

ACADEMIC STAFF DEVELOPMENT
SUB-STRATEGY 2023-2028

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I. Background

The British University in Egypt was established in 2004 by its renowned industrialist Mr Mohamed Farid Khamis, then shortly after was formally inaugurated by HM King Charles III (formerly HRH The Prince of Wales), to provide high-quality British-style higher education in Egypt. Located in El Sherouk City, the university offers undergraduate and postgraduate programs across various disciplines, including business, engineering, and computer science. BUE is known for its commitment to academic excellence and its collaboration with UK universities (currently validation partnerships exist with three UK universities: London South Bank University, Manchester Metropolitan University and Queen Margaret University, Edinburgh), ensuring that its curriculum meets international standards. The British University in Egypt is the only university in Egypt that offers dual degrees/certificates.

The British University in Egypt mission is to foster a global learning environment while contributing to Egypt's educational and economic development. The university modern campus, equipped with state-of-the-art facilities, reflects its dedication to creating a dynamic and supportive educational experience.

II. The journey to our sub-strategy

At the British University in Egypt (BUE), Lifelong Learning is central to our philosophy, shaping both our strategic vision and everyday practices. We believe that Lifelong Learning is essential for personal and professional growth, and we are committed to creating an environment that encourages and supports it at every stage. Our policies and initiatives are designed to embed Lifelong Learning into the core of our academic and community engagement, offering flexible programmes, interdisciplinary opportunities, and access to continuous development for students, staff, alumni, and wider society. By fostering a culture of curiosity, adaptability, and ongoing skill enhancement, we ensure that Lifelong Learning is not only a goal but a lived experience at the British University in Egypt—preparing individuals to meet the demands of a rapidly changing world.

A collaborative and inclusive approach was adopted in the development of this sub-strategy through having a series of meetings and a wide range of discussions with academic staff members, Academic Staff Development Coordinators, and Vice-Deans for Teaching and Learning. The draft of this strategy is intended to be considered at the British University in Egypt's Academic Staff Development Committee (ASDC) and the University Teaching and Learning Committee (UTLC) and any other relevant committees. Revisions can be made as it progresses through the necessary regulatory stages and whenever new considerations arise.

III. Vision, Mission and Values

Vision

Our vision for academic staff development is to cultivate a dynamic and innovative community of educators who are at the forefront of teaching excellence and scholarly advancement. By fostering a culture of continuous learning and collaboration, we aim to **empower** faculty with cutting-edge pedagogical techniques, research opportunities, and leadership skills.

Through tailored workshops, mentorship programs, and cross-disciplinary partnerships, we will enhance the professional growth of our staff and, hence, drive institutional success. Our strategy prioritizes adaptability, inclusivity, and support, ensuring that every member of our academic team is equipped to inspire, lead, and excel in a rapidly evolving educational landscape.

Mission

Our mission includes three core principles. They are fully integrated into this sub-strategy through its operations that are aligned to eight national, global, academic and professional frameworks:

- **Instructional leadership:**
Prioritising student learning on all levels through decisive enhancement of the quality of provided teaching and other factors that influence the learning experience
- **Staff empowerment:**
Enabling academic staff members with the necessary knowledge, skills and behaviours that required to establish a healthy and functional teaching and learning experience
- **Advancing innovation:**
Equipping both academic staff members and students with cutting-edge EdTech solutions to facilitate 21st century interactive and collaborative learning.

Values

The British University in Egypt shared values are:

- **Fundamental:**
 1. Academic freedom
 2. Institutional autonomy
 3. Integrity and fairness

- **Institutional:**

1. Trust
2. Ownership
3. A caring and inclusive community
4. Social responsibility
5. Equity

- **Behavioural:**

1. Leadership
2. Courage
3. Can-do attitude
4. Transparency
5. Accountability

IV. Alignments: *The Octagram*

The Academic Staff Development Sub-strategy 2023-2028 is thematically aligned with the guiding principles, objectives and the measures of success of two university central strategies: The British University in Egypt Strategy 2023-2028 and the Teaching, Learning and Student Experience Sub-strategy 2023-2028. These two guiding strategies are the ideological springboard and backdrop against which the Academic Staff Development sub-strategy will model. The Academic Staff Development sub-strategy 2023-2028 is also aligned to six additional independent national, global and professional frameworks. Together, these eight foci, through constructive alignment, form the ‘Octagram’ scheme that should network all university academic staff development events to one solid, multi-layered, yet congruous arrangement.



The two university central strategies are:

1. **The British University in Egypt Strategy 2023-2028:**

The university central strategy that reflects its vision, mission and aspirations.

- **Purpose:**
to become a leading student-centred university that educates students for citizenship with a global perspective and for active participation in society, in a research active environment
- **Priorities:**
 1. Develop lifelong learners and well-rounded citizens with outstanding knowledge skills and abilities
 2. Support the implementation of SDGs
 3. Become a partner in the implementation of Egypt's Vision 2030
 4. An evolving applied research environment with student centricity at its core
 5. Extended partnerships and internationalisation
 6. Sustained and managed growth across all faculties
- **Enablers:**
 7. **People:** Empower our people to achieve our core values
 8. **Places:** An immersive and engaging lifelong campus life
 9. **Systems:** Maintain operational excellence and financial sustainability

2. **Teaching, Learning and Student Experience Sub-strategy 2023-2028:**

The university educational strategy that aims to provide active, applied, social and inclusive teaching and learning experience.

- **Theme 1:** High-performing staff
- **Theme 2:** Portfolio management
- **Theme 3:** Curriculum Transformation
- **Theme 4:** English language provision
- **Theme 5:** Student-centred teaching and learning
- **Theme 6:** Technology enhanced and physical learning environment
- **Theme 7:** Assessment and feedback

The six additional independent national, global and professional frameworks are:

3. **Advance HE Professional Standards Framework for teaching and supporting learning in higher education 2023 (PSF 2023):**

At a time when the higher education sector is increasingly focused on teaching excellence, the PSF provides an external indication that an institution invests in the development of teaching and learning, and that as an institution you are committed to improving the student learning experience. The PSF identifies components of

successful teaching and learning. These are expressed in the 15 Dimensions of the Framework.

- **Core Knowledge:**

- K1:** how learners learn, generally and within specific subjects
- K2:** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3:** critical evaluation as a basis for effective practice
- K4:** appropriate use of digital and/or other technologies, and resources for learning
- K5:** requirements for quality assurance and enhancement, and their implications for practice

- **Professional Values:**

- V1:** respect individual learners and diverse groups of learners
- V2:** promote engagement in learning and equity of opportunity for all to reach their potential
- V3:** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4:** respond to the wider context in which higher education operates, recognising implications for practice
- V5:** collaborate with others to enhance practice

- **Areas of Activity:**

- A1:** design and plan learning activities and/or programmes
- A2:** teach and/or support learning through appropriate approaches and environments
- A3:** assess and give feedback for learning
- A4:** support and guide learners
- A5:** enhance practice through own continuing professional development

4. Quality Assurance Agency (QAA) UK Quality Code of Higher Education 2024 – Sector-Agreed Principles:

- **Strategic approach:**

- Principle 1:** Taking a strategic approach to managing quality and standards
- Principle 2:** Engaging students as partners
- Principle 3:** Resourcing delivery of high-quality learning experience

- **Evaluating quality and standards:**

- Principle 4:** Using data to inform and evaluate quality
- Principle 5:** Monitoring, evaluating and enhancing provision
- Principle 6:** Engaging in external review and accreditation

- **Implementing the approach to quality enhancement and standards:**

Principle 7: Designing, developing, approving and modifying programmes

Principle 8: Operating partnerships with other organisations

Principle 9: Recruiting, selecting and admitting students

Principle 10: Supporting students to achieve their potential

Principle 11: Teaching, learning and assessment

Principle 12: Operating concerns, complaints and appeals processes

5. United Nations Sustainable Development Goals (UN SDGs):

1. No poverty
2. Zero hunger
3. Good health and wellbeing
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace and justice strong institutions
17. Partnerships for the goals

6. Egypt Vision 2030 Sustainable Development Strategy (SDS):

- **The Economic Dimension:**

First pillar: Economic development

Second pillar: Energy

Third pillar: Knowledge, innovation and scientific research

Fourth pillar: Transparency and efficient government institutions

- **The Social Dimension:**

Fifth pillar: Social justice

Sixth pillar: Health

Seventh pillar: Education and training

Eighth pillar: Culture

- **The Environment Dimension:**

Ninth pillar: Environment

Tenth pillar: Urban Planning

7. Hayah Karima (Decent Life) goals:

1. To improve the level of all health services provided to targeted families.
2. To achieve social development and social solidarity.
3. To achieve economic development and sustainability.
4. To improve the mechanisms of partnership and communication between the foundation and local and central government agencies, donors, and the private sector through various mechanisms at the local, regional, and international levels.
5. To combat hazardous child labour and reduce school dropout rates.
6. To mobilize the community and raise awareness of the importance of promoting the Egyptian family socially, economically, environmentally, and urbanistically.

8. National Authority for Quality Assurance and Accreditation of Education (NAQAAE):

- Leadership skills
- Quality standards and quality review according to NAQAAE standards (Delivered by NAQAAE)
- Health and safety procedures and processes
- New T&L methods and techniques

V. Continuing Professional Development Framework

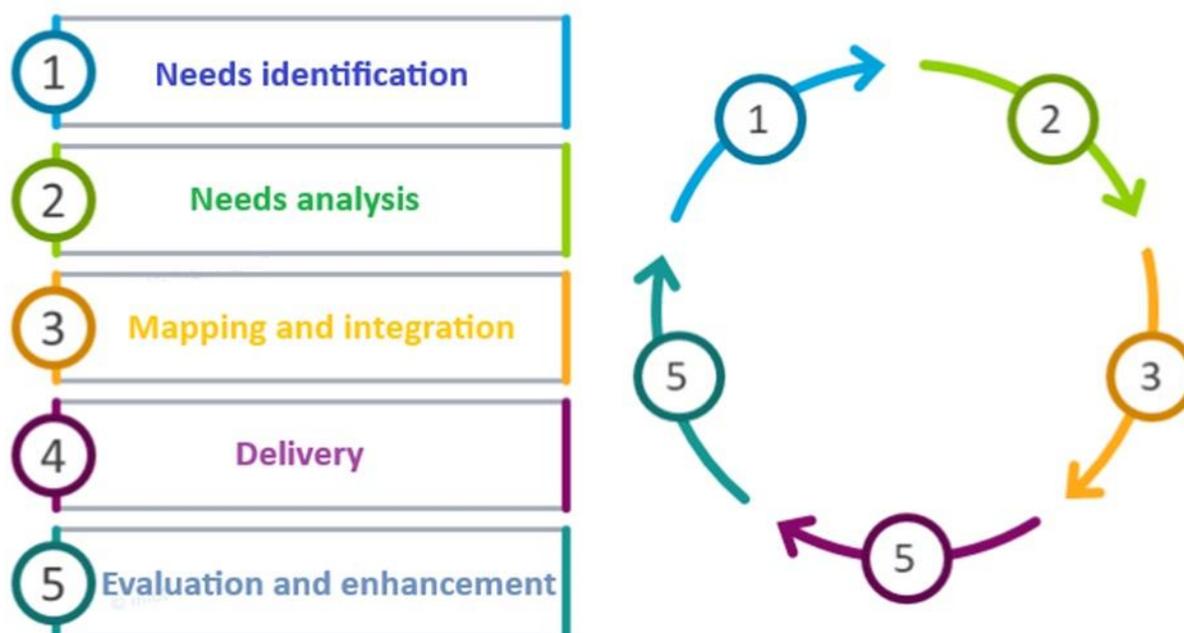
Principles:

- Promote instructional leadership that shapes quality student-centred learning
- Enable educators to self-reflect to develop their pedagogy and practice
- Benchmark development to global standards while recognising the significance of context
- Organise development around student needs and stakeholders aspirations
- Cultivate a dialogue culture between and among staff members, faculties, students, validating partner universities, accreditation bodies, sector professionals and stakeholders.
- Foster a communal sense of shared responsibility towards institutional leadership and student achievement
- Nurture staff sense of institutional belonging, fellowship and being peer-supported.

Our framework has a five-stage cyclic model of operation.

Stages of operation:

1. Needs identification
2. Needs analysis
3. Mapping and Integration
4. Delivery
5. Evaluation and enhancement



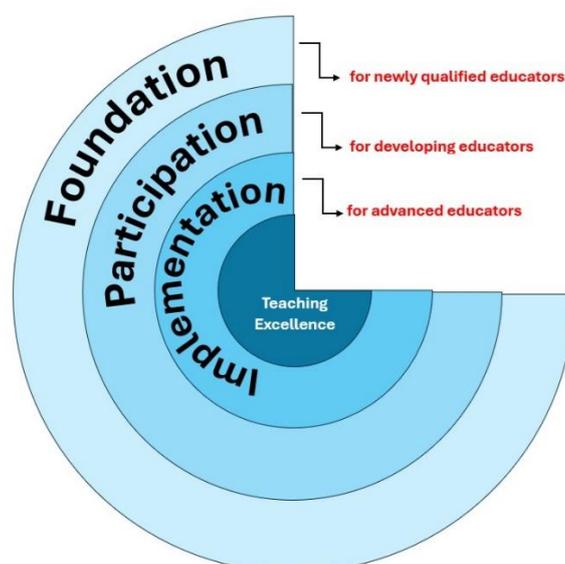
Our framework focuses on three levels of development for academic staff members.

Levels of development:

- **Foundation:** for *newly qualified* educators
- **Participation:** for *developing* educators
- **Implementation:** for *advanced* educators

Level descriptors:

- **Foundation:**
 - Recognising key principles
 - Understanding methods of application
 - For newly qualified educators:
 - Teaching assistants or demonstrators
 - Tutors with initial qualification and 1-2 years of experience
- **Participation:**
 - Engaging with practice
 - Building confidence and skills
 - For developing educators:
 - Assistant lecturers or lecturers
 - Tutors with 5-6 years of experience
- **Implementation:**
 - Exemplifying good practice
 - Demonstrating experience
 - For advanced educators:
 - Assistant professors or professors
 - Tutors with 10+ years of experience



VI. Measures of success

Key performance indicators (KPIs):

Part of the Teaching and Learning and Student Experience Sub-strategy 2023-2028

#	BUE S 2023-2028 Priority	TLSE SS 2023- 2028 Theme	KPIs
1	7: Enablers: People	1: High-performing staff	1.2 Growth in staff number receiving academic development
2			1.3 Attendance at and tangible outcomes from symposia
3			1.5 Increase in staff number with HEA recognition (around 500 by 2030)
4		5: Teaching and Learning	5.2 Annual Teaching Excellence Awards demonstrating student-centred teaching and learning practices
5		6: Technology Enhanced and Physical Learning Environment	6.3 Improved student satisfaction with physical and technology-enhanced learning resources evidenced in semester module evaluation feedback and the 'you said, we did' loop

Indicators of these measures of success are listed in the University strategy and relevant sub-strategies. Qualitative and quantitative data will be collected regularly and reported to the relevant parties, upon which, remedial plans shall be made whenever any considerations arise.