1	2	1
e11	A	1	1	1	1	1	1	1	1	-1
e12	A	2	1	2	2	2	-1	-1	-1	1
e13	/	1	1	1	2	1	1	1	1	-1
e14	/	1	2	-1	2	1	1	1	0	-1
e15	/	2	2	2	2	2	2	2	1	-1

Strongly agree	2
Agree	1
NA or DK	0
Disagree	-1
Strongly disagree	-2

Appendix Table (v): Individual questionnaire responses per group and indicating whether Anonymous (A) or Identified (I). Each row of the table represents the responses of single respondent. Each column, the responses to a particular question. Although some responses are almost “consistent” in the choice of responses (see e15, for example), most are mixed (e4, for example). Note the preponderance of strong agreement and agreement, and the lack of perceived patterning. There is evidence of correlations between questions, but none are deterministic. The real value of responses, of course, is found in the free text explanations of choices.

Appendix 8: Per-group option choice results for the questionnaire

These are found on the next two pages. The summary headcount table is on the first page, followed by the summary percentage response.

