



Annual Review of HEA accredited CPD schemes 2014-15

Contents

Contents	2
Introduction	4
Executive summary	6
Impacts identified	6
Overview	6
Findings	7
Further points for consideration	8
Current trends	8
Sharing practice	9
Decision-making processes	9
HEA	9
1.0 Methodology	10
1.1 Data set	11
1.2 Summary of key figures:	11
2.0 Section 2 of the report - Exploration of strengths of CPD schemes	13
2.1 Embedding mechanisms and wider links	13
2.1.1 Good practice examples from Section 2 of reports:	14
2.2 Capacity, systems and structures	15
2.2.1 Good practice examples	17
2.3 CPD process support	18
2.3.1 Good practice examples	19
2.4 VLE resources	20
2.4.1 Good practice examples	20
3.0 Section 3 of the report - Impact on institutions	21
3.1 Theme One – student experience	24
3.2 Theme Two – value of experience, dissemination and profiling professional work	24
3.3 Theme Three – strategic links create embedding	25

3.4 Theme Four – organisational culture changes through visible promotion, impact on systems and processes	25
3.5 Theme Five – teaching and learning culture change, increased dialogue	26
3.6 Examples of impact from Section 2	26
4.0 Section 4 of the report - summary of issues, challenges, and areas for development	29
4.1 Issues around mentoring, panel members, reviewers and their training.	30
4.2 Theme Two – decision-making capacity and demand	30
4.3 General issues associated with resourcing	31
4.4 Issues associated with time	31
4.5 Issues of embedding	32
4.6 Process issues	32
5.0 Section 7 of the report	34
6.0 Conclusion and recommendations	37
6.1 Summary of recommendations for scheme leaders	37
References	37
Appendix 1 – Annual review template 2015	40
Appendix 2 – Annual review 2015 guidance notes	46

Introduction

The Higher Education Academy (HEA) accredits initial and continuing professional development (CPD) programmes which are delivered by higher education providers both within the UK and internationally.

HEA accreditation provides external and independent confirmation that professional development is aligned with the UK Professional Standards Framework for teaching and supporting learning in higher education (2011) and provides participants on accredited programmes with the opportunity to be professionally recognised through the HEA's Fellowship scheme in recognition of their continuing success in teaching and support of learning in higher education (HE).

Programmes/schemes which provide opportunities for professional development related to learning and teaching in higher education can be accredited as meeting the requirements of one or more of the four descriptors of the UK Professional Standards Framework (UKPSF). This means that successful participants on these programmes/schemes will be eligible to be awarded one of the four categories of HEA Fellowship; Associate Fellowship (Descriptor 1), Fellowship (Descriptor 2), Senior Fellowship (Descriptor 3) or Principal Fellowship (Descriptor 4).

A range of programmes which are designed to meet the development needs of staff that teach and/or support learning are eligible for HEA accreditation. Many institutions offer postgraduate certificates, continuing professional development (CPD) schemes/programmes and stand-alone modules.

From 2014-15 onwards, the HEA introduced a requirement that institutions with an accredited CPD scheme should provide a brief annual review (on an HEA template) reflecting on the operation of their accredited scheme over the previous 12 month period. The first review was launched in early May 2015. Institutions returned their completed report to the HEA by 1 July 2015.

Ninety institutions operated accredited CPD schemes in the academic year 2014-15. At the time of publication of this report (April 2016), 123 institutions now have accredited CPD schemes.

Both the template used for the 2014-15 annual review and the associated guidance document are attached as appendices to this report in order to enable the reader to understand the context of this summary report.

The aim of the annual review is to:

- > encourage institutions to evaluate the strengths and areas for further development of their accredited provision to lead to future improvements in the next accreditation cycle;
- > provide a platform for celebrating the positive impact that developmental opportunities offered through accredited provision have made within each institution;
- > identify and facilitate the sharing of good practice across the sector;
- > inform the support, guidance and events offered by the HEA.

Executive summary

Following the introduction of new annual review of HEA accredited CPD schemes in summer 2015, Dr Ruth Pilkington (HEA Academic Lead and author of this report) analysed reviews returned by 90 institutions operating accredited CPD schemes in 2014-15.

The process of review exposed benefits and areas for support and development by both the HEA and CPD scheme leaders. Overall, it appears that the introduction of accredited CPD schemes within HEIs is having a significant impact on HE culture.

Impacts identified

From the commentary provided by the accredited scheme leaders, it is apparent that CPD frameworks have the potential, even in early stages, of developing a stronger profile and awareness of teaching and learning, and supporting cultural shifts. They identified that these schemes;

- > Raise awareness of the UK Professional Standards Framework (UKPSF) and the role of teaching and learning across an institution;
- > Provide a focus for mechanisms of culture change, both hard and soft, that allow conversations about teaching and learning to be held and sharing facilitated;
- > Provide a clear stimulus and framework for recognition and reward to become part of institutional strategy, HR and quality systems and processes.

Overview

Ninety documents were received and analysed qualitatively with a focus on Sections 2, 3, 4, 5 and 7 from the reviews (see appendix 1 for review template and appendix 2 for associated guidance notes). These sections provided reflective and qualitative commentary on scheme activity and progress and primarily addressed self-reported strengths of schemes, impact across institutions, and challenges and concerns raised by implementation of scheme. The qualitative comments from CPD framework scheme leads were analysed thematically to identify how the still relatively early embedding of such schemes is having an impact and influencing learning and teaching perceptions.

Sections 2 and 3 provided qualitative data on ways in which schemes have impacted across institutions and practice. Comments were also drawn from Section 1 of the reviews where reflections on award data revealed additional views worthy of inclusion.

Section 4 identified a range of issues and concerns reported by CPD scheme leads.

Section 5 of the annual reviews revealed minor additional information on the range of methods for applications, and this was used to identify that 43% of institutions offer some form of oral assessment within the fellowship processes.

Section 7 related to the training of mentors and reviewers and provided useful data on what activities are being undertaken.

The remaining sections of the annual reviews provided information not of relevance to this report, and were therefore not included.

Findings

Commentary provided by scheme leaders reflected some issues in respect of managing schemes which relation to capacity, time and resource, issues of judgement and support through mentoring and associated processes. As a whole, however, the strengths of programmes indicate that creative and constructive CPD mechanisms are being designed and adopted across institutions evidencing the importance of the HEA for modelling and developing practice. Over 43% made use of HEA support through consultancy and events, etc.

Section 2 of the reviews (and also to some extent the commentary in Section 1) provided data on the strengths of CPD schemes. Scheme leaders reported several key areas as being important to the development and operation of successful schemes:

- > use of mentors as a crucial support for participants (63% of respondents highlighted this)
- > growing the number of Senior Fellows within the institution to create a sufficient pool of assessors and mentors in order to implement and operate these frameworks;
- > development of resources to support participants and staff involved in operating the scheme; in particular through the use of VLEs and writing retreats, and by developing process-orientated, face-to-face and dialogic opportunities for reflection and sharing.

Many institutions highlighted the benefit of wider exchange and embedding through communities of practice which were evolving around the schemes (90% of respondents).

Sections 2 and 3 provided qualitative data on ways in which schemes have impacted across institutions and practice. With respect to wider impact, the scheme leaders' commentary identified two very clearly defined aspects:

1. The first aspect focused around strategies, systems and processes which firmly embed the scheme within the institution; using formal reward mechanisms, alignment with HR processes of annual monitoring and review, promotions and role descriptors; and the use of formal mechanisms to embed and promote teaching and learning using teaching fellowships, involvement of senior managers and inclusion in institutional strategic objectives. Use of targets was also frequently mentioned as a tool for embedding.
2. The second aspect emphasised the softer side of cultural change with areas of impact developing around wider debate and discussion of teaching and learning, sharing of good practice, emergent communities of practice and greater familiarity and acknowledgement of UKPSF and the importance of teaching.

From an examination of issues and concerns raised by CPD scheme leads (and often already resolved) in Section 4, a range of insights emerged. For example, there were several issues which related to a lack of sufficient capacity to successfully operate the scheme to meet demand; concerns around training for assessors and mentors; particular questions of judgement around fellowship; and above all issues of time and resourcing especially in the face of anticipated growth in numbers as systems become more widely embedded. Section 7 of the reports provided useful quantitative data on how the work of scheme stakeholders (teams, champions, reviewers) was being supported through activities in relation to good standing and CPD.

Further points for consideration

From this initial qualitative analysis of themes a number of areas were identified by scheme leaders for further consideration and wider discussion:

Current trends

- > Growth in mapping of wider CPD to roles, careers and promotions as well as for reward and recognition;
- > Growth in the number of Senior Fellows (mentors/reviewers/programme teams) to support scheme activity to meet internal demand;
- > Wider discussions around impact within institutions and across the sector;

- > Growing interest in Early Career Researchers (ECR) and CPD/recognition needs of peripheral and enhancement functions associated with teaching and learning through Associate Fellowship (Descriptor1).

Sharing practice

- > Value of sharing good practice on support mechanisms and successful approaches to embedding UKPSF, Fellowship and the value and profile of teaching and learning activity;
- > Importance of sharing specific mechanisms for the effective support of claims across Descriptors within CPD frameworks (e.g. use of these reports to identify case studies);

Decision-making processes

- > Identified need to support decision making and judgement especially at Descriptors 3 and 4 of the UKPSF;
- > Importance of the role and input of external reviewers.

HEA

- > Value of the HEA for CPD embedding through facilitating sharing of practice through events and networks;
- > Benefits of fellowship networks and events for exchange;
- > Value of Annual CPD Reviews as an established and valuable tool to monitor, inform and evidence practice across the sector.

The final point also highlights the value of disseminating the outcomes from reports to CPD leads as an evidence base for practice. On the basis of the value placed on opportunities to network reported within these reviews, the HEA established a new UK network for accredited programme leaders, hosting three events and a conference in 2015-16.

A more detailed analysis follows. It is structured in three sections in which key conclusions are drawn and themes identified and discussed. A selection of good practice examples is provided throughout.

1.0 Methodology

The data for the review was provided in a template. It comprised qualitative and quantitative responses. Quantitative data provided in Section 1 was unique to each institution and meaningful analysis of the quantitative data provided in Section 6, related to referral rates, was not possible on this occasion given the varying nature of the data reported back to the HEA; the template and associated guidance will be adjusted accordingly for future reviews. The quantitative data of Section 1 was accompanied by qualitative responses. Other sections from reports generated purely qualitative comments on progress under several headings. As an initial step it was felt that Sections 2,3 and 4 provided an appropriate starting point for this report, as these targeted specifically strengths, impact and issues around implementation and CPD framework activity over 2014-15. It was felt therefore that an exploration of themes under each of these headings for the reports would convey a valuable and thorough picture of progress with respect to CPD frameworks and the embedding of UKPSF across the sector, and also inform future actions.

There were other sections to reports but in reviewing these, for example Section 7 on training, it was concluded that they did not add significantly to the main body of the reports. Sections 2-4 of the reports were the main spaces for reflective and qualitative commentary on scheme activities. Comments were occasionally drawn from Section 1 where reflections on award data revealed additional strengths worthy of inclusion. Section 4 revealed minor additional information on the range of methods for applications, which this was used to identify that 43% of institutions offer some form of oral assessment within the Fellowship processes. Section 7 related to training and was largely addressed in comments provided elsewhere on training of mentors and reviewers. It provides a summative quantitative picture of tools used to maintain good standing for stakeholders within schemes (see Part 5). The remaining sections provided additional data not of relevance to this report, and are therefore not included.

The analysis took several stages which involved initial extraction of crucial text from the sections to provide an opportunity to compare data across the set, and also to anonymise specific comments. This was followed by a two stage identification and analysis of themes which were then interpreted and interrogated by myself. A selection of good and interesting practice examples is also included as an accompanying element in this report to prompt further consideration and development. These latter examples have been presented in anonymised form although it is acknowledged some may be identifiable by

individuals who submitted reports. As these are examples of good practice however it is felt this will not be received negatively.

1.1 Data set

Eighty-eight reports were received along with some duplicates which were also checked, making 90 documents to be reviewed in total. Institutions embraced all groups of institutions across the sector and all institutions with accredited CPD schemes were required to submit reports. A summary of each institution's CPD scheme mechanisms was drawn from the texts wherever possible to give an overview of the types of evidence and artefacts being presented and the systems used within schemes. Although not all reports include details about the mechanisms employed for assessment (Section 4 of reports), responses suggest over (43%) 38 of 88 institutions use varieties of oral forms of assessment. These include presentations, vivas and dialogue, although where there is a choice of route, written forms are often reported as being preferred – seemingly there may be a lack of confidence/conviction in this approach which requires further work.

Around 20% of institutions still appear to be in early stages of capacity building and are focusing on support for increasing the number of internal Senior Fellows to support schemes, panel and mentor training. These areas require significant investment and time so as to ensure strong confident systems to emerge and ones with robust, transparent judgements.

1.2 Summary of key figures:

- > 75% of institutions anticipate widespread change in learning and teaching, with over a quarter of institutions with established CPD schemes reporting evidence of direct impact of schemes on wider learning and teaching cultures;
- > 50% predict impact on the institution's learning and teaching culture because of the way current activity is already influencing staff and practice;
- > Culture change is described as taking place through links to strategy with 24% of respondents giving specific examples of this;
- > 50% respondents indicate clear culture change;
- > Mentoring is a key success factor with 63% of respondents highlighting mentoring, mentors and mentorship as crucial;

- > 43% of institutions in reports indicate they are using some formal dialogue or oral elements in their assessment for Fellowship;
- > Over 90% of scheme leaders indicate that CPD schemes are prompting wider conversations on learning and teaching to take place;
- > 33% of respondents highlight embedding through manager involvement in scheme activity, and local level embedding through involvement of specific departments/schools and faculties as a strength;
- > Capacity and demand issues were mentioned by over 40% of respondents, with time specifically highlighted by a quarter of institutions;
- > Almost half of the institutions said they had used HEA UKPSF-related consultancy or attended HEA events which support accreditation and professional recognition.

2.0 Section 2 of the report - Exploration of strengths of CPD schemes

In a two stage review of themes emerging from Section 2, firstly to draw out pertinent threads and points and subsequently to identify and re-evaluate themes across the data set, four areas of 'wider embedding', 'capacity and structures', 'process support elements' and 'VLE and resources' were identified as being significant for strengths. There was some overlap between headings but it was apparent that institutions are benefitting in key ways from implementing CPD frameworks. These can be placed in the context of wider impacts and scheme process. Staff gain benefits from engaging in the schemes too, through the supporting elements and the key resources which are introduced around fellowship schemes. The themes given above were considered sufficiently broad to embrace all the elements of strengths mentioned and allow a more detailed discussion under headings below.

In each case a summary of strengths across reports is outlined with examples of comments given in detail and some examples of good practice.

2.1 Embedding mechanisms and wider links

While this section also relates to the wider embedding (discussed in Section 3), it is clear that institutional CPD schemes are perceived as offering particular benefits that contribute to wider embedding. These benefits relate to the use of senior management team representation on panels, creating visibility for schemes by involving line and other managers in celebrations, and by including managers visibly in mechanisms of the award and disseminating of success. Involvement of senior managers is clearly viewed as a significant advantage and strength where it has been successfully achieved.

Mentoring is particularly important across schemes. One of the positive outcomes most described around capacity building and initial growth involves the use of mentors. The use of mentors not only appear to reinforce success within claims, it results in wider embedding through the creation of dispersed teams of mentors associated with, e.g. Senior Fellowship; the use of faculty leads and learning & teaching co-ordinators who raise the profile for the scheme and for UKPSF; reviewers and assessors as a source for disseminating good practice. Mentors and assessors (also termed reviewers) appear to be the focus for extensive dissemination and profiling. Ways for wider embedding to occur through mentors arise through the sharing of good practice across panels, and

also through mentor, panel and graduate networks, as well as in training. Advocates and referee involvement also help extend the reach of CPD schemes. In some instances, particular schools and faculties are calling for dedicated support from centrally operated schemes, something that is often given as an example of the particular success of a scheme or as an acknowledgment of its growing value.

These are all seen as strengths that emerge from the operation of the scheme and raise the profile of scheme value, embed it and support wider engagement.

Part of the wider growth and value of schemes that emerges in reports includes examples of conferences and wider embedding of dialogue (talk) around teaching and learning, as well as openness to learning and teaching: re-profiling this area of academic work. One institution has particularly emphasised the value of its reflective model, and another has highlighted Scholarship of Learning and Teaching (SoTL) in this context. In addition, schemes report the value of having positive feedback from participants as engendering a general interest and growing sense of value associated with the UKPSF and fellowship.

Another area which is contributing to wider embedding is that schemes and the UKPSF appear to be increasingly linked to wider institutional interests. These include examples of how such schemes are being linked to professional development review processes, appraisal and linked to HR and CPD creating more formalised embedding. This is more apparent in comments for Section 3 where such wider embedding is specifically discussed in reports. More minor embedded benefits are cited around peer observation of teaching and in partnership links.

In summary, the key points from an analysis of this section relate to the importance of having senior and wider management buy-in, the significant role played by mentors, and wider alignment of CPD schemes with institutional objectives. Bold text is added to highlight and emphasise.

2.1.1 Good practice examples from Section 2 of reports:

These examples of strengths in relation to good practice are presented anonymously although institutions may recognise themselves. They have been selected because they represent commonly cited examples of scheme activities institutions have generally presented as strengths, or they exemplify particular approaches worthy of note.

Advocates emerge from the scheme locally and institutionally. **Peer Groups** used at Senior and Principal Fellowship and pairings of applicants across the institution has helped generate a community of practice. The scheme is facilitating a more collegial atmosphere across the University.

The use of cross-faculty Leads and critical friends (mentors) to ensure **interdisciplinary learning**.

Sharing of practice across disciplines in the workshops and time for disciplinary discussions through the DLG (**disciplinary learning groups**) has been welcomed by staff.

The CPD scheme also encouraged sharing of practice and examples shared via an **'Ideas Factory' web space** adapted by different departments.

Support from senior managers across the institution was fundamental to success, and regular feedback to managers on achievement raises awareness.

Celebrations of individual successes at school/department level are complemented by University wide celebration at the annual learning and teaching conference, and graduation events.

1:1 advice sessions by mentors and scheme assessors have been most welcomed. Results of a survey show **mentored applicants** have a **better chance of an application being successful** compared with those not mentored.

Every applicant is provided with **constructive feedback** on a peer review of practice linked to their category of fellowship – this has prompted **developmental exchanges** between colleagues.

Participants appear most successful when they receive encouragement and **support from line management** and colleagues. They appreciate one-to-one support and feedback on draft applications.

"Time to Write" is a writing retreat with four hours of dedicated time to work on applications supported by the scheme team. It has been very popular; we now have one per month.

2.2 Capacity, systems and structures

This theme reflects the interests of many institutions who are still early on in their development, and reports frequently describe support and capacity building around a neonate scheme. Other elements that emerged under this heading in Section 2 highlight strengths associated with the actual mechanisms being adopted within schemes, and particularly around the support for the process of making claims and applying for fellowship. Unsurprisingly, this is by

far the largest area for comments but also one with significant shared commonalities.

A majority of institutions highlight that they are building capacity through developing Senior Fellowship and, in some cases Principal Fellowship, applications. This is a significant investment for institutions as they develop and embed a scheme. These fellows provide a crucial resource for panels, mentors and reviewers both as a response to HEA requirements and also because they have recognised expertise in and familiarity with UKPSF. This aspect of scheme operation is also a source of challenge (see under Part 4).

Dialogue for fellowship is highlighted as having particular value for encouraging exchange and conversation on teaching and learning. A number of structures such as fellowship networks, link roles, faculty leads, and retreats and workshops are identified as making a significant contribution to dialogue. There are a number of examples where comments emphasise the development of resources around different application mechanisms, such as dialogue, portfolio or written routes, and the use of support mechanisms to enhance application success. These often relate to mentoring as crucial in successful applications echoing theme one above. Resources and resourcing are also discussed in connection with Themes 3 and 4 (see below). A point of interest is the frequency with which dialogue emerges as having value and impact, both as an assessment mechanism and as a consequence of scheme embedding.

It is apparent that in the early stages of scheme implementation considerable emphasis is placed on capacity building around mentors, panels and review, awareness-raising, and ensuring support systems are in place. Strengths emerge around how the tools and systems adopted are developing and the evidence that they are working effectively and building the profile for the scheme, as well as how they engage staff and are perceived as valuable by them. These strengths reflect a focus on embedding across an institution and the setting up of networks of mentors, co-ordinators and development of local support and engagement – all crucial factors in the design and implementation of recognition schemes. Communities of practice are mentioned, dissemination, and the stimulus created by schemes for talk about and exchanges on teaching and learning, indicating a shift in profile across institutions.

Interestingly, several institutions identify strengths emerging around specific interventions which characterise the scheme approach such as the use of peer observation, diagnostic tools, a variety of artefacts in assessment, oral

presentations, writing retreats, workshops and wider adoption of same. Writing retreats are especially useful from comments.

2.2.1 Good practice examples

These examples have been selected to illustrate particular approaches to capacity and systems issues in CPD schemes. It is followed by a table giving the complete list of anonymised responses under this category.

A key feature of the **Professional Dialogue route** is staff articulate their teaching experience and philosophy in a **supportive environment**, and they explore the rationale for choices and situate their practice directly within UKPSF. Pilot feedback indicated fellowship applicants utilised the dialogue and the feedback process to develop their thinking: we aim to extend this programme in the coming years which will enable us to develop a **'bank' of experienced and qualified staff in mentorship roles**.

Quality of support sessions – writing workshops, mentor and 1:1 advice sessions all support applicants. Other support includes mentor and assessor training, and advice sessions for referees. **Briefings and applicant induction** events clarify the meaning of the professional standards and the nature of the types of practice examples, which could be used to evidence them.

We introduced a system of **shadowing panels** for people yet to make a claim. A shadow panel member receives the same paperwork as a full panel member, and participates in the conversation that underpins the judgement process, but does not contribute to the judgement itself. The value of this is being privy to the deliberation of panels.

Panel training: members volunteer. Panel training involves a workshop based on **dummy case studies** and decision-making using UKPSF document as the criteria for a judgement. These training events are extremely collegiate and the level of discussion and reflection has been very high. Next stage of panel training is to shadow existing panel members and then to **observe on a panel**. New panel members are then invited to sit as full member. Panels are attended by one deputy senior manager, usually two, as they take real interest in process and the applications.

A significant strength is the **workload model** which establishes hours (annually) given for all staff to participate in peer support, peer mentoring, and CPD; time to complete fellowship applications; hours given to early career academics with a requirement to complete fellowship, and to mentors for Early Career Academics, with further hours for each additional mentee for example. Reviewers and moderators also receive a time allocation.

2.3 CPD process support

Theme 3 from Section 2 of reports revolves around how the scheme is being supported and how the structures within the CPD scheme support success.

Again, dialogue around learning and teaching is mentioned frequently, as are mentors. Mentors and the use of faculty or departmental support are particularly crucial to the success of schemes and are widely cited. Around these roles and activities dialogue, communities and wider exchange emerge, supporting the applicants and also drawing staff in to seeing learning and teaching as a valid area for development. This is supported and enhanced by the development of dissemination mechanisms to share outcomes from assessment processes. These are contributing to good practice repositories as a wider resource and enabler.

Similarly, workshops are widely used and are strong across many schemes. They are often structured around the process of application: introduction and overview, and preparing submissions. They bring staff together around fellowship and encourage exchange, learning and dialogue. A considerable number of institutions have adopted writing retreats of varying lengths as a support for applicants. These target particular Descriptors or are developed around specific subject requirements. They are also linked to other components of schemes, so several institutions identify workshops as a wider strength. This relates not just to managing the process of application but relates to how workshops are linked to formal programmes, or that they are growing and being mapped to UKPSF for HR and wider professional development activity. They may link to online resources too.

Other aspects mentioned as strengths and associated with CPD processes reflect the particular approaches adopted: scholarship of learning and teaching is mentioned by a number of institutions, as is reflection. Reflection (where highlighted) is viewed as an added value for a scheme and a valued product of involvement in the process. It is often linked to progression and annual professional development review. The actual assessment of the process is another crucial area identified as a strength, either because institutions are proud of how the panels work in terms of their rigour, or because the feedback process enhances reflection and the value of the assessment process. Alternatively, it may allow dissemination, and occasionally provides an opportunity for creative approaches such as oral feedback. Most institutions

mentioning feedback talk about providing it on all applications, successful and unsuccessful.

2.3.1 Good practice examples

The examples here reflect the variety of approaches to enhancement of CPD. They highlight clearly the value of reflection and specific tools in schemes.

Reflection and Action approach to Fellowship encourages faculty to reflect upon experience and achievements and engage in teaching enhancement activities. The approach uses Brookfield's 4 reflective lenses and alignment to this model is extremely strong at AFHEA and FHEA. Applicants use peer observation, in class evaluation (small group instructional diagnostic model) and analyse feedback given to students. The portfolio then encourages actions for future practice.

The scheme benefits from involvement of and engagement with **student reviewers**: one per panel, formally recruited. Another element is the **oral critical reflective narrative** –this enables interaction with panels, questions about evidence and reflections, and enables the panel members to provide feedback on strengths in person. Use of a wide range of reviewers from across the university community encourages dissemination of effective practice and supports **a community of practice in relation to teaching and learning**.

Links between the postgraduate award and those aspiring for Senior Fellowship have developed and contributions to the postgraduate award by Senior Fellows is encouraged, enriching the taught programme and giving Senior Fellows the role of supporting others in **guest sessions and journal clubs**.

New **peer support process** as part of CPD is engaging experienced staff on our experiential route in provision of peer review/observation/feedback to less experienced staff on the accredited route.

Everybody who goes through the process at whatever level comments favourably on the **benefits of reflecting on their experience**.

2.4 VLE resources

This theme highlights the value attached by schemes to the use of e-resources to support fellowship. The use of e-resources is often adopted to respond to frequently asked questions and to address challenges of demand and interest. However some institutions have developed such resources beyond an initial information portal using VLEs for portfolios in assessment; to provide access to individual and 1-2-1 support; as a means of supporting actual application activities; and are developing these as resource banks for sharing good practice within the wider institution.

2.4.1 Good practice examples

Two examples illustrate strengths in working with VLEs.

The **Intranet site** with asynchronous support resources (recorded videos and animations) allows candidates to progress at their own pace. Also synchronous support (face to face meetings, phone calls and webinars) with the scheme coordinator prompts reflection on practice and connections with UKPSF. The intranet site enables the coordinator to use conversation time with applicants better and asynchronous contact addresses FAQs.

We have developed an **online module space** in Moodle for the programme with forms, templates and other resources to support staff in their claims. We have initiated **half day writing workshops** off campus. These are popular as they allow focus on claims and we have someone to read drafts and/or answer questions.

3.0 Section 3 of the report - Impact on institutions

Comments made by scheme and programme leads in response to Section 3 provided a rich picture on how such schemes were impacting across institutions. As a whole, there emerged two main areas for how reports represented impact. One area focused around hard and concrete impact signifiers such as changes to systems, strategies and processes across the institution. The second area highlighted how wider engagement with Fellowship, recognition of teaching and learning, and the UKPSF is generating impetus towards culture change through less systematic mechanisms. These latter mechanisms include softer elements of culture change such as sharing and exchange, awareness raising and a growing sense of value being attached to teaching and learning activity. The table below differentiates and summarises the two components of hard and soft culture change impacts emerging across reports.

Table showing a comparison of hard and soft factors around impacts emerging from an analysis of responses

Hard factors in impact	Soft factors in impact
<ul style="list-style-type: none"> > Links to strategies, university plans, mission; > Policy, systems and process links e.g. to HR, L&T, Validation and review, peer observation; > QAA review document evidence, NSS questions; > Involvement of senior managers in communication, recognition, celebration, panels, as referees; > Targets, HESA reporting, KPIs > Targeting specific groups for particular Descriptors e.g. Associate Fellowship, Senior Fellowship; > HR policies and systems aligned to UKPSF (and Descriptors): links to appraisals, PD reviews, job specs, promotions, role criteria, also progression from Descriptor 2 to 	<ul style="list-style-type: none"> > Dialogue, events, conferences, networks, groups, exchange; > Increased engagement with UKPSF across schools and among managers; > Communities of practice emerging; > Raised profile of learning & teaching, professionalism, at school, faculty and institutional levels; visible profiling; > Growth in numbers: Fellowship as desirable and expected; > Increased interest and involvement in SoTL; > Refreshing staff, involvement of Early Career Academics and Researchers (ECAs & ECRs), supervision teams; > Celebration and mini graduations;

<p>Descriptor 3; > Mapping of CPD to the UKPSF; > Benchmarking against sector peers.</p>	<p>> Increased interest in CPD; CPD ethos.</p>
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In considering the section on impact, it is worth considering Guskey's model of evaluating impact of staff development (2000). This model suggests that there are five levels for evidencing impact, and in the analysis of comments across institutional reports it is obvious that all are being addressed. The five levels relate to initial reactions of participants to initiatives, in this case the overwhelmingly positive reporting on staff reactions to fellowship; any conceptual changes and behavioural changes for participants, such as those suggested by increased talk about teaching and learning; the ways organisational behaviour shifts to accommodate and respond to an initiative, something that clearly emerges in discussion of responses made under this section heading; and finally, any changes to student learning and support.

Comments provide evidence of impact on participants in all roles and management, impact on learning and attitudes (professionalism, value of L&T). They provide clear indications of how and where institutional culture and structures are changing through embedding and supporting learning for staff from such schemes. Crucially in responses, there is some indication of impact on students and considerable evidence that behaviours of staff are changing. It is accepted that this is self-reported within reports but the overwhelming commonalities across reports provide convincing indications that the introduction of CPD schemes for fellowship does have a significant impact upon the wider culture and engagement with teaching and learning.

The detailed review of responses actually reveals five themes for exploration under this section.

1. Theme One was rarely used but links to references to impact on the student experience or NSS scores by reports. This aspect is widely acknowledged as most difficult to evidence;
2. Theme Two encompasses elements that relate to the perceived value of being involved in CPD schemes as well as specific activities or elements of the CPD scheme itself that generate a sense of value around CPD itself, Fellowship, good standing and professional worth. In other words, this is about the value to participants;

3. Theme Three relates to how culture is reported to be changing for teaching and learning because of how CPD has been re-profiled and linked to strategy, learning and teaching aims and targets, and how the result is influencing both engagement in learning and teaching and a shift in profile for teaching and learning across the institution;
4. Theme Four relates to celebration and formal involvement of senior managers. It relates to the visible promotion and embedding that is happening within systems and processes that is encouraging visible impacts on HR, promotions, rewards (Teaching Fellowships) and Professional (Personal) Development Reviews (PDR);
5. Theme Five addresses the way the profile of learning and teaching and/or SoTL is shifting. It is linked to awareness-raising because of scheme activities and how they are being received, and increased dialogue around learning and teaching issues as a result of engagement with the UKPSF.

This section generated a large number of responses. A number of the comments also fell under more than one category or theme and hence the examples given overlap to some extent across categories. The above list of themes offers structure and some differentiation in the analysis of often overlapping ideas. The largest group of responses emerged around Theme Four and the smallest, reflecting Guskey, around Theme One: student outcomes. Themes Three and Five showed a lot of overlap too, and the impact on individual staff experiences also overlapped with wider embedding initiatives.

In the next part case study examples of practice are provided at the end.

3.1 Theme One – student experience

There were a few specific comments on this subject, e.g.

- > Link to **added value for students** and feedback to schools, increased participation in L&T activities;
- > **Direct impact on NSS where engagement strong**, some faculties seeing concrete benefit;
- > **Impact of workshops on staff, fellowship success impacts on students.**

The reports suggest a perceived impact for students emerges where Fellowship and engagement were well advanced. A number of institutions provided anecdotal evidence to support this theme. Given the importance for schemes of providing this type of evidence, this topic might be explored explicitly within future reports to contribute to an evidence base linking engagement in UKPSF and the quality of the student experience. It is an aspect of impact that requires greater attention in the light of a future Teaching Excellence Framework (TEF).

3.2 Theme Two – value of experience, dissemination and profiling professional work

Theme Two with its focus on perceptions of value is an area which, as with Theme One, had received less attention. There were many general remarks about value, especially in Section 1 of the report, but with respect to evidence of concrete impact it was clear that there is a need for further formal exploration into whether definite shifts in perception occur for the role and work of teaching and learning as a result of CPD schemes. Themes Two and One inter-relate because both reflect a shift in how individuals profile themselves and teaching activity. To some extent given the early stage of some initiatives, this was understandably challenging to demonstrate or evidence. Nevertheless a few institutions had surveyed the reactions of fellowship graduates and they report significant satisfaction and positive impacts for participants. What does come across is that Senior Fellowship has an important role to play in reframing leadership work for staff, with some institutions encouraging staff to see it as a progression and career goal. Additionally, there is sufficient evidence to suggest that the introduction of CPD schemes around the UKPSF contributes to a sense of value and re-profile teaching work in professional terms.

3.3 Theme Three – strategic links create embedding

Theme Three highlights how strategic connections are being used not only to stimulate interest in CPD frameworks and fellowship, they also emerge as an outcome of successful implementation. The indications for CPD schemes from this theme are that staff careers are increasingly being aligned and informed by HEA Fellowship considerations: for promotion and progression, and that institutions see this as a useful tool worthy of exploitation.

Evidence for this emerges in the way CPD schemes are being linked to KPIs, and influencing a synergistic approach to strategy, bringing teaching into the sphere of performance and accountability. Specific targets are set around particular staff groups such as postgraduate teachers, and even in some cases middle managers. These clearly indicate the use of such linkages and synergies as strategic organisation tools. Alignment to Human Resource (HR) activity, performance review, and appraisal as well as promotions also receives frequent mention. The use of targets acts as a stimulus and lever for engagement as well as a potential challenge for schemes (see next section) encouraging growth.

3.4 Theme Four – organisational culture changes through visible promotion, impact on systems and processes

Theme Four is the largest area for this section of responses and clearly shows the variety of mechanisms whereby CPD schemes are being publicised and promoted, and the impact this is having upon the way this is being profiled within institutions. Mechanisms range from strategic ones, resembling those under Theme Three, to events and celebrations. They also embrace multiple levels of institutional hierarchies: central institutional events and initiatives down to local departmental and programme interventions indicating the variety of ways institutions are engaging with the UKPSF. It is clear from some of the examples that the UKPSF is being used as a medium through which dialogue on teaching and learning is enabled, and also as a framework for professional development. Several mechanisms involve formal activities but there are also less formalised impacts in the way that value is perceived and staff engagement seen to emerge. Examples range from procedural ones, courses, validation and QAA, to dialogue, champions, and community activity. There is also evidence that institutions are targeting specific groups and roles in their embedding strategies which reflect institutional priorities and needs: clearly the schemes are being used as an organisational tool to influence practice. The focus on

roles, careers and promotional aspects associated with teaching is particularly evident here.

3.5 Theme Five – teaching and learning culture change, increased dialogue

The examples of activity associated with Theme Five - teaching and culture change in more general terms - complement and enhance the previous theme evidencing how the impact continuum is embracing both soft and hard culture changes. An interesting future area for exploration would be to report on the extent to which this wider embedding has been influential in reframing teaching and learning within institutional work. For many reports where systems are well established it is clear that the UKPSF and the accredited CPD scheme are seen as having a progressive and wider developmental impact, e.g.

'UKPSF is seen as developmental and we anticipate progressive impact from one annual cycle of review and appraisal to another. Staff in each faculty will be expected to map their own professional development against UKPSF and the majority will move to Senior Fellow with some moving on to Principal Fellow. New staff members have this in their job descriptions. Heads of School are making Fellowship a priority and in 20xx, it will be mandatory. It is a requirement for promotion'. Scheme Manager.

3.6 Examples of impact from Section 2

These examples of reported interventions and impact are grouped to exemplify impact on individuals, organisational processes, SoTL, and institutional processes and strategies. Again, the examples are anonymous but representative examples from comments under this section heading.

Impact on individuals:

Main outcome is **institutional wide emphasis on importance** of teaching as a profession. We have experienced an **identity transition** amongst our faculty. Change in perspective is one of the most notable differences and is directly attributable to the engagement with the UKPSF as facilitated through the CPD scheme and taught provision.

The visibility of the scheme, and the regular **sharing of colleagues' success** at the highest levels of the institution are giving a fresh impetus to discussions around the nature of good learning and teaching

A positive impact on student learning experience evidenced through surveys; PgC graduates are receiving **student led teaching awards**. There is a wide range of good practice across all levels of recognition as evidenced by **external examiners' reports** and feedback from assessors. There is positive feedback from Heads, Directors of Learning and Teaching of impact on learning and teaching practice within schools. Finally, a higher level engagement with learning and teaching seen in student led teaching fellowships, applications for teaching grants and projects, NTFs.

Senior Fellowship provides a way for large numbers of course directors to demonstrate their effectiveness in leading learning. Course directors have no management position but **an important leadership role** in enhancing the student experience: the framework provides a way **to acknowledge and recognise** their contribution to the success of the University

Survey of fellows: 71% of respondents to review said that applying for recognition had **positive impact on their practice**. Many said it made them much **more reflective in approach to learning and teaching** and gained confidence, **renewed enthusiasm** and gave a sense of reassurance. Benefits include more aware of wider debates and key issues in HE through literature, and direct benefits on classroom practice, greater focus and effort in **actively engaging students** in their learning and inclusive practice.

Impact on pedagogy:

The UKPSF is becoming a **standard or shared language** in teaching and learning conversations adding **legitimacy for pedagogic research**.

Faculties are more aware of, and **exposed to pedagogy** and are thus engaging with research and scholarship. Evidence from critical reflective narratives (both oral and written) and evidence demonstrates **the measurable impact that reflecting on professional work has on students**.

A wider range and number of individuals have been able to **engage with the UKPSF**. The UKPSF provided a trigger to revisit performance review processes and better alignment with UKPSF, and how teaching and learning can be celebrated, recognised and prioritised, **a direct result of the UKPSF**.

Impacts on institutional culture:

New strategies developed to recognize and enhance the quality of teaching: 'Changing Classrooms' initiative; redesigned 'School Liaison' responsibilities; collaboration with faculties to develop innovative practice across disciplines. Nearly 15 projects started in 2014-15. **Greater interest among academic staff** in awards for teaching excellence linked to our Teaching Excellence Awards.

Successful fellows are invited to a '**mini-graduation**' with PgCert participants, mentors, and Teaching Fellowship Award holders; they receive regular emails

and invites to events; are encouraged to support other colleagues towards fellowship, and receive panel feedback on **possible topics for CPD**.

And institutional strategies:

Policy development (e.g. academic appraisal; promotion routes; L&T strategy) is aligned to the UKPSF so there is a more coherent relationship between different initiatives.

Senior management supports links between the scheme and various policies and processes including alignment of fellowship with **promotions criteria & PDR**; inclusion of a teaching qualification (including FHEA) as desirable in Teaching Fellow & Lecturer job descriptions; PVC chairs Recognition Panel. UKPSF embedded within other teaching and learning initiatives such as central funding opportunities, teaching awards and various CPD opportunities. Senior Fellows are encouraged to target National Teaching Fellow awards. Also increase in number of enquires and registrations, from researchers (e.g. Post-doctoral students and Graduate Teaching Assistants) and technicians/demonstrators.

Links to HR processes from recruitment through to progression and promotion in relation to rewarding and recognising teaching. The positive experience is contributing to **building a CPD ethos** from the outset of individuals' careers.

Key strategic objectives on teaching and learning and staff development include: providing expert teaching informed by research, business and the professions, and rewarding and recognising excellence. The delivery of the Strategic Plan, underpinned by development priorities, is approved annually, and it explicitly references the UKPSF and **the institutional commitment** to professional recognition.

4.0 Section 4 of the report - summary of issues, challenges, and areas for development

A lot of the issues raised in Section 4 are described in the past tense with explanations of how these have been addressed or were to be addressed, however there were also a number of areas that emerge raising issues of general and shared concern: such as the importance of mentors and training; panels and making judgements, especially at Descriptor 3 (Senior Fellowship) and Descriptor 4 (Principal Fellowship); concerns about assessments and in particular the issue of time around the doing of a claim, reviewing and mentoring claims. In this section, examples appear as challenges balancing other reports where they are reported as strengths. The suggestion is that such areas are both challenging and transformational. In addition, Principal Fellowship was often seen as problematic, especially when responding to referrals. Externals were described variously as an issue, a support and an important network. Associate Fellowship appears to be an area of significant investment for future effort. Resources and efficiency especially in the context of increasing numbers was an issue: capacity building also forms an important early stage for a number of institutions with its associated issues of resourcing and support. Oral forms of assessment seemed highly valued but were not always used, potentially because of anxiety or lack of familiarity with such mechanisms. Time was mentioned by many scheme leads in reports as being a challenge for assessment panels alongside planning; for applicants in terms of scheduling and completing applications; and for scheme providers in terms of resources.

Six categories of issues were identified from the reports:

1. Mentors, panel members, reviewers and their training;
2. Decision- making, capacity and demand;
3. General issues associated with resourcing such as VLEs, etc.;
4. Time issues emerged across the board;
5. Issues of embedding;
6. Process issues.

4.1 Issues around mentoring, panel members, reviewers and their training.

This group of issues to some extent balances the examples of strengths around the use of mentors mentioned in many of the responses for Section 2 of reports. It reinforces the importance of this aspect of CPD scheme activity. Mentoring is recognised as contributing significantly to successful applications, but it also becomes an area for crucial investment in terms of training and setting up. Hence many reports cite an early focus on growing the number of individuals who have achieved Senior Fellowship in order to build the internal capacity to operate a scheme successfully; application for Senior Fellowship requires individuals to act as a body of mentors and reviewers who are trained and confident in judgements and decision making using UK PSF. This heralds the second group of issues in the analysis too (see below).

The comments suggest that for many institutions these issues are being resolved by training, senior management engagement, and investment in training and moderation. However, it remains evident that this is an important aspect of programme delivery and credibility. This area may therefore provide an invaluable focus for sharing good practice. Scheme leaders might also reflect formally upon ways in which training is addressed for these staff. This might be achieved by sharing case studies where relevant, reported examples appear as strengths (see earlier). Issues of training are also raised in relation to, specifically, oral assessment, and the issue of externals emerges here. This potentially suggests an issue around the contribution, role and nomination of externals.

A final issue associated with management of the assessment and support associated with human resources for this work is suggested by the linkage to HR. An earlier example of a strength is allocating a workload to this activity. An associated aspect that emerges as an issue is the administration linked to this component for institutional schemes.

4.2 Theme Two – decision-making capacity and demand

A theme very much linked to that above is the issue of decision making, and also the capacity building associated with running an effective scheme, as well as that of responding effectively to growing demands as schemes grow. This is the largest group of issues from reports and linked to Theme One (above) illustrates the significant investment necessary to manage schemes successfully and effectively within institutions.

With respect to decision making, issues that emerge reflect the actual need for training in decisions; how to ensure parity; the work load associated with assessment and review; conflicts of interest where there is a small pool of assessors; and in particular how to inform and be confident in decisions leading to the award of Principal Fellowship. It is clear that scheme leads are facing assessment challenges associated with responding to particular Descriptors being identified as priorities by institutions, leading to discussions and a need for support. This can place assessors and mentors in a difficult position, especially with respect to judging of senior managers for Principal Fellowship.

The issue of growth and capacity is a recurring one because reports indicate much early activity focuses around pilot initiatives and early adopters. These are generally more manageable in scope but challenges emerge when pilot schemes lead to wider embedding and take up. Responding to sudden increases in number of applications, the need to be flexible and to manage workload for assessors, who are often volunteers, is a significant issue given the way institutions appear to be targeting completions as KPIs. Whilst this may be a short term issue linked to an intensive period of activity, it will be a substantial burden for teams over the medium term.

4.3 General issues associated with resourcing

The theme of general resourcing, also associated with capacity and assessment, highlights the structural challenges of setting up and running CPD schemes. Issues of implementation vary between the challenge of engaging staff to managing large numbers, structuring and providing support through VLEs and other activity, administration, and the simple task of operating across institutions and meeting priorities. Sharing of good practice in embedding schemes and dialogue and exchange between scheme leaders would offer valuable support in this respect. The indications are many schemes have developed creative ways for supporting Fellowships, reflection and consequently teaching and learning enhancement. These findings reinforce the value of sharing and exchanging learning between schemes.

4.4 Issues associated with time

An issue that comes up almost universally is that of time. This issue is one shared by those running schemes in terms of managing workloads, schedules, numbers and panels, as well as by those actually making their applications. Early sections of reports indicated some creativity and variety in how teams are

incorporating structures and activities to make the process of applying more transparent and more manageable within academic and other staff workloads. At the same time, because schemes are clearly responding to wider CPD agendas and being structured as developmental undertakings for staff working in varied positions and careers, they need to adopt flexible and creative approaches to Fellowship applications. They are also responding to a need for integrity and trustworthiness in respect of decision making. This appears to be particularly important to establish credibility around internal schemes. The issue of time reflects the tensions caused by trying to achieve both rigour and embedding in the approaches adopted: time is an unavoidable but significant challenge of this. Sharing good practice and learning from other scheme leads is a necessary support in addressing this problem.

Under the next two headings, issues of embedding and challenges associated with the detail of managing schemes within institutions emerge.

4.5 Issues of embedding

Under the first group of issues the links with time are evident, but the issues raised also reflect strongly the need to respond to institution priorities. In some instances, the comments suggest issues that are emerging around successful implementation, such as departments calling for specific support and liaison with schools. Other issues are clearly about responding to changing organisational contexts such as restructure. As a group, this set of issues suggests a need for scheme leaders to manage responses to the cultural changes prompted by Fellowship schemes. Such changes/responses relate to issues of communication and wider embedding within the organisation.

4.6 Process issues

Issues of process are primarily associated with operational embedding for schemes. Hence there are instances where challenges have emerged when introducing an experiential, as opposed to a taught route, to Fellowship. Other issues relate to the actual application process that has been adopted and how processes for applying can be streamlined and administered effectively. These issues, whilst anticipated, can be challenging for small teams to manage across institutions. This group of issues reinforces the need for a national network of programme leaders and a body of case studies showing how different and established teams have resolved implementation issues. At the same time, the

issues raised on the Scholarship of Teaching and Learning (SoTL) and refinement of schemes suggest such a network might also address issues and challenges of enhancement as experience grows, systems become embedded, and operate with greater assurance. This reflects some of the recommendations made in the 2015 HEA sponsored research into SoTL.

5.0 Section 7 of the report

This section addressed the question of how stakeholders associated with CPD schemes, such as reviewers/assessors/mentors, have been actively involved in developing their activities aligned to the UKPSF and hence how they had maintained good standing. The section did not add substantial new information about the sort of activities being used across schemes, nor did it add substantially to detail on impact or embedding. These are sufficiently well illustrated in the previous sections. It does, however allow a final quantitative illustration of how institutions are engaging in the various types of training and development activities specifically targeted at those roles that embed CPD schemes. It is therefore appropriate to highlight briefly the activities being used as they do also suggest where institutional interests lie and where further development and support is possible. The results of analysis for this section are primarily represented numerically as percentages of how often institutions identified particular activities.

This section provides useful indicators of involvement with the HEA, wider networks and the types of internal processes being adopted for development. One of the most frequently cited mechanisms in this section was to use HEA consultancy, Accreditors or events. Involvement in wider partnerships was also particularly valued. This included networks such as HEDG, SEDA, PG Cert Course Leader networks, the SE Academic Developer Network and Friends of the North, NTFs, Welsh university networks, and involvement of team members as externals. External advisors in turn were highly valued resources for supporting stakeholder development.

Internally to institution schemes, training assessors using workshops, shadowing, standardisation and review meetings was most cited, with mentor training a close second. Mentors were also mentioned as being drawn from assessor pools reinforcing their training. Both mentors and assessors were often mentioned as directing their attention at progressing to the next category of Fellowship. To develop their profiles, mentors and assessors are being used for internal events and conferences, involved in developing research wider dissemination, used as links within schools for example, and as members of local and university committees. This also included any other staff achieving Senior Fellowship and Principal Fellowship. Dissemination of good practice through panel members was frequently identified as essential further development for this crucial group of stakeholder staff. More widely development activity cited involved VLEs, guidance materials, peer observation

and Professional Development Review (PDR) and strategic links. The full list is provided below:

Table representing stakeholder involvement in development activity

In all cases percentages are given out of N=88

Type of Activity	Percentage involvement
HEA related events including accreditor training, enhancement events, consultancy and HEA events	45%
Wider participation in e.g. networks, externalling work, and as Accreditors	25%
Training of Assessors including observing panels, shadowing, pairing with experienced assessors, one to ones	56%
Reflection and review on processes by Panels	17%
Training of mentors	33%
Active involvement of panellists, mentors and Senior Fellow graduates in events, conferences, blogs, delivery of internal workshops	26%
Links to schools through acting as leads, committee participation and dissemination	19%
Dissemination of Good Practice through panels and forums	8%
Specific targeted writing retreats for stakeholders	8%
Peer observation for stakeholders	2%
Development of research expertise, journal contributions	8%
Internal workshop delivery to wider audiences	25%
Strategic Links	8%
VLE including webinars	9%
PDR	9%
Extension courses (credit and non-credit bearing)	3%
Guidance documentation	8%

6.0 Conclusion

The analysis of comments in the inaugural Annual CPD Reviews highlights that there is a substantial and far-reaching change taking place across institutions prompted and shaped by the commitment to awarding and recognising teaching and learning aligned to the UKPSF. The qualitative comments by scheme leaders indicate that institutions are embracing fellowships and the value of CPD schemes. They recognise the value of such schemes as a tool for organisational change and enhancement of teaching and learning practices. This comes across strongly in the section addressing scheme strengths as well as that on impact. The issues raised in Section 4 on the other hand reflect the challenges of introducing institution-wide schemes in ways that are engaging, meaningful, robust and flexible, often over very intensive time frames. Whilst pilots may result in creative approaches for example, schemes can then face significant challenges around resources and time when they implement more widely.

It is apparent that the HEA is making an important contribution in directing attention, assuring and supporting quality and reliability of decisions, informing and shaping practice, and in bringing those involved together in forums and at events to share and learn from each other. It was equally evident that HEA input was valued in training and developing staff involved in scheme processes as nearly half reported using contributions in some form by the HEA.

The mechanism for reporting and review represented by these Annual CPD Reviews has proved itself to be valuable for highlighting key aspects within provision that can inform learning and exchange and also direct attention for future development such as around decision-making, differentiating Descriptor 3 and Descriptor 4, resourcing and supporting a community of external advisors, and providing resources for use across schemes. Many schemes and institutions are already clearly preparing for embedding of fellowships and the UKPSF within wider CPD systems, and this is an element that might be explored specifically in future reports to allow wider sharing of practice.

6.1 Further points for consideration

From the commentary provided by the accredited scheme leaders, it is apparent that CPD frameworks have the potential, even in early stages, of developing a stronger profile and awareness of teaching and learning, and supporting cultural shifts.

From this initial qualitative analysis of themes a number of areas were identified by scheme leaders for further consideration and wider discussion:

Current trends

- > Growth in mapping of wider CPD to roles, careers and promotions as well as for reward and recognition;
- > Growth in the number of Senior Fellows (mentors/reviewers/programme teams) to support scheme activity to meet internal demand;
- > Wider discussions around impact within institutions and across the sector;
- > Growing interest in Early Career Researchers (ECR) and CPD/recognition needs of peripheral and enhancement functions associated with teaching and learning through Associate Fellowship (Descriptor1).

Sharing practice

- > Value of sharing good practice on support mechanisms and successful approaches to embedding UKPSF, Fellowship and the value and profile of teaching and learning activity;
- > Importance of sharing specific mechanisms for the effective support of claims across Descriptors within CPD frameworks (e.g. use of these reports to identify case studies);

Decision-making processes

- > Identified need to support decision making and judgement especially at Descriptors 3 and 4 of the UKPSF;
- > Importance of the role and input of external reviewers.

HEA

- > Value of the HEA for CPD embedding through facilitating sharing of practice through events and networks;
- > Benefits of fellowship networks and events for exchange;
- > Value of Annual CPD Reviews as an established and valuable tool to monitor, inform and evidence practice across the sector.

The final point also highlights the value of disseminating the outcomes from reports to CPD leads as an evidence base for practice. On the basis of the value placed on opportunities to network reported within these reviews, the HEA established a new UK network for accredited programme leaders, hosting three events and a conference in 2015-16.

References

Guskey, T.R. (2000) *Evaluating Professional Development* Thousand Oaks, CA: Corwin Press

Appendix 1 – Annual review template 2015

Accredited continuing professional development schemes

Annual review 2015



<i>Name of institution</i>	Click here to enter text.
<i>Name of scheme</i>	Click here to enter text.
<i>Name of CPD scheme leader</i>	Click here to enter text.

Introduction

The Higher Education Academy (HEA) accredits initial and continuing professional development (CPD) provision delivered by higher education providers (including higher education (HE) delivered in further education (FE) colleges and private providers). HEA accreditation provides external confirmation that institutional CPD provision is aligned with the UK Professional Standards Framework (UKPSF) which outlines the characteristics and qualities that evidence shows are desirable in those involved in teaching and supporting learning in higher education. The UKPSF forms the basis of the concept of professional recognition, a process by which individuals can be awarded one of four categories of Fellowship of the HEA in acknowledgement that their practice evidences successful engagement with the dimensions of the UKPSF and the requirements of the category.

Accreditation is a process through which the HEA confirms that the provisions offered by an institution generate the necessary evidence for Fellowships to be awarded.

Purpose

From 2014-15 onwards, the HEA requires that by **1 July** each year, institutions with this kind of non-academic credit bearing provision must provide a brief annual review on the operation of their accredited scheme to ensure that institutional continuing professional development schemes remain in good standing.

The purpose of this template is to support completion of the annual review of the institution's HEA-accredited CPD scheme. It is hoped that submission of the annual review will serve several purposes:

- it will encourage institutions to evaluate the strengths and areas for further development of their accredited provision to lead to future improvements in the next accreditation cycle;
- it will provide a platform for celebrating the positive impact that developmental opportunities offered through accredited provision have made within the organisation;
- it will allow institutions to identify, and inform the HEA of any areas in which a minor or major change to the accredited provision within the three-year accreditation cycle is required;
- it will be used to inform the opportunities for support and guidance material provided by the HEA;
- it will inform the annual visit planning of the HEA as part of sector wide quality enhancement initiatives;
- it will help to identify and facilitate the sharing of good practice across the sector.

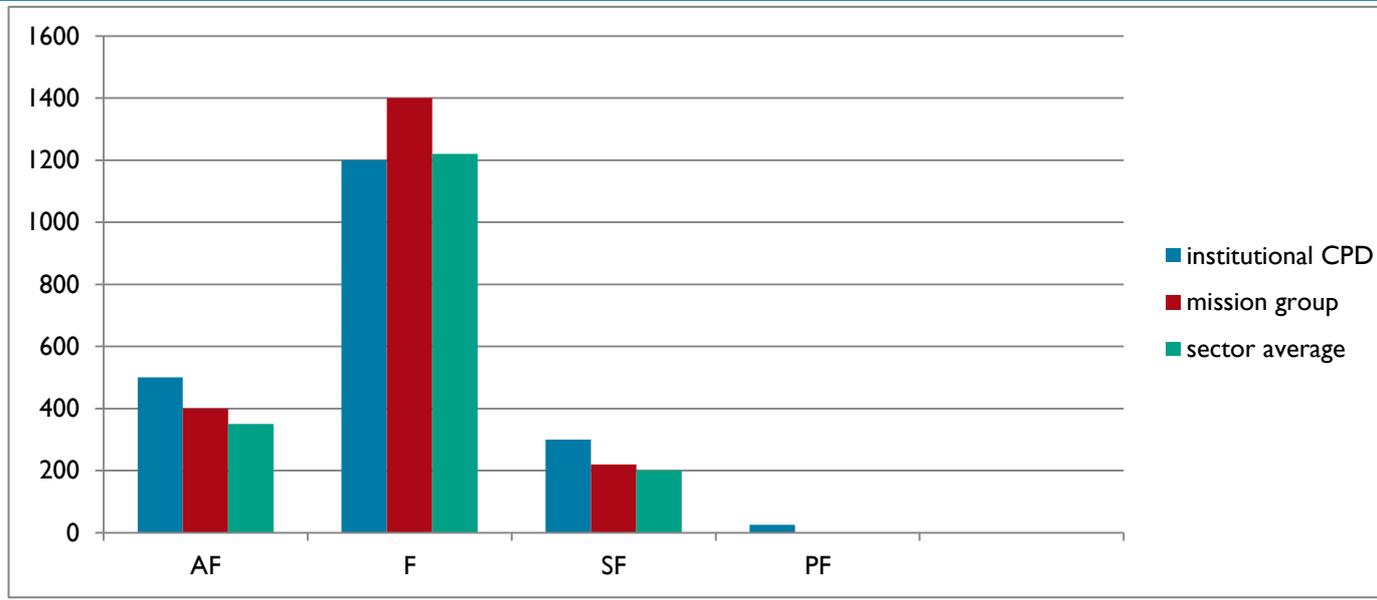
How to submit and complete the report

The HEA requires all institutions with accredited CPD schemes to provide an annual review using this template by **1 July** each year in order to maintain accredited status for their provision. Please complete each section of the review using the guidance notes and accreditation policy.

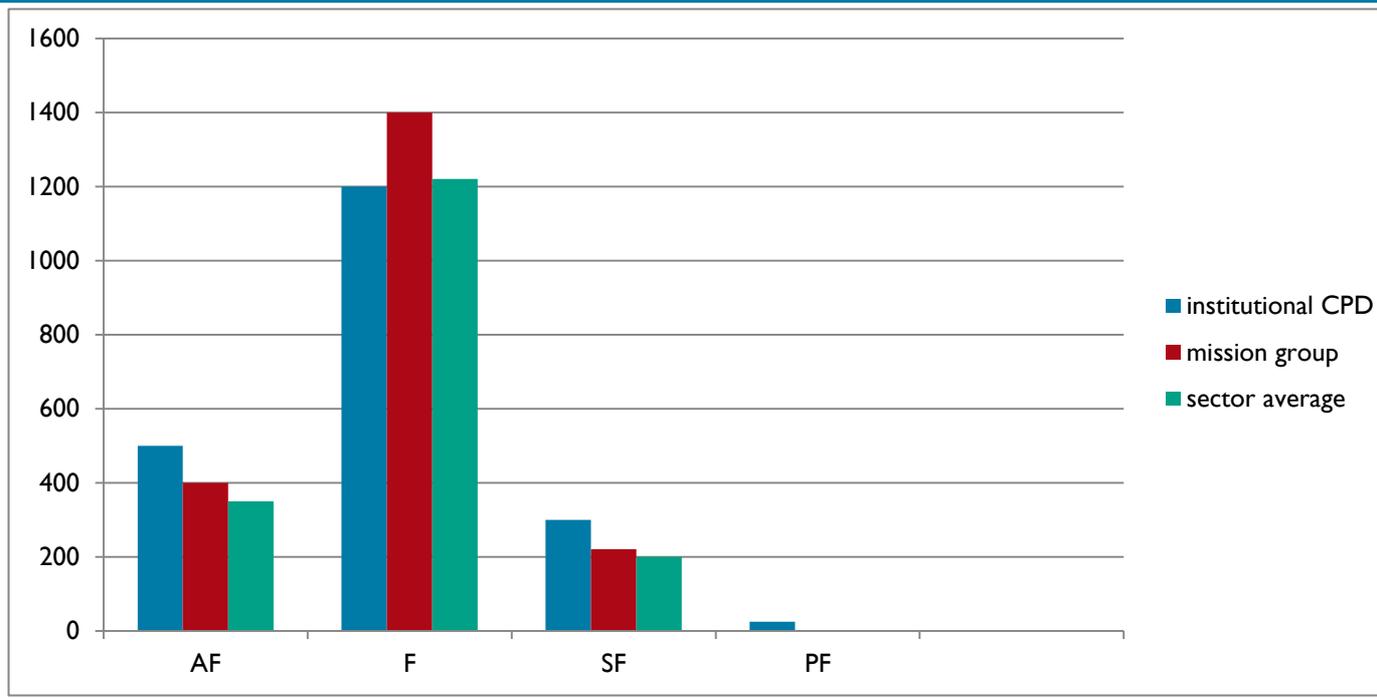
The completed review should be emailed to cpdreview@heacademy.ac.uk by **1 July 2015**.

Institutional data

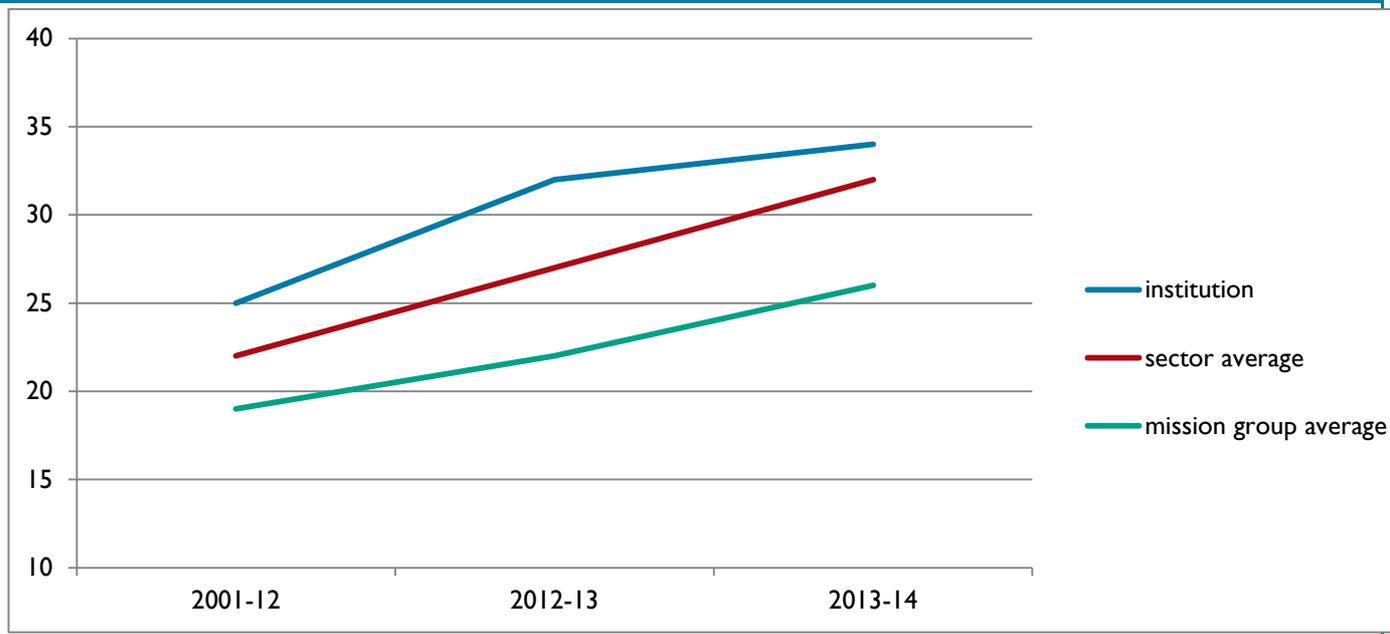
Graph 1: HEA fellowship awarded by category through accredited CPD scheme at <institution> between 1 May 2014 – 30 April 2015



Graph 2: HEA fellowship awarded by category through accredited CPD scheme at <institution> between 1 May 2013 – 30 April 2014



Graph 3: Percentage of academic staff at <institution> with Fellowship of the HEA by year



<p>Section 1</p> <p>Drawing on the data presented, please provide a brief analysis.</p> <p>Click here to enter text (max 4000 characters)</p>
<p>Section 2</p> <p>Please identify key features of the scheme that are operating particularly successfully.</p> <p>Click here to enter text (max 2000 characters)</p>
<p>Section 3</p> <p>Please outline the impact that the CPD scheme is having within your institution.</p> <p>Click here to enter text (max 2000 characters)</p>
<p>Section 4</p> <p>Please outline any challenges that have arisen as a result of the operation of the CPD scheme.</p> <p>Click here to enter text (max 2000 characters)</p>
<p>Section 5</p> <p>Where participants are able to gain recognition through different modes of assessment, please provide a brief evaluation of those used.</p> <p>Click here to enter text (max 2000 characters)</p>

Section 6

Please complete the table below to report the referral rate of Fellowship within the scheme over the last twelve months – please estimate if exact details are unknown and indicate on the table where this has been the case.

Descriptor	Number of referrals	% referrals/total number of first time applications
D1	Click here to enter text.	Click here to enter text.
D2	Click here to enter text.	Click here to enter text.
D3	Click here to enter text.	Click here to enter text.
D4	Click here to enter text.	Click here to enter text.

Please make additional comments where appropriate.
Click here to enter text (max 2000 characters)

Section 7

Please outline what has been undertaken specifically this academic year to ensure that all stakeholders such as reviewers/assessors/mentors are actively involved in development activities aligned to the UKPSF (i.e. how they remain in good standing).

Click here to enter text (max 4000 characters)

Section 8

Please complete the table to provide the name/s of any external reviewers/assessors/mentors involved in the scheme.

Name	Institution/ independent	Category of Fellowship held
Click here to enter text.	Click here to enter text.	Click here to enter text.

Section 9

Please use the space below to provide any other comments with regards to the HEA accreditation of the CPD scheme.

Click here to enter text (max 4000 characters)

Section 10

Minor and/or major changes

If you wish to request a minor or major change to the scheme, please refer to section 10 within the guidance documentation using the following link [*link will be added by 22 May*]

Requests for minor and/or major changes should be formally submitted and uploaded to the accreditation mailbox accreditation@heacademy.ac.uk

Please note that the deadline for submission to apply for minor and/or major changes is **1 July 2015**.

Please indicate whether or not you are intending to submit a request for minor and/or major changes.

Minor change to current CPD scheme

Choose an item.

Major change to current CPD scheme

Choose an item.

If a minor change has already been implemented, please provide a brief overview of what has been changed.

Thank you for completing this review.

Please return the document to cpdreview@heacademy.ac.uk by 1 July 2015

Signature:
CPD scheme leader

Date:

Further guidance:

Annual review 2015 guidance notes;
Establishing and operating HEA accredited provision policy can be accessed through the following link [here](#)

Appendix 2 – Annual review 2015 guidance notes

Annual review 2015

Accredited continuing professional development (CPD) schemes

Guidance notes



In order to facilitate the completion of the HEA's annual review of accredited CPD schemes, we have pleasure in enclosing the following guidance.

Please note that we are requesting a brief review of the CPD scheme and therefore the sections can be completed using bullet points. Each section will have a suggested upper character limit. The text boxes of the template have been created to expand to this upper character limit for each section.

Please submit your review to cpdreview@heacademy.ac.uk by **1 July 2015**.

Section 1 (upper word limit 4000 characters)

Graphs 1 and 2 provide data related solely to accredited CPD provision which includes institutional data, sector average data and comparison data. Where possible mission group data will be presented, but where this is not possible alternative comparison data will be provided. We will provide data drawn from two 12-month periods (1 May 2013 to 30 April 2014 and 1 May 2014 to 30 April 2015).

Graph 3 will present the total number of individuals with HEA Fellowship within the institution compared to the average across the sector/mission group or other comparative data (see previous note).

The data has been directly drawn from the HEA database and has been collated from the information received from the institution. All data presented has been compiled with confidentiality in mind and any trends that are shared will be anonymised. All the data supplied remains the property of the HEA.

Comments could include:

- reference to the number of participants registered on the scheme at the start and end of the year;
- the numbers awarded Fellowship;
- comparisons between the institution and the comparative data provided;
- comparison of each 12 month period within the institution.

Section 2 (upper word limit 2000 characters)

- provide an outline of the particular strengths of the scheme. Celebrating positive impact, for example;
- examples could be drawn from a range of sources such as innovative practice/resources, supporting participants to achieve successful engagement, building internal capacity.

Section 3 (upper word limit 2000 characters)

You may want to consider:

- what impact the CPD scheme is having in your institution;
- whether it has generated additional/wider initiatives;
- whether it promoted a cultural change;
- how it contributes to institutional strategies and priorities; promoting excellence in teaching and learning; identification of future developments;
- opportunities – initial and ongoing professional development opportunities including promotional;
- any unexpected outcomes that have been generated through the scheme.

Section 4 (upper word limit 2000 characters)

Examples could include:

- challenging operational issues;
- areas for further development/consideration;
- completion rates;
- organisation of panels.

Section 5 (upper word limit 2000 characters)

This section might include the following:

- a comparison of the different assessment artefacts/modes that are used i.e. written/ dialogic/ presentation/ E:portfolio;
- the preferred mode The most popular mode as chosen by participants. If only one mode is offered, no need to comment here other than to state which mode is used.

Section 6

Please populate the table with the details as appropriate. The table asks both for the number of referrals and the percentage of referrals in comparison to the total number of applications coming to a first Panel review (i.e. not including referrals that are subsequently successful). If you do not currently have these details, please provide an estimate at this stage and indicate that you have done so.

Section 7 (upper word limit 4000 characters)

Examples could include:

- training for reviewers and mentors;
- what the institution is doing to keep up with the wider sector;
- attendance at HEA events;
- what has been undertaken to train new panel members, and how often panels take place;
- any shadowing opportunities for panel members;
- how new mentors are recruited.

Section 8

- please provide the names of all those involved with the CPD scheme who are external to your institution;
- please provide their name, institution and category of Fellowship held, where appropriate;
- provide any additional comments as appropriate.

Section 9 (upper word limit 4000 characters)

- please provide any further comments that you consider to be appropriate and that hasn't already been addressed within the review;
- content here may also be useful to inform support and guidance provided by the HEA.

Section 10

- the guidance documentation to make a request for a minor and/or major change to accredited provision can be accessed within section 10 through the web-link that will be provided on the final template;
- in order for the change(s) to be considered, please submit an official request form as well as providing supporting evidence such as the participant facing guidance to support the request and which will be considered by the major change to accreditation panel;
- please contact a member of the Accreditation team (accreditation@heacademy.ac.uk) if you would like further information and/or guidance with regards to minor and/or major changes;
- the deadline for requests for minor and/or major changes is **1 July 2015**.

Contact us

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