Annual review of Advance HE accredited CPD schemes 2017-18

Dr Lynda Smith SFHEA
## Contents

1. **Foreword**  
2. **Executive Summary**  
   2.1 Introduction  
   2.2 Structure of the report  
3. **Findings**  
   3.1 Scheme impact on teaching and learning  
   3.2 Scheme operation  
4. **Engagement with Advance HE**  
5. **Conclusions and further developments**

## Report

1. **Introduction**  
   1.1 Introduction to the 2017-18 report  
   1.2 Structure of the report  
2. **Scheme impact on teaching and learning**  
   2.1 Introduction  
   2.2 Contribution to strategic drivers and institutional priorities  
   2.3 Scheme impact on organisational systems and processes for teaching and learning  
   2.4 Increased staff engagement in SoTL and reflective practice  
   2.5 Scheme impact on student learning and experience  
   2.6 Conclusions and future  
3. **Scheme operation**  
   3.1 Introduction
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Quality Assurance</td>
<td>39</td>
</tr>
<tr>
<td>3.3</td>
<td>Mentors</td>
<td>45</td>
</tr>
<tr>
<td>3.4</td>
<td>Assessors/reviewers</td>
<td>46</td>
</tr>
<tr>
<td>3.5</td>
<td>Administration and Supportive Practices</td>
<td>47</td>
</tr>
<tr>
<td>3.6</td>
<td>Senior Management support</td>
<td>48</td>
</tr>
<tr>
<td>3.7</td>
<td>Senior Fellowship and Principal Fellowship</td>
<td>49</td>
</tr>
<tr>
<td>3.8</td>
<td>Assessment</td>
<td>51</td>
</tr>
<tr>
<td>3.9</td>
<td>Progression</td>
<td>52</td>
</tr>
<tr>
<td>3.10</td>
<td>Celebration</td>
<td>53</td>
</tr>
<tr>
<td>3.11</td>
<td>Conclusion</td>
<td>54</td>
</tr>
<tr>
<td>4.</td>
<td>Engagement with Advance HE</td>
<td>55</td>
</tr>
<tr>
<td>4.1</td>
<td>Overview of engagement</td>
<td>55</td>
</tr>
<tr>
<td>4.2</td>
<td>Scheme teams’ engagement in CPD</td>
<td>56</td>
</tr>
<tr>
<td>5.</td>
<td>Conclusions</td>
<td>56</td>
</tr>
<tr>
<td>5.1</td>
<td>Areas for further and future development</td>
<td>56</td>
</tr>
</tbody>
</table>

**Appendix 1:** 2017-18 annual CPD review template | 58

**Appendix 2:** Guidance to institutions completing the 2017-18 annual CPD review | 65
1. Foreword

I am very pleased to be writing the opening for this report into our annual review of our accredited CPD schemes for 2017-18.

Advance HE provides independent accreditation of institution’s internal CPD schemes against a globally-recognised framework for benchmarking success within higher education teaching and learning support. The report once again focuses our attention on how important the teaching and learning practice is to the student experience. We know that what is important to students should be important to universities, and this report adds to a growing body of evidence about the impact that accredited professional development can have and the report is full of wonderful quotes from across higher education about the importance of these schemes.

Crucially, the growth in the number of Fellows and the accredited schemes is a key example of how the importance of teaching and learning has gone from strength to strength. Since 2015 we have grown from over 60,000 Fellows to nearly 120,000 in July 2019.

Across higher education globally, the policy challenges and drivers vary, yet the critical role played by teaching and learning in the student experience is common to all. Regardless of where we see good teaching and learning we can always equate it with good educators who are empowered and their practice is recognised.

To me this report is can be summed up as a celebration. It shows that Fellowship is increasingly embedded in institutional strategy and policy, and that leadership from senior management is key to supporting cultural change and prioritising teaching and learning. We should celebrate the success of institutions and educators who have invested their time, resources and, crucially, effort to embed teaching and learning into their practice and approaches. This increases the profile of teaching and learning and this further increases the collaboration, reflection, and sharing of good practice which drives standards and credibility. When we started these reports in 2014-15 we had 90 institutions which has risen to 124 in this report (both within and outside of the UK) and we keep going from strength to strength.

The report also surfaces that there are a number of areas we need to further understand, such as the impact on culture as the schemes continue to become more embedded, as well as how the schemes can be implemented most effectively to maximise the impact on teaching practice and the student learning experience.

Moreover, I am keen to see how Advance HE Connect, alongside developments in the Accreditation Schemes will impact on next year’s report.

I hope you enjoy reading this annual review.

Alison Johns

Chief Executive, Advance HE
Annual Review of Advance HE accredited CPD schemes 2017-18
Dr Lynda Smith

2. Executive Summary

2.1 Introduction
This report draws on narrative data submitted by 120 institutions that have an accredited Continuing Professional Development (CPD) scheme with Advance HE, for the reporting period 2017-18; three institutions with accredited CPD schemes did not submit due to extenuating circumstances. This is the fourth annual report and as with the previous reports the purpose of the review is to:

+ Provide a mechanism for institutions to evaluate the positive impacts, strengths and areas for further development of their accredited provision;
+ Identify and facilitate the sharing of good practice across the sector;
+ Feed into Advance HE policy around accreditation and fellowship and to inform the ongoing development of support and guidance material and events;
+ Inform the annual visit planning of Advance HE as part of sector wide quality enhancement initiatives.

2.2 Structure of the report
The data for the review was provided in a template (appendix 1). The template guidance provided clear sections as the basis for the review; qualitative data provided in sections 2, 3 and 4 were used to structure this report. The narrative data provided was analysed using a thematic approach following immersion in the data. This identified a number of themes in each of the reporting sections. The review findings focus on scheme impact on teaching and learning (section 2), scheme operation (section 3) and engagement with Advance HE (section 4). Data has not been quantified but where themes were repeatedly being referred to in the narrative, a sense of the depth of reporting was identified. The report also reflects trends from the previous reports.

Quantitative data provided by institutions in section 1 of the review fed into the Annual Success Data Report 2017-18.

Advance HE’s annual reporting requirement continues to focus on accredited CPD (non-credit bearing) schemes as institutional quality systems are generally well established to consider academic credit-bearing programmes of study, however, this could be a point of further consideration for Advance HE.

3. Findings

3.1 Scheme impact on teaching and learning
The reporting template divided this into four areas of scheme impact; contribution to strategic drivers and institutional priorities; organisational systems and processes for teaching and learning; changes to teaching and learning practices of staff and impact on student experience. In this summary the findings are grouped into institutional and individual impact.

Institutional impact: key findings
+ Excellence in learning and teaching is a key strategic priority and development of staff is pivotal to this.
Fellowship is increasingly being embedded within institutional strategy and policy, including HR processes for probation and promotion of staff. Promotion was identified by 61 institutions (51%) 29 of these explicitly for senior roles.

The contribution and significance of schemes to external drivers such as TEF (Teaching Excellence Framework) is reflected in being linked to an institution’s success, such as a TEF gold (n=9) or silver (n=3) award and an improvement in NSS (National Student Survey) scores.

Schemes are influencing cultural change that is raising the status, value and profile of learning and teaching and in some instances providing parity with research, in institutions where the latter is often prioritised.

Expansion of the schemes’ provision is providing opportunity for all staff with a teaching and learning role to gain fellowship, including professional services and non-academic staff, explicitly referenced this year by 36% of institutions. This is furthering opportunities for collaboration and cross department and faculty working.

External recognition awards such as NTF, CATE, THELMA Times Higher can be linked to providing nominees from examples of innovative practice identified by the scheme or staff with fellowship who have been subsequently successful in gaining an award.

Senior Fellowship and Principal Fellowship is generating confident, influencing and supportive individuals who are leading learning and teaching across their institution and contributing to strategic policy.

Good and innovative practice emerging from those undertaking the scheme is being widely disseminated to influence enhancement across the institution. Reporting on this has increased this year to 61% of institutions up from 54% the previous year.

Leadership from senior management is key to supporting the cultural change and prioritising teaching and learning.

Continued growth in Communities of Practice and Networks arising as a result of fellowship are championing learning and teaching practice and innovation;

There is increasing recognition of the need for and undertaking of CPD beyond the fellowship award (54%), with institutions and individuals referring to their approach to remaining in ‘good standing’; fellowship isn’t a final destination but a journey that is offering professional development and career progression.

Establishing a causal relationship between CPD scheme and impact on student outcomes remains a challenge and is recognised as an area to be developed. Anecdotally, students are felt to be benefitting from the development and improvements in the learning and teaching practices of staff.

The experience of Non-UK CPD providers (five reporting institutions) is not dissimilar to the UK institutions with schemes embedded, most being part of promotion policy. Good practice sharing, CPD and SoTL are also features of these schemes. This suggests that non-UK schemes have been designed to embed current practice in the UK, based on the evolution of early schemes and the learning that has taken place.

Individual impact: key findings

Recognition through fellowship is developing confident staff who feel enabled and empowered in their practice (23% responses).

Critical reflection on practice is important to the ongoing development of teaching practice; the increase in peer review and teaching observation will further support this.
Involvement in the scheme and the fellowship process is significantly increasing involvement in SoTL and CPD activity and influencing the further development of some schemes to support this.

Growing interest in SoTL and CPD can be linked to increasing interest in Senior Fellowship and career progression, particularly as this is increasingly linked to promotion policies.

In addition to external recognition, opportunities for internal recognition from the outcomes of the fellowship award/innovative practice are reflected in the number of institutional awards that can be applied to, including five that are student led.

There is some evidence reported that outcomes from involvement in the scheme is directly influencing the development of individuals' teaching skills and innovative practices. This is an area for further investigation.

Comparing the findings from the 2017-18 review with those from the 2016-17 review (Table 1) demonstrates the continued impact year on year of the schemes, reflecting their maturity and the extent to which they have become embedded in the institution. Most prominent is the influence on the profile of learning and teaching and the widespread dissemination of good and innovative practice that can only benefit the student experience. The growing interest in Senior and Principal Fellowship and the value they bring to the institution in the roles they undertake reinforces the contribution of the scheme in supporting the strategic direction of the institution. The growth in Senior and Principal Fellow numbers will continue.

There is momentum for ongoing CPD/SoTL as a result of fellowship engagement and now increasingly with promotion opportunities there is the impetus to continue. This can only be good for the learning and teaching environment where external drivers like TEF will continue to influence internal strategic policy drivers; and will provide for the future proofing and development of CPD schemes; maintaining the momentum gained to date.

Whilst the direct impact on student experience and outcome is difficult to measure as evidenced in the reports, there are plans to address ways of measuring impact by some institutions. This is one area that does need further attention.

Table 1: Three-year comparison of impact

<table>
<thead>
<tr>
<th>Type of impact (soft factors)</th>
<th>2015-16 % number of institutions (total 109)</th>
<th>2016-17 % number of institutions (total 114)</th>
<th>2017-18 % number of institutions (total 120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising profile L&amp;T</td>
<td>35% (31)</td>
<td>62% (71)</td>
<td>80% (96) *</td>
</tr>
<tr>
<td>General culture change</td>
<td>20% (18)</td>
<td>30% (34)</td>
<td>20% (24)</td>
</tr>
<tr>
<td>Embedded</td>
<td>10% (9)</td>
<td>15% (17)</td>
<td>25% (30)</td>
</tr>
<tr>
<td>Good practice sharing</td>
<td>26% (23)</td>
<td>54% (62)</td>
<td>61% (73)</td>
</tr>
<tr>
<td>Engagement in SoTL</td>
<td>11% (10)</td>
<td>32% (36)</td>
<td>33% (39)</td>
</tr>
<tr>
<td>Reflective practice</td>
<td>18% (16)</td>
<td>26% (30)</td>
<td>32% (38)</td>
</tr>
<tr>
<td>Non-academic staff</td>
<td>19% (17)</td>
<td>24% (27)</td>
<td>36% (43)</td>
</tr>
<tr>
<td>Communities/Networks</td>
<td>38% (43)</td>
<td>35% (42)</td>
<td></td>
</tr>
</tbody>
</table>

*includes direct reference to raising the profile of learning and teaching and activity that would lead to the same outcome
3.2 Scheme operation

Scheme operation addresses many elements of the successful management of the schemes. Detailed evidence was provided indicating the maturity of the schemes and confidence in their operation. Key areas included quality assurance mechanisms, the important contribution of mentors and reviewers/assessors and the external reviewers/advisers to the schemes. In this summary the findings are grouped under areas of strength and areas of challenge.

Areas of strength

- Scheme processes and management reinforce their maturity and confidence in the delivery of their programmes and the ability to address challenges as they arise.
- Review ‘panels’ are managed effectively with due regard to the consistency of decision-making.
- Participation in panels and the discussions that take place also provide benefit to the reviewers/mentors/panel members participating, as a result of justifying decisions, discussion of practice and identification of innovative teaching for dissemination.
- Mentors, assessors and reviewers are an essential and valued part of the support provided by the scheme and are largely drawn from the alumni. Links to remaining in good standing, continued engagement with the scheme and CPD are highlighted as benefits to their participation.
- Detailed developmental feedback to participants is valued part of the learning during and after the process.
- VLE and resources (especially electronic/digital) support the scheme administration and enable improved communication and distribution of information as well as providing supportive materials for the participants.
- The very important contribution made by external reviewers/advisors to the scheme is highlighted in a number of the reports and valued by those involved in the scheme.
- Dialogic assessment (17%) continues to feature positively in schemes and appears to be an area for growth as schemes evolve and re-accredit.
- Celebration of fellowship: The number of schemes with formalised celebration of fellowship achievement (25%) is recognition of the contribution of the scheme and the institutional commitment to the professional development of its staff.

Areas of challenge

- Similar to previous years’ reports, recurring issues of time and workload continue to challenge. Some institutions include workload allowances for supporting the scheme and for preparing submissions but this was mentioned in only a small number of responses but is reported as important to maintain a sufficient supply of mentors and reviewers/assessors.
- Managing the volume of applications to ensure a manageable and dispersed workload has also been raised in previous annual reports. As increasing numbers of staff are engaged in the schemes this has impact on workload and numbers of mentors and reviewers/assessors required.
- Growing interest in Senior and Principal Fellowship has created some challenges regarding capacity, readiness and meeting aspirational need that are being addressed. The forthcoming change to policy by Advance HE with regards to all reviewers for Principal Fellowship (internal and external) holding Principal Fellowship is focusing teams to develop sufficient internal capacity to meet the policy change in 2019-2020.
Completion and progression are also recurring issues and continue to be an area that needs further attention, with a range of strategies currently being put in place to try to manage it.

4. Engagement with Advance HE

The submitted reports highlight the extensive opportunities institutions have utilised to engage with Advance HE. They have also worked closely with Senior Advisers at Advance HE on consultancy projects around employability and assessment for example, as well as work with the Equality Challenge Unit and Leadership Foundation, both now part of the merged Advance HE organisation. Accredited non-UK institutions also highlighted the ways in which they were engaging with Advance HE through networks and forums, global collaborations across universities and also as a result of visits from Advance HE to their institutions.

5. Conclusions and further developments

The fourth annual review of accredited CPD schemes has provided a detailed insight into the impact they are having within their institutions, both for the individual and the institution itself. There is a positivity that comes through the reporting and reflects the confidence and maturity that is a feature of this year’s report. Findings have identified again the response of the schemes to strategic internal and external drivers. The CPD schemes and fellowship are firmly embedded in the institution, supported by robust operational processes. The links between opportunities for recognition and career progression are growing as these are further incorporated into HR promotion policies. In the UK continued influence of TEF and NSS will maintain the focus on teaching and learning practice, which can only continue to benefit the student learning experience.

Engagement with Advance HE in many forms remains high and as such the relationship between the newly merged organisation and its members, continues to be one of collaboration, partnership and sharing for the best outcomes in world-class teaching.

Areas for further and future development

The following are areas that warrant further exploration and development, drawn from the feedback. Given the growth in interest in SoTL and the Communities of Practice that have developed as a result of scheme activity, they could form the basis of suggested areas to follow up:

1. Development of measures to capture data and feedback related to the actual enhancement of learning and teaching and impact on student outcomes and experience.
2. Continuing Professional Development beyond initial fellowship award is increasing, supporting further opportunity for teaching enhancement. Schemes have a role to play in maintaining this momentum through continual review of their CPD offer post initial award. Individuals need to consider how they engage with ongoing CPD, to support further recognition of their contribution to learning and teaching and potential career progression.
3. Workload allowances – as schemes continue to grow, increasing the support needed operate them, further consideration should be given to advocating for and supporting systems/policies that provide incentive and recognition of staff input into the scheme.
4. Dialogic assessment – as interest in this mode of assessment grows there is scope to evaluate and understand the impact of the dialogue post assessment; how it is being used and any further outcomes from it.
5. Increased engagement with SoTL arising from the scheme activity promotes opportunity for further research into pedagogy that will continue to inform practice and also aid dissemination of the value and contribution of this area of work across the wider HE sector.

6. Further work within institutions to consider factors affecting non-completion and to promote positive ways in which some institutions are managing this.

7. Global initiatives – further opportunities for a global approach to taking some of these initiatives forward beyond UK provider centric or Non-UK provider centric.

8. For Advance HE to continue to support scheme leads and to consider what further input would be valuable to the ongoing development of their schemes.
1. Introduction

1.1 Introduction to the 2017-18 report

This report draws on narrative data submitted by 120 institutions that have an accredited Continuing Professional Development (CPD) scheme with Advance HE, for the reporting period 2017-18; three institutions with accredited CPD schemes did not submit due to extenuating circumstances. This is the fourth annual report and as with the previous reports the purpose of the review is to:

+ Provide a mechanism for institutions to evaluate the positive impacts, strengths and areas for further development of their accredited provision.
+ Identify and facilitate the sharing of good practice across the sector.
+ Feed into Advance HE policy around accreditation and fellowship and to inform the ongoing development of support and guidance material and events.
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The data for the review was provided in a template (appendix 1). The template guidance provided clear sections as the basis for the review; qualitative data provided in Sections 2, 3 and 4 were used to structure this report.

Quantitative data provided by institutions in Section 1 of the review fed into the Annual Success Data Report 2017-18.

Advance HE’s annual reporting requirement continues to focus on accredited CPD (non-credit bearing) schemes as institutional quality systems are generally well established to consider academic credit-bearing programmes of study; however, this could be a point of further consideration for Advance HE.

A wealth of data is provided in the submitted reports and in reviewing the findings from these, they offer many examples of how the schemes have become an integral part of the institution’s strategic policy and practice for the professional development of their staff. How this is being achieved is detailed through the reflective account of the strengths of the scheme, the challenges faced, and the ways in which these are being addressed to continue the progressive development of what has been achieved so far. The reports provide an opportunity for celebration of that success, whilst sharing the learning from their experience for the mutual benefit of all those involved in running similar schemes. This can be especially helpful for those in the process of re-accrediting their schemes.

1.2 Structure of the report

The guidance document provided clear sections as the basis for the review (appendix 1) and these will be used to structure the chapters. The data provided was analysed using a thematic approach following immersion in the data. This identified a number of themes in each of the reporting sections. Data has not been quantified but where themes were repeatedly being referred to in the narrative a sense of the depth of reporting will be identified. Additionally, where quotes from individual institutions or individuals are provided to exemplify a point, they will be anonymised using the symbol X, but will identify the mission group of the institution if they subscribe to one.

Section 2 focuses on the impact the CPD scheme is having at an institutional level and on the individual staff undergoing the programme. This chapter also includes the impact on the student experience.

Section 3 is concerned with the operation of the scheme with particular reference to the quality processes and organisational aspects.
Section 4 provides an overview of engagement with Advance HE.

Section 5 draws together the main conclusions from this year’s report and areas to consider for the future.

1.2.1 Mission groups of the submitted reports

It is the first year that mission groups were identified in the direct quotes from respondents. This was included this time, not to provide an analysis of mission group responses but to provide insight into the feedback that may be of interest to those in the same mission group. Interestingly the largest numbers of institutions do not align with a particular mission group. Where a university belongs to more than one mission group, they will have selected a particular mission group to benchmark against in the data graphs (section1). Quotes were selected to exemplify the points being made rather than their mission group, but where possible the report attempts to reflect the range of mission groups and those institutions not subscribing to one.

Table 2: The mission groups of the 120 institutions reporting in 2017/18 were grouped as follows:

<table>
<thead>
<tr>
<th>Mission Group</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK provider with no mission group</td>
<td>46</td>
</tr>
<tr>
<td>Million Plus</td>
<td>20</td>
</tr>
<tr>
<td>The Russell Group</td>
<td>17</td>
</tr>
<tr>
<td>University Alliance</td>
<td>15</td>
</tr>
<tr>
<td>Cathedrals Group</td>
<td>09</td>
</tr>
<tr>
<td>Provider outside the UK</td>
<td>06</td>
</tr>
<tr>
<td>Guild HE</td>
<td>05</td>
</tr>
<tr>
<td>Mixed Economy</td>
<td>02</td>
</tr>
</tbody>
</table>
2. Scheme impact on teaching and learning

2.1 Introduction

Section 2 of the guidance for reporting, completed by the institution, focused on the strategic and practice impact of the accredited CPD scheme. Specifically, this related to the teaching and learning and student experience within the institution. This is the fourth annual report and as such it enables tracking of ongoing influences as well as new developments in the last year, to fully capture the impact the scheme is having at both individual and institutional level.

The reporting of the data in narrative form was very variable in length and detail from institutions. Not all areas in the guidance document were addressed; however, there was a wealth of data provided, particularly in relation to the impact of the scheme within the institution and especially on the teaching practices of staff. More difficult areas to provide details were those that asked for information on measurement of impact on student learning experience and outcomes. This was in part due to the difficulties expressed in collecting measurement data and showing a direct correlation between scheme and the impact on students as a result.

2.2 Contribution to strategic drivers and institutional priorities

Headline points

+ Accredited CPD schemes are embedded in institutional strategy and policy.
+ Widespread inclusion in probation, appraisal and promotion processes demonstrates impact on the recognition of ‘teaching’ as a career path.
+ In the UK TEF has raised the significance of fellowship and CPD to the Institution.

This section focuses on the extent to which schemes are integral to institutional strategy. It is clear from the reports that excellence in learning and teaching is a key strategic priority and development of staff is pivotal to this. Institutions want to ensure a high-quality learning experience for their students and central to this is a skilled and qualified workforce. At a time of ongoing change in the UK higher education sector, driven increasingly by competition, new regulatory structures with the new OFS (Office for Students), requirements for TEF (Teaching Excellence Framework) and results from the NSS (National Student Survey), focusing on the teaching and learning workforce has never been more important.

Whilst much of these drivers are largely UK centric, Non-UK CPD providers will have their own national strategic drivers and institutional priorities driving the focus on providing an appropriately skilled, qualified workforce able to deliver evidence based, innovative teaching practice for their students.

2.2.1 Internal drivers

Internal drivers are indicated directly by reference to an institution’s strategic plan, its learning and teaching strategy and other strategies such as for example a People Strategy, a Student Experience plan. These ultimately inform faculty and department plans. This is frequently expressed as targets and key performance indicators (KPI) for the numbers of staff achieving professional recognition. It is also evident from the data in the reports the extent to which recognition is now part of Human Resource (HR) policy for the probation of new staff and promotion for existing staff. This is summed up by the following quote:

“The UKPSF and Fellowship are embedded within institutional strategy and policy, including HR processes around recruitment, probation and promotion.” (The Russell Group)
Throughout the reports there is a strong sense of fellowship being embedded within an institution, with 30 of the 120 reports making direct reference to this; an increase from the 2016-17 review where there were 17 such references. Accredited CPD schemes are integral to this achievement, providing continuing professional development across the career trajectory. This is evident from the strategic plans of the institutions as the following details:

**Strategic Plans**

Reports made reference to an institution’s strategic plan for developing the academic practice of academic staff and for the staff to be appropriately qualified, citing fellowship provided by Advance HE as one of the means for this:

“... X approach to learning, teaching and staff development, including professionalism as a result of Fellowship is all strategically aligned to the University's Five-Year Strategy 2014-19. In turn the Learning Teaching and Assessment Strategy 2015-19 is aligned with the Five-Year strategy. As a result, the X CPD scheme is likewise reflective of these strategic objectives. The University’s Five-Year Strategy is currently under review and the professionalism of staff remains a strategic priority." (Cathedrals Group)

“The Advance HE Fellowship scheme is fully embedded in the University. The strategic plan requires that, "All our academic staff to be appropriately informed, qualified and constantly developing their academic practice through fellowship of the Higher Education Academy" and requisite categories of HEA Fellowship are in job descriptions …"

These are just two of the many examples cited with comments made noting a level of engagement and support across the whole university. Other examples cite how strategically the scheme reports into deliberative committees and data used to inform achievement of institutional KPI's.

“The endorsement of this policy (HEA recognition) by the University’s Executive Board demonstrates the increased understanding, awareness and importance of Fellowship as a significant indicator and driver for reflective and appropriately qualified teachers and supporters of learning.”

The importance of institutional commitment to fellowship is significant in maintaining the drive towards professional recognition for staff as indicated by the following example where there is no longer an institutional driver:

“We sense that there has been a decline in impact in that a) there is less institutional priority given to fellowship…”

This example did cite other factors but the importance of an institutional driver is still clear. Given the importance of excellence in teaching at this time this is surprising. By contrast in the following example the scheme is seen as leverage for enhancement:

“…the institution remains committed to the X scheme as a way to leverage enhancement through the recognition and development of excellence in teaching and the support of learning as stated in the Strategic Plan 2017-2022.”

Ensuring that staff feel part of the strategic direction of the institution is important and therefore as the quote below identifies, opportunities for engagement with strategic activities and their own practice is also valuable for personal professional development and meeting criteria for fellowship:
“The institutional strategic plan and the curriculum 2021 framework have offered opportunities for staff to engage with key institutional priorities and continue to reflect on their roles and how these strategic activities relate to their practice. This in turn has informed the way evidence has been developed to meet the criteria for fellowship of HEA across the categories available and map own practice to the UKPSF.” (The Russell Group)

The potential to change direction in strategy is always possible where restructures takes place in an institution as these are frequently accompanied by an internal review by incoming staff as indicated by this next example:

“How the CPD Scheme contributes to institutional strategies and priorities for promoting and supporting excellence in teaching and learning is again under review in the light of the appointment of a new PVC Education with a likely consequent change in the Education Strategy.”

**Institutional targets**

Within the strategies there is frequent mention of key performance target for recognition (19 of 120 institutions) with specific targets indicated for achievement of fellowship strategies; those indicating this year, range from 75% to 100%, though these are not always limited to HEA fellowship:

“The university's strategic plan has a target of 100% professional recognition by 2020 and Divisions have been tasked with producing an action plan outlining how they will meet this target.” (Million Plus)

“Fellowship is now established as a de-facto standard expected for academic roles, with over 50% of relevant staff now holding this status, along with a range of wider non-academic staff… We have an institutional target of 80%...” (Million Plus)

Where specific targets were not identified, there was frequent reference to the percentage numbers of fellows achieved by the institution and where they were exceeding the sector average in their numbers indicating the attention paid to benchmarking.

**Alignment with UKPSF/PSF**

In some reports there was mention of specific alignment to the UKPSF/PSF and reinforcing its role as an enabler towards student learning experience or as explicitly linking to CPD, indicated by:

“Explicit alignment between the PSF and the university’s vision and strategic direction.” (Provider outside of the UK)

“We continue to align our wide range of professional development opportunities to the UK Professional Standards Framework (UKPSF). For example, all sessions in our Learning and Teaching Development Programme are mapped to the dimensions of the UKPSF.” (The Russell group)

“One of the most significant impacts of this has been to bring the values and competencies of the UKPSF into the wider agenda of the University through working with a range of academic and learning support, library and technical staff colleagues. The success of this work was key to reframing the University’s model for professional development away from simply taught provision to one of ongoing experiential learning.” (Guild HE)
Probation and Promotion

The impact on career routes, promotions and appraisal processes was highlighted in the previous 2016-17 annual report (Pilkington, 2018) leading to the conclusion that for “the overwhelming majority of respondents’ fellowship now sit firmly within reward systems for teaching and learning in institutions”. This was made explicit again in this year’s reports by the scheme leads, for example, 61 of the 120 reports (51%) made direct reference to the link between fellowship and promotion. Of these, 29 made specific reference to promotion for senior appointments with Senior and/or Principal Fellowship as a requirement.

This influence is seen in a number of ways either as a clear expectation especially during the probationary period, or where the influence has been on specific criteria requirements for roles or as contributing to supporting evidence for promotion. The recognition of ‘teaching’ as a career path as distinct from the traditional emphasis on research is significant in this shift. The extent to which these developments are part of explicit institutional policy driving teaching standards and expectations shows the importance of this internal driver and the contribution the schemes are making to it. It also reinforces the extent to which the schemes are embedded within institutional strategies and policies and provides rationale for the sustainability of the schemes.

The following are just some of the many references in the reports to these policies:

“… being in receipt of teaching accreditation is now explicitly linked to promotion criteria at X (especially for teaching-focused staff) and this acknowledgement of the importance of accreditation is firstly, motivating for staff, and secondly emphasises the importance of the scheme.”

“The PSF is already embedded within the university’s teaching performance standards, and recognised within the academic promotions policy.” (Provider outside of the UK)

“By gaining external recognition for their teaching excellence through X, colleagues are able to evidence and benchmark the advances and contributions they are making against national recognised standards to support their promotion applications and thereby aid the decision making of promotion’s panels.” (Vice Dean Teaching and Learning, The Russell Group)

This latter quote demonstrates the opportunity for applicants to highlight their excellence in learning and teaching above others. As one institution highlighted “this is a significant change for the university”. This is reinforced by the following feedback that shows how cultural change is being influenced as fellowship becomes the norm. The parity of esteem for teaching in one example is raising the profile and interest in the scheme and as the profile increases this is linked to cultural change that is discussed later in the report:

“Our Scheme acts as a catalyst for discussions about how we can recognise and reward those who support learning and teaching within the institution, links to promotion criteria and career pathways, and parity of esteem between teaching and research, particularly as more staff gain fellowship and begin to look to the institution for further signalling of its importance and to provide opportunity for development. The CPD Scheme is an important driver with regards to raising the profile of learning and teaching and is contributing to a slow but steady cultural change within the institution.” (The Russell Group)

“While Fellowship has been linked to probationary requirements, Senior Fellowship is now considered in applications for promotion in relation to teaching. This is enhancing the status of teaching at X in an environment where research is often prioritised, and Senior Fellowship is valued as a recognition of contribution to teaching.”
"X has been working towards a culture change for the past five years and as a result of both internal and external drivers (TEF) we have seen an increase in the number of applicants across our provision... The new Education Strategy has an explicit focus on parity of esteem for teaching and on teaching excellence and as a consequence greater attention is being paid by departments and individuals to the value of being able to demonstrate teaching competence through the UKPSF and fellowship status." (The Russell Group)

Conversely one institution identified that some applicants were not fully engaged in the process but participating only due to the requirement for promotion:

"the number of applications being received from participants who have not engaged fully – whose participation is driven by a perceived need to tick a box on the way to a promotion application."

How an institution addresses the issue of engagement will be an area of ongoing focus but as promotion becomes inextricably linked with fellowship requirements it may be this will become more challenging in the future. The following quote shows the strengthening of the link between fellowship achievement and promotion and in this example is signalling the value being placed by the institutions on fellowship:

“…To date promotion applicants had to achieve Fellowship by the time the promotion took effect. In terms of new developments, this is being strengthened for 2019-20 when colleagues will not be able to apply for promotion unless they already hold Fellowship (or in some instances an alternative qualification recognised by HESA). Embedding Fellowship so tightly within the promotion process signals the value that is placed on Fellowship at X and how it is seen as a way for colleagues to demonstrate commitment to and impact on T&L.”

Overall the commitment to professional development of staff is very evident in these strategies and the CPD schemes a key deliverer of this. The link to an institution’s appraisal process was again mentioned in this year’s report by some respondents, again reinforcing the integrated nature of strategy and policy for staff development in learning and teaching. In one of the examples below fellowship was also linked to receiving pay increment:

“…the appraisals process will be revised for 2018/2019 to include questions regarding attainment of fellowship.” (Million Plus)

“… it is a valuable tool for change within the institution and is utilised by staff and managers as part of annual appraisals as a compulsory discussion point… HEA status is now a normal requirement of all academic internal and external job applications.” (Million Plus)

“… the operation of staff annual appraisals has also been adapted so that teaching practice development is discussed during individual’s professional development dialogue with their line manager. The appraisal forms have been revised to include a section on Fellowship attainment. These measures have encouraged and motivated all staff, including very experienced staff, to engage with the process and realise the benefits of reflecting on practice… During this period, existing professors were also expected to apply for Fellowship in order to receive their annual salary increment. This was trialled by one college last year and has since been extended across the University.”

This latter example offers an interesting link between pay and fellowship and it will be interesting to see if this has acted as a motivator to some staff towards achieving fellowship.
2.2.2 External drivers

The internal drivers in the previous section provided evidence of the importance of staff development to excellence in learning and teaching and as such were influencing staff probation, appraisal and promotion requirements or expectations in a significant number of institutional reports. In terms of the external drivers it can be seen how the contribution of the schemes are increasingly being linked to success; for example, in a UK institution’s Teaching Excellence Framework (TEF) achievement particularly in relation to a Gold (nine references) or Silver (four references) award and also the TEF subject-level pilots. The contribution of the schemes was highlighted as a factor in the institution’s strategic commitment to high quality learning and teaching. The other main reported UK strategic influence is the National Student Survey (NSS) with comments made on the impact on NSS scores. This is detailed in a later section as it links directly with impact on student experience in Section 2.5.

The following quotes are just a sample of the many in this year’s report that reinforce how integral the schemes are to external success and recognition of UK institutions:

“The X Fellowship scheme continues to play a vital contributory role in raising the strategic profile of pedagogical practice and innovation. This is particularly true given the leverage provided by the introduction of the Teaching Excellence Framework, a key strategic steer for the driving of good learning and teaching practice at institutional and subject level.”

“We gained TEF Gold in the first round of the exercise and positive outcomes of the X scheme were cited in the report.” (Guild HE)

“X’s strategic commitment to developing excellence in learning and teaching through investment in professional academic development was identified as a significant factor contributing to our Silver Award in the Teaching Excellence Framework (TEF 2017 Statement of Findings).” (Cathedrals group)

The impact of the scheme not only in recognising their contribution to TEF awards but also internally in raising the profile of the scheme results in an increased demand:

“The impact of the scheme can also be observed at institutional level through our Gold TEF award; in turn, this enhances our external reputation. The recent pilot of subject-level TEF has led to increased demand for support from the X team from senior student education staff in Faculties and Schools.” (The Russell Group)

It is clear from these final two quotes from two institutions that “…The provider-level TEF and the new subject-level TEF are highlighting the role that CPD has to play in the development of the institution and the focus on the student learning experience…” and as such “Fellowship has assumed a greater significance within the University since the introduction of the Teaching Excellence Framework.” (Cathedrals Group)

External recognition as a result of success in national awards, including in the UK the National Teaching Fellowship Scheme (NTFS), Collaborative Award for Teaching Excellence (CATE), Times Higher Education Leadership and Management Awards (THELMA) and Times Higher Education Awards, is also linked to or influenced by the scheme, which again raises the profile of the institution:

“The established CPD programme and communities of practice that have been established as a result have contributed to X being recognised as university of the year…as well as being recipients of the THELMA …”
2.3 Scheme impact on organisational systems and processes for teaching and learning

Headline points

- Raised value, status and profile of learning and teaching.
- Leadership from senior management is key to supporting the culture change and prioritising teaching and learning.
- Senior Fellowship is generating confident, influencing and supportive individuals who are leading learning and teaching across their institution.
- Continued growth in Communities of Practice and Networks are championing learning and teaching practice and innovation.
- Inclusivity of fellowship across academic, professional and technical staff is providing collaboration and cross-fertilisation across departments.
- Fellowship isn’t a final destination but a journey that is offering career progression.
- There is increasing recognition of the need for and undertaking of continuing professional development, beyond the fellowship award, contributing to remaining in ‘good standing’.

In this section the focus is more broadly on the impact the accredited CPD schemes are having on the institution. Feedback from the reports provides evidence on how, for many, this is having an impact on the culture within the institution from a teaching and learning perspective, with a strong emphasis on the profile, status and leadership of teaching and learning. The degree to which fellowship and recognition has become embedded into the culture is evident with reporting in 2017-18 of increasing growth in communities of practice. This is important to maintain the momentum that has already been gained and to ensure continued sharing of good and innovative practice. In this 2017-18 review there are also a number of references to maintaining ‘good standing’ and the contribution the CPD schemes make to this beyond supporting initial recognition. Growing interest in Senior Fellowship and also Principal Fellowship demonstrates the opportunities that staff are now seeing as a result of their engagement. The inclusive nature of the schemes and the impact on professional services and non-academic staff also shows an increase on previous year’s reports. All of these point to sustainability of the schemes for the future. Table 3 below provides an indication of the breadth of impact on the contributing institutions, both internally and externally. Table 5 in Section 2.6 provides further comparison and discussion of some of these impacts with previous year’s reports.
Table 3: Institutional impact *

<table>
<thead>
<tr>
<th>Type of impact - Institutional</th>
<th>2017-18 % number of institutions (total 120)</th>
<th>Additional detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to TEF (UK)</td>
<td>23% (27)</td>
<td>Linked to award of 9 Gold 3 Silver</td>
</tr>
<tr>
<td>Good practice sharing</td>
<td>61% (73)</td>
<td></td>
</tr>
<tr>
<td>Link with professional services/technical staff</td>
<td>36% (43)</td>
<td>Inclusive and collaborative</td>
</tr>
<tr>
<td>Link to UK national awards - external recognition</td>
<td>10% (12)</td>
<td>Examples, NTF, CATE Times Higher, THELMA</td>
</tr>
<tr>
<td>SF/PF impact</td>
<td>36% (43)</td>
<td>Leading L&amp;T/strategic policy/Mentorship/CPD</td>
</tr>
<tr>
<td>Leadership</td>
<td>13% (16)</td>
<td>Support from senior leader/management team</td>
</tr>
</tbody>
</table>

*These figures are only reflective of those institutions that chose to explicitly comment on these activities in their reports.

2.3.1 Embedded

As the schemes become embedded in the institution, feedback is exemplifying this with a stated widespread awareness of the schemes, their importance and the subsequent impact on shaping policy and processes. The further impact this then has on the scholarship of learning and teaching is discussed in detail in section 2.4. Being embedded in the institution was referred to by 30 respondents (25%), the relevance and importance exemplified by these quotes:

"There is widespread awareness of the Scheme and a more embedded understanding of the importance of the UKPSF, across the University. There are a number of staff enquiring about Senior Fellow status, raising the profile of learning and teaching, stimulating staff to become more aware of and interested in pedagogic research." (Guild HE)

"The scheme is thoroughly embedded into processes and policies and there is wide awareness of its existence. This means that staff and line managers are using the scheme to support new and experienced academics to reflect on their practice in relation to teaching and learning, and implies that the profile of teaching has been raised through the scheme." (Million Plus)

In the following example the embedding of the UKPSF is being directly aligned to an institution’s annual learning and teaching conference. There are many more examples in the reports of the contribution fellows are making to similar conferences at their institutions, promoting the sharing of good and innovative practice:

"An obvious ‘off-shoot’ of the CPD Scheme is the greater embedding of the UKPSF within institutional practice and structures. For example, the annual learning and teaching conference in July required, for the first time, all proposals to be aligned to relevant aspects of the UKPSF and this was used as one of the key review criteria."

The embedded nature of the schemes can be summed up by this final quote, whereby recognition has become the norm and those without it are in the minority:
“… a tipping point has been reached where colleagues that do not have a recognised teaching qualification, recognition or accreditation are now in the minority compared to previous years. In light of this, having professional recognition or qualification is now recognised as a norm rather than an exception.”

2.3.2 Culture
The cultural changes being reported this year (24/120 direct references) emphasise again the embedded nature of the CPD schemes and the influence they are having on the profile of learning and teaching, the inclusive nature of this work and as a result the synergies being experienced across departments, faculties and teams. It is providing the arena for these developments to take place, fostering engagement and increasing the value placed on teaching and learning.

This is best summed up by the following quote:

“… A question which has often been asked within the institution is “How do we bottle the DNA” of the School – it is clear that the HEA Fellowship has contributed in a very meaningful way to our understanding of this DNA.”

The subsequent quotes underpin how the culture of learning and teaching is shifting and in these examples, how this is being recognised in a number of Russell Group institutions:

“…the biggest impact of the scheme is to provide an arena for all involved in teaching and supporting learning at X to think about and discuss their educational roles and ideas; it will be this that really establishes any change in the culture.” (The Russell Group)

“The CPD Scheme is an important driver with regards to raising the profile of learning and teaching and is contributing to a slow but steady cultural change within the institution.” (The Russell Group)

“… Colleagues’ engagement with X, from participation in the programme itself through to mentoring and assessing, is facilitating a change in culture within the University. X brings different groups of colleagues together to work in partnership and collaboration in a way that previously did not happen, this in turn is leading to improved recognition of the contributions that so many colleagues, both staff and students, are making to teaching, learning and the student experience.” (Director of Teaching and Learning Support, The Russell Group)

“The scheme continues to contribute to a wider cultural shift toward placing increasing value on teaching and learning in our university. Participation in accredited CPD for Learning and Teaching is becoming well accepted and valued: our accredited provision is over-subscribed with little or no advertising and we often run waiting lists.” (The Russell Group)

The feedback from these Russell group institutions resonates with that across other institutions in the sector. As the number of fellows grow, excellent teaching and learning practices are shared and discussed, cultural change will continue to be recognised, creating a vibrant community that is valued for its contribution to the institution. The following reiterate this position:

“The X team are complemented by a growing network of engaged Fellows. This innovation has enabled the programme to be both scalable and credible. Peer assessment and feedback is an important component of X, which has enabled us to establish a culture of reflection and feedback at X.”
“The X Scheme has played an important role in raising the profile of Teaching and Learning within the University and shifting the culture to more explicitly value the professionalization of the role of academics as educators.”

“To continue to foster cultural change, excellent or innovative practice has been identified by X assessors during the panel process and the applicants concerned have been encouraged to disseminate their work, not only at the X Celebration Event but also at the University’s annual learning and teaching conference.”

“… its sheer presence is beginning to influence a cultural change which directly connects teaching excellence and its ongoing enhancement with Fellowship recognition.”

(University Alliance)

It is evident from the feedback that the influence of the work undertaken by the schemes is continuing to raise the profile and status of learning and teaching, with 73 (61%) institutions reporting activities that support this; a small increase on the 71 in last year’s report. This is a continuing theme that is driving the cultural change and the development of communities of practice that will maintain the momentum and the cultural shift that is providing parity to the status of teaching. This is important for areas where research is often prioritised as evidenced by the following quote:

“The scheme has driven conversations about teaching and learning, and has strengthened the status and place of teaching within the university... This impact helps build a rich pedagogic community.” (Guild HE)

And in this next example, the framework is not only revealing good practice, but for the staff a means of legitimising time spent on this aspect of their professional role:

“The Framework also has impact at a local level; fellowship applications at all descriptor levels reveal previously unknown good practice, widening recognition. The framework is important in legitimizing time spent on the discussion of teaching and professionalising pedagogic aspects of the academic role.” (The Russell Group)

2.3.3 Leadership

Whilst relatively small in the number of references (16/120) the importance of the senior management team in contributing to a culture where the pedagogy of teaching and learning is valued is evident in the report feedback. This is provided in a number of ways, either by clear messaging of its importance, or through role modelling as a result of their own engagement in the scheme or as one example cites through greater understanding of their own staff base. All of these examples again play a part in the inter-relationship between the scheme, fellowship, impact on teaching and learning and how this is informing and supporting the strategic direction of the institution, as it emphasises excellence for the student experience and outcome. The following quotes indicate how these influences are impacting at their institution:

“We are developing a culture whereby CPD related to education, alongside scholarship related to their disciplinary pedagogies, is seen as worthwhile and important by our staff. This has been facilitated by X’s institutional commitment to HEA fellowships implemented through…, and by clear messaging from senior management of the importance of education and student experience.” (The Russell Group)

“The scheme provides a means for senior staff to model the prioritising of teaching and learning. The way the scheme has started to engage with more senior staff; recent beneficiaries include a Head of Academic Department, Academic Registrar and the Postgraduate Programmes Manager. This is raising the profile of Learning and Teaching.” (Guild HE)
“This was X’s third year of providing accredited provision and the experiential and taught pathways to fellowship continue to become further embedded in X organisational strategy including our promotions policy, and the shaping of faculty and school approaches to leadership in learning and teaching.” (Provider outside of the UK)

In the following example, the senior management team, as a direct result of their continuing engagement are much more informed about the work of their staff, which can only be of benefit to all parties:

“… there is also a growing awareness and appreciation by the Senior Management Team of the skills base within the teaching staff. With a significant number of SMT staff holding Fellowships there is a good deal of opportunity for them to mentor new applicants each year. This has led to a far greater understanding of the teaching staffs’ work.”

2.3.4 Leadership in Learning and Teaching

Leadership in Learning and Teaching is a key component in the descriptor to achieve Senior Fellowship. The impact of this on those becoming Senior Fellows demonstrates how this is influencing them in their role and providing them with the confidence to lead and support their colleagues. This is underpinned by the value being placed on these awards.

The following two quotes are from two Senior Fellows at one institution:

“I think two of the key elements to emerge from doing the Senior Fellowship, at this stage are, first, the confidence to take disciplinary pedagogy to an international audience and, second, my ability to lead and support colleagues in developing their skills in experiential teaching and learning.”

“The knowledge and awareness gained has impacted positively on my role as Programme Director. Specifically, I have a greater awareness of the overall coherence of the programme, and how management of the teaching staff contributes to that coherence.”

They also comment that gaining their award gives them enhanced status, esteem and credibility. These are key enablers as they continue to develop in their leadership roles. Interest in wider sector issues is also apparent as this quote indicates. This is an area directly relevant for further career opportunities and for those interested in Principal Fellowship in the future:

“… asked to note what impact have a Senior Fellowship was and responses received so far indicate that some have a greater involvement and interest in sector wide HE issues.”

It is also clear that institutions are seeing the benefits of the contribution made by Senior Fellows and this is seen in the growing interest in Senior Fellowship and the increase in their numbers:

“Capacity building is continuing with a natural drive towards the development of leadership in learning and teaching through an increasing body of Senior and Principal Fellows (108, 16% of all institutional fellowships).”

“Around 31% of the fellowships awarded across the scheme were to Senior Fellows. This highlights the University’s commitment to leadership and career development in Teaching. Applicants come from management positions in academic and professional services, course and faculty leadership roles in teaching as well as informal leadership roles in niche areas of teaching and supporting learning.”

“… X has had considerable early success in increasing Senior Fellow numbers, thereby building capacity for increased momentum in expanding the programme across the institution.”
At an individual level, Senior Fellowship is being linked to opportunities for progression and also for some thinking in terms of their ongoing development and remaining in good standing which is discussed in the next section.

### 2.3.5 Good standing

It is a requirement of Advance HE that all fellows remain in ‘good standing’. This is also implicit in the UKPSF. It is deemed to be the responsibility of the individual to ensure they remain in ‘good standing’ in line with their relevant fellow descriptor standard and the Advance HE Code of Practice for HEA Fellows. There is also an expectation that Fellows will be performing or outperforming their current category/descriptor or indeed working towards their next award. Advance HE therefore indicates that all fellows should be able to demonstrate at the least their awarded level at any given time.

Feedback in this year's reports highlight how, at an institutional level, this is being considered and also how individuals themselves are thinking about good standing, building on their achievement from the initial fellowship award.

In the following examples from an institutional perspective it reflects how important fellowship has become as part of strategic policy embedded in a framework for professional development:

“The X and HEA fellowship is central to the University’s strategic plan on staff development and the delivery of good, modern teaching, learning and assessments. As such, the University will be introducing a ‘Remaining in Good Standing’ process, as of 2019. This process will encourage staff to gain HEA recognition or re-accredit if they are working at a different level. Alternatively, staff are asked to demonstrate that they are still delivering teaching that reflects the dimensions of the UKPSF at the level they are currently recognised.” (Million Plus)

“Integration of the CPD Scheme into a formal, structured Academic and Professional Development Framework (APDF) has emphasised its impact on the development of effective learning and teaching. The framework will become increasingly important as a means to continually engage fellowship achievers in learning and teaching focused CPD and will begin to contribute to evidence of good standing. In addition, this will further facilitate the sharing of good practice identified by the CPD scheme, resulting in the enhancement of practice.”

“…we have formed a Senior Fellows’ network which promotes the sharing of practice and of interdisciplinary learning. Through this network, we target senior fellows with CPD opportunities that will help them to remain in good standing.” (Million Plus)

From the individual’s perspective, the evidence is of demonstrating continued development in terms of learning and teaching and how it is important to capture that momentum which is clearly influencing ongoing practice development and dissemination. From these examples, gaining fellowship has not been a tick box exercise:

“I’m conscious of the need to remain in good standing. Since I became a Senior Fellow, I have led a reform of our examination and assessment regime in my capacity of departmental Chair of Exams.”

“Since receiving my Senior Fellowship, I’ve been involved with two T&L projects. Following these projects, I was fortunate to receive a University Teaching Fellowship.”

Good standing can be demonstrated in a number of ways and one of the ways to support fellows is through the role of communities of practice and networks that have resulted. These in some form were referred to in 35% of this year’s reports.
2.3.6 Communities of Practice and Networks

Communities of Practice and Networks have grown around specific fellowship awards such as Principal and Senior Fellows networks; these have also led to distinct communities focused on championing learning and teaching across the institution. In other instances, they are the ‘go to’ group for inputting into policy and developing key documents for external purposes:

“The pro-vice-chancellor (Education) has supported the establishment of a Principal Fellow network, with whom she consults on strategic and policy issues related to delivering excellent education and is encouraging ongoing approaches to draw upon the insights and expertise of the growing pool of Senior Fellows. These colleagues have the potential to provide consultation in relation to institutional education projects and initiatives.”

“The increase in SFs and PFs has led to the formation of a new PF/SF network which participated in the writing of the University’s TEF submission and will support the next round. It is also involved in the spreading of good practice and inter-faculty collaboration and helped create the University Teaching & Learning Conference in July 2017.”

“The community of practice has continued to develop... Engaging with the scheme is enabling exchange between staff (teaching and support) in the School in a variety of ways including working groups in support of the strategic plan and at a more basic level of simply getting to know what the other does.”

As already alluded to in this report, evidence of impact on the student experience is difficult to provide, and as in this example, something a community of practice group could focus on:

“… will include all those who have gained Principal and Senior Fellow recognition so we can develop a community who can continue to champion learning and teaching across the institution and explore new approaches to this. The evidence of impact of CPD on teaching and the student experience is difficult to assess and this is one area the community could explore.”.

From the many other examples already shared, communities and networks have a clear role in raising the profile of teaching which can only benefit the student learning experience:

“An example of initiatives that have arisen as a result of our scheme is the creation of the X Senior Fellow Network, an initiative aiming to make a genuine leading contribution to X’s community of educational practice, striving to raise the profile of teaching across the university to support the highest quality teaching and learning experience for our students.”

“… created a supportive internal community of practice that supports the work done in this space and reflects the university’s commitment to centering learning and teaching strategically, and resourcing this move.” (Provider outside of the UK)

The schemes have provided a framework for the development of the communities of practice, offering a clear purpose and direction and a sense of collegiality that comes from the teaching and learning aspect of the role, that transcend the disciplinary context:

“The significance of a critical mass of HEA Fellows… has created opportunities for developing meaningful communities of practice at institutional, faculty, departmental and discipline level using X as a framework.”

“It has been pleasing to see a broad representation of HEA fellows in academic promotions and institutional and national teaching awards. Engagement by academic,
professional and sessional staff members has developed a renewed sense of collegiality and community across the University." (Provider outside of the UK)

“One key decision was to enable the Scheme to contribute to the growing X Institute for Learning and Teaching… an institution-wide community of practice that promotes, develops and recognises inspirational teaching. Staff with Fellowships are active contributors … leading practice groups and conference sessions, which provide opportunities to build evidence towards Senior and Principal Fellowships.” (University Alliance)

“Participants are now provided with structured opportunities for discussion around learning and teaching and the sharing of practice… a means of informing their practice: “people from the school are given the opportunity to network and see how other people are doing things and that kind of cross fertilisation is really valuable.”

The contribution by alumni of schemes is being recognised and valued and part of effective change. It is a recurrent theme that reinforces the impact they are having in many ways. Section 3 of this report also details how alumni are integral to supporting the scheme.

“By creating communities of practice X identifies committed and talented educators who then (as alumni of the scheme) become members of the institution’s growing community of practice and teaching beacons. Alumni deliver their best practice on the staff development programme …enabling us all to learn from each other. The inclusion of X alumni on university-wide working groups is enabling effective change.” (The Russell Group)

“We have since begun a process called Community in Practice. In this weekly meeting we discuss all aspects related to our practice including sharing of teaching, learning and assessment approaches through our scholarship. Staff, management and external speakers have all contributed to these events. This is a direct result of the critical mass of Fellows who are able to discuss HE at this level." (Mixed Economy Group)

Communities of Practice and the ongoing CPD opportunities they provide are playing a key role in the dissemination of good, innovative practice. They promote collegiality and collaboration across the institution and enable those interested in further progression to utilise their involvement in the group to gain evidence that would support this.

2.3.7 Career development and progression

The importance of remaining in ‘good standing’ has already been discussed and has already indicated ways in which this is being taken forward both by institutions and individuals. It is clear the benefits perceived by the fellowship award is generating increasing interest in progressing to the next descriptor award. This is supported in some institutions by the reporting of the successful promotion of those who have achieved the appropriate award. This will in some cases, as has already been highlighted, be linked to institutional promotions policy.

“Of the 8 colleagues who were awarded Senior Fellowship in the summer of 2018, 4 have been promoted to either Principal Lecturer, Learning and Teaching Lead or Head of School. We have seen a similar trend in career development for colleagues who have been awarded Associate Fellowship, particularly through the Associates Programme...” (University Alliance)

The increased interest in Senior Fellowship is providing a route for progression that hasn’t previously existed
“...Fellowship is increasingly being seen as a mark of esteem and professional standing and standards. This is especially true of Senior Fellowship, which has a particular prominence in areas of the university where there are not traditionally established routes or opportunities to move into roles that include Senior Lecturer.” (Million Plus)

Also, as one of the examples highlights, the availability of differing descriptor awards is being seen as a journey as interest grows in building on the achievement of one category of fellowship by working towards progression towards another:

“...applicant feedback suggests a progressive culture change. Applicants are viewing fellowship as a journey in which they are keen to progress to another category of fellowship or simply to continue learning and developing. Informal networks engaged in discussing pedagogy are appearing and this is facilitating the sharing of good practice. Scholarship and reflective practice are becoming embedded.”

“Interest in achieving professional recognition at Senior Fellow has grown significantly over the past year, as staff wish to make explicit their commitment to excellent learning and teaching within the institution.” (Guild HE)

However, this has not been a positive experience for the institution in the following example. This depletion in the number of Senior Fellows, then has an impact on the scheme. They were the only institution to make reference to this in their report:

“... it should be noted that once again this year a number of staff who applied for HEA Fellowship through the X Scheme did so as part of their career development with a view to making job applications to other institutions. In particular, a number of these staff who obtained Senior Fellowship are no longer working at the University. The number of staff who successfully undertake the X Scheme at Senior Fellowship level, and then leave the University does however make developing a pool of staff who can mentor new applicants and assess for the scheme a little more challenging.”

2.3.8 Synergies
For some institutions, schemes have also been valuable in providing clarity and cross fertilisation across departments. In the first example this avoids duplication thereby maximising effectiveness, whilst in the second example it is enabling as it helps staff to understand and make the linkages between the different aspects of their professional development:

“The Scheme is supporting the institution to identify and create linkages between faculties and professional services to support academic development activity, including continuing professional development, to help identify synergies, while ensuring efficiency and avoiding duplication of effort.” (University Alliance)

“This ‘joined up’ approach to providing professional development to staff at X using the unifying PSF to articulate the relationship between a workshop, or online resource, and the dimensions of practice has been a powerful strategy in helping staff navigate professional learning across the University.” (Provider outside of the UK)

The importance of these synergies and joined up approaches is especially relevant as the opportunities for professional development across a wider range of staff groups than academic staff has grown, providing a more inclusive approach for the award of fellowship.
2.3.9 Professional Services and Non-academic staff

The opportunity for recognition that undertaking the scheme and being awarded fellowship for all staff with a learning and teaching role is beneficial at both the individual and institutional level. The number of institutions referencing involvement by this group of staff has increased from last year’s report of 24% to 36% this year. For the individual it provides a clear pathway for professional development and recognition of their role in the organisation and for the institution it is further evidence of commitment to development for all staff and importantly how this group also impact on the student experience.

The following quotes highlight the value of this:

“"The inclusivity of the scheme is experienced particularly positively by postgraduates who teach and Professional Services staff. Feedback from these groups indicates that they are delighted to have their practice validated and regard Fellowship as a key stage in their career progression." (The Russell Group)

“"Emphasis is also given to the development of teaching skills and knowledge through application for Associate Fellow by PGRs, Professional Services staff and more recently by lab technicians and this is raising the profile of learning and teaching in all functions of student learning and support. ‘Attending allowed me to meet other technicians in the faculty who were not aware of the X process and to share my thoughts and experiences and to encourage others to apply, Associate Fellow.’"

“"The X CPD scheme is also inclusive and demonstrates support and encouragement for professional services staff to engage in professional development. Finally, there is clear evidence of a commitment to the continuous professional development of Graduate Teaching Assistants. Their successful engagement in continuous professional development is positively reflected in pay and employment contracts.”

The UK institution in this example also highlighted that this was one of the factors leading to their success at the Times Higher Education awards. The recognition of the contribution made by a wider group of staff to the teaching and learning of students is also creating more dialogue for all those involved, further providing more opportunity for creative innovative practice as the following indicate:

“"We are currently working with a group of Technicians (in the School of Science, Engineering and Design) in supporting them in progressing Associate Fellowship applications and their Principal Lecturer (Learning and Teaching) has commented that she thinks this: ‘will impact on L&T by making them more aware of the impact they can potentially have on the students - this is a possible bigger impact than academic staff. Technicians can have high student contact with little or no teaching guidance.’" (University Alliance)

“"The Associate Fellowship programme for technical staff has allowed them to contextualise their teaching practice and connect with academic staff to discuss potential enhancements to existing practice.”

Extension of eligibility for staff previously excluded from Fellowship, as their programmes were not officially recognised in national qualifications frameworks as ‘higher education’ has been welcomed. Eligibility in the UK and Australasia now includes individuals whose teaching and learning practice can be categorised as higher education on the basis that it demonstrates the characteristics of university teaching and learning has enabled extension of the scheme in the following example:

“"This has extended the Scheme within the University to colleagues, amongst others, working at Foundation level, in Executive Education in NUBS and in professional CPD in Veterinary Medicine and Science.”. (The Russell Group)
As recognition and fellowship grow to become applicable and relevant to more groups of staff this then supports the sustainability of the schemes, providing continuing professional development opportunities for significant numbers of staff in the institution.

2.3.10 Sustainability
Sustainability can be viewed from a number of differing perspectives and not necessarily directly referred to in the feedback. Throughout this section the analysis of the feedback received this year has clearly shown the different ways in which the schemes have become integral to the development of staff in the institution. All of these point to the sustainability of schemes at this time. The following selection of quotes emphasise how it is important to grow and develop to maintain this position:

“An interesting strategic change has been the inclusion of collaborative partner staff from a range of countries in our CPD Scheme arrangements. Nominated collaborative partner staff are briefed about the Scheme and about the PSF, and our first application from X is currently under consideration by the Recognition Panel.”

“There is good collaboration between the various providers of T&L CPD, which supports the inclusion of key aspects of professional approaches to practice… Coverage and content of T&L CPD opportunities are becoming more closely aligned and reflective of staff, university and sector needs.” (The Russell Group)

“There is also evidence that the X scheme is helping to develop a staff culture of interest in teaching and learning. One example is the scheme’s success in recruiting alumni as new panel reviewers… These appointments secure the future sustainability of the scheme.”

Section 2.3 has clearly outlined the growth in inclusivity of the schemes and the many ways in which they are influencing and impacting on the institution as a result of the professional development of staff. The next section focuses specifically on the impact on the learning and teaching practices of the staff.
2.4 Increased staff engagement in SoTL and reflective practice

Headline points

+ Critical reflection on practice is important to the ongoing development of teaching practice.
+ Involvement in the scheme and the fellowship process is significantly increasing involvement in the Scholarship of Teaching and Learning (SoTL) and CPD activity.
+ Growing interest in SoTL and CPD can be linked to increasing interest in Senior Fellowship and career progression.
+ Recognition through fellowship is developing confident staff who feel enabled and empowered in their practice.
+ There is some evidence reported that outcomes from involvement in the scheme is directly influencing the development of individuals’ teaching skills and innovative practices. This is an area for further investigation.

This section focuses directly on the changes experienced by staff. From the feedback, the key areas of impact on staff has been on their confidence, their ability to critically reflect on their practice and engagement in the Scholarship of Teaching and Learning (SoTL). There was also repeated reference to the sharing of good practice and also becoming more engaged in the wider aspects of higher education beyond their usual disciplinary context. These are all considered in this section, reinforcing again the benefit to the individual and the institution as a result of their engagement in the scheme and Fellowship awards. Table 4 identifies the key impacts on the individual and the number of institutions referencing the impact.

Table 4: Impact on the Individual *

<table>
<thead>
<tr>
<th>Type of impact - Individual</th>
<th>2017-18 % number of institutions (total 120)</th>
<th>Additional detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased confidence</td>
<td>23% (27)</td>
<td>Direct reference to</td>
</tr>
<tr>
<td>Increased engagement in CPD</td>
<td>54% (65)</td>
<td>References to SoTL/CPD</td>
</tr>
<tr>
<td>Change in practice</td>
<td>15% (18)</td>
<td>Direct reference to</td>
</tr>
<tr>
<td>Links to awards - internal</td>
<td>15% (18)</td>
<td>Includes student led (5)</td>
</tr>
<tr>
<td>Promotion</td>
<td>51% (61)</td>
<td>Explicitly senior role (29)</td>
</tr>
</tbody>
</table>

*These figures are only reflective of those institutions that chose to explicitly comment on these activities in their reports.

2.4.1 Reflective Practice

The link between critically reflecting on practice not only for the purposes of the fellowship application but also as a continued process comes through strongly in 32% of the reviews, a small increase on the 26% reporting in 2016-17. It has clearly been significant in the process for enhancing an individual’s practice and also developing the skill of reflection. The UKPSF has been seen as a catalyst for reflective practice and providing a shared language to understand experience. The quotes below provide examples of the recognition of the value of reflecting on practice:

*Colleagues are reflecting on their academic practice, and this is being written down and shared with mentors and reviewers. The UKPSF is a catalyst for reflective practice as
the University has a shared language that colleagues can use to contextualise their own experiences.” (Million Plus)

“Staff from all the faculties continue to report that the process of applying for fellowships has been particularly valuable in providing the opportunity to reflect on their teaching in ways which develop their practice and often kindle a deeper interest in their teaching and learning.” (The Russell Group)

“The participant survey for 2017-18 revealed that respondents overwhelmingly agreed that they found the process useful, comments on positive aspects included ‘Self-reflection and challenge’…’Provided an additional opportunity to reflect and evaluate strategies implemented to positively affect learning.’” (Million Plus)

Comments focus not only in terms of developing practice but also in enabling the individual to recognise their achievements on their career journey to date, easily forgotten in the ‘busyness’ of the everyday work role and demand. This is important for individual self-esteem and continued motivation to move forward in their career:

“Better understanding of skills already have and also ideas already on how I can improve my teaching for the coming term” …” Got thinking about my achievements which I have not done before !!!”

“Feedback from colleagues also indicates that the experience of gaining fellowship has caused them to approach their practice with a clearer sense of their professional identity and values, renewed vigour, and the confidence to try new evidence-based approaches.”

‘Undertaking the X Scheme has been incredibly valuable in allowing me to reflect on my approach to teaching. The focus on reflective writing and evidence-based practice, along with support from pedagogical literature, has provided me with a framework, which I will use moving forward with career. Thinking about what I do, why I do it and what it means for my teaching philosophy is something that I am already applying to my lectures, seminars and assessments.” (The Russell Group)

‘Reflecting on own practice is very valuable, both to recognise own achievements and identify areas for development.’

In the following series of direct comments from scheme applicants, they share specific benefits of the reflective process:

‘It has helped me to examine and implement a more inclusive approach to my teaching, moving away from ‘content-focused’ approaches to modes of ‘collective enquiry’ and supportive ‘knowledge communities’.

‘I think that due to focusing on, for example, the ‘flipped classroom’ approach this has reaffirmed to me the benefits of trying out different strategies to meet the needs of students’.

‘Reflective practice is always useful to help understand progress and achievements which in turn helps focus on building on strengths and addressing weaknesses. Drilling down into the literature further for context plus exploration around this has been useful’.

The latter quote is also relevant as it links with the scholarship of teaching and learning, which has seen increased interest and development as individuals have engaged with the process and is a necessary part of critical reflection.
2.4.2 Scholarship of Teaching and Learning (SoTL)

An increased engagement of staff in SoTL and CPD as a result of scheme activity comes through strongly in the 2017-18 review, with 63 institutions referencing this. Exploring educational theory as part of the fellowship application process has encouraged a greater awareness of this body of literature and the relevance to teaching practice. Presenting at conferences and writing for publication specifically on this pedagogy are just some of the examples reflecting this growth and its value not only to the individual but the wider institution.

"Importantly, capacity in scholarship / pedagogic research at the university is being built and the level of interest is still increasing as evidenced by colleagues’ contributions at internal seminars, journal articles and external dissemination through various networks outlined above." (Million Plus)

"...it is a positive experience in having the time and space to reflect on their teaching. It also has, in many cases, introduced them to an area of literature they may not have encountered before highlighting the institution wide benefits of the X Scheme."

"Finally, we are continuing to see an increase in staff engaging in pedagogic research and being engaged in teaching and learning activities. This reporting year has seen the continuation and increased impact of Pedagogy in Practice Seminars (PIPs). These are one-hour lunchtime sessions for lecturers and those who support learning to initially discuss their practice or an innovation or concept used in their practice, and then facilitate a discussion about how it could be developed..." (Million Plus)

The following example highlights how SoTL is being used proactively to support development towards a Senior Fellowship application:

"There are a range of examples across the University of staff who having gained a category of fellowship have increased their attention to and interest in pedagogic practice that has led them to presenting at conferences, writing papers on discipline specific pedagogy etc. In particular, those working towards D3 are contacting the X to explore ways they can enhance their applications through research, scholarship and leadership." (Million Plus)

Engaging with a different body of literature in the following cases has also widened publication opportunities either through journals they wouldn’t normally use or where an institution has its own online journal:

"The whole process has made me reflect more about my own teaching & educational interests and prompted me to even pursue an academic publication on the journal of Computers & Education which is not normally a journal I would target based on my own research..."

"There has also been more interest in the scholarship of teaching and learning and pedagogic research. New Fellowship holders… are encouraged to write up their projects for publication (as well as facilitating sessions or presenting papers at the annual L&T conference). During 2018, the University launched its own on-line journal...”

Importantly, the direct impact on teaching is recognised:

‘The process has encouraged me to read more about learning and teaching and has given me ideas to make my teaching more creative.’ (Guild HE)

“…colleagues who have explored educational theory in greater depth and had their leadership and influence recognised in this way, are bolder in their convictions around teaching…” (Cathedrals Group)
SoTL provides evidence and opportunity directly relevant to continuing professional development. It will continue to contribute directly to best and innovative teaching practice.

### 2.4.3 Teaching Skills
Specific teaching skills development and approaches to teaching were identified in some of the reports (10%). The following quotes highlight some of the examples given:

"The observations encouraged me to implement new approaches to group teaching. This has resulted in more debate and greater variation of activity. This has had a positive impact on my lectures." (The Russell Group)

'I've found the whole process invaluable in helping to develop my teaching skills.' (Guild HE)

"...a recent applicant related how he took something he learnt at an X workshop one morning and, changing his plan over lunch, implemented it in his teaching in the afternoon."

"I have found the experience rewarding and it has helped me think deeper about how I can support and guide the students more.' (Guild HE)

It is evident in these examples that the whole process has impacted on some individuals' practice. It is encouraging, and providing the confidence to try, new approaches and the positive impact reinforces the benefit for trying new ideas in the future.

### 2.4.4 Confidence
As with the SoTL and teaching skills sections, it is the process that underpins the outcome being shared and as a result it is providing that confidence to incorporate new approaches, disseminate their own work, support and encourage colleagues and to challenge and influence teaching; their own and that of others. This comes through strongly in the examples quoted here:

"Through participation in the Scheme they are becoming more informed about pedagogy and that learning and teaching does have its own scholarship, giving them more confidence to challenge and influence teaching." (Guild HE)

'X has allowed me to reflect on my achievements and where my goals should be going forward. The writing has given me the space to do that. Being able to consolidate my own qualifications and practice has given me confidence in my teaching practice.' (University Alliance)

"Recognition as Senior Fellows has empowered some staff whose contributions to CPD and the PGCert and to their own academic departments have displayed greater confidence, vision and positive impact on colleagues. Some see recognition as Senior Fellows as enabling them to take a leading role. Recognition as Fellows has given colleagues confidence to explore braver approaches to a range of aspects of their teaching." (Cathedrals Group)

"I am more confident with my students and I feel I deliver better classes.” (University Alliance)

These quotes emphasise the impact of the scheme and fellowship, how it is influencing teaching and whilst there isn’t a measurable direct link to the student outcome, the published evaluation project by one scheme lead into the effects on applicants’ teaching and learning practice concludes that better and informed teaching must positively impact on the student experience:
“... demonstrated a definite change in the applicant’s practice...changes generally resulted in an improved confidence related to teaching and learning matters, a greater willingness to try something new, and an increased engagement in the scholarship underpinning teaching and learning practice. Proving that this has a change on the student experience has been almost impossible, but it could be assumed that these changes would result in an improved student experience. Commonly but not exclusively departments with high percentages of Fellows do tend to perform well in student evaluations.” (University Alliance)

This section has demonstrated how the schemes are providing impetus and support to staff, with the resulting impact on their confidence, their ability to critical reflect on and challenge practice, through their engagement in SoTL and the resulting enhancement to their teaching. These outcomes are not suggestive of a moment in time but for many of the reporting institutions, a real drive to take the pedagogy of teaching and learning forward to the benefit of their students' experience.

2.5 Scheme impact on student learning and experience

Headline points

+ Establishing an exact causal relationship between CPD scheme and impact on student outcomes remains a challenge;
+ In the UK, improvement in NSS scores has been linked to the increase in the number of staff with fellowship;
+ Anecdotally students are benefitting from the development in the learning and teaching practices of staff.

This section of the 2017-18 review contained least detail, largely due to the difficulty in establishing an exact causal relationship between the CPD schemes, fellowship and the impact on student learning experience and outcome. Some did refer to it being possible to infer benefit to the students; others were seeking help with this from Advance HE and for some they were planning in the near future to put plans in place to evaluate impact. The 2018-19 review may have some progress on this to report.

Where reference was made to student impact, in the UK it was largely related to impact on NSS scores, attributing this to be likely due to the development of the staff as more have gained fellowship. These points are summed up by the following quotes and reflective of others in the reports:

“Whilst it is difficult to establish an exact causal relationship between the scheme (and other initiatives) and the quality of learning and teaching, it is the case that the rise in fellowships over the last two years has been accompanied by an increase in student satisfaction in teaching and assessment as recorded in the NSS. Both the average scores in 2018 for Teaching questions (86%) and Assessment questions (78%) are above sector average.”

“While it is difficult to suggest that improvements across the institution are a direct result of the CPD scheme, X has seen ongoing positive recognition and development in a range of areas related to learning and teaching since the scheme’s inception. Examples include ... A growing response rate to the NSS, indicating increased student engagement: in 2015, for example, the University’s NSS response rate equalled the sector average, but has since overtaken the sector and now stands 9% above the average response rate for England...Student satisfaction with the quality of teaching: in the 2015-17 period, the University’s average satisfaction rating for teaching was 85%, equal to the current sector average...In addition, 83% of students agree that their course is intellectually stimulating.”
“...it is interesting to note that a positive correlation can be found between course leaders scoring highly in the NSS results and the percentage holding a category of Fellowship.” (University Alliance)

"Within the College, the increasing proportion of staff who have HEA fellowship has occurred during a period when there has been a significant increase in the College’s National Student Satisfaction overall satisfaction scores, rising from 79% in 2011 to 87% in 2018, the latter figure being 7 percentage points above the institutional benchmark.” (Guild HE)

Other than changes to UK NSS scores, it remains largely an anecdotal perception that there is a correlation between better teaching as a result of the scheme and positive learning experience for the students:

"Whilst it is difficult to assess the impact on the student experience, we are confident that the evidence of improvement in teaching practice that we witness across the scheme results in better learning experiences for our students." (The Russell Group)

"By proxy, students are impacted positively through the perception of enhanced classroom performance." (Cathedrals Group)

"The impact of the scheme on student education and outcomes is difficult to measure. However, growing levels of interest, increased attendance at support sessions, and increased numbers of applications are all indicators that the scheme is raising aspiration amongst colleagues and, in doing so, it can be assumed that this will impact positively on practice and therefore on student education." (The Russell Group)

In other examples referred to, an impact evaluation of CPD schemes in 2016 involving 5 institutions, is currently being written up and prepared for publication. Results from this may inform next year’s feedback from these institutions. Examples of where other institutions plan to evaluate impact and seek input from Advance HE are exemplified:

"Future work will be undertaken to explore models to examine the impact on students and whole of course teams and we continue to encourage Advance HE to disseminate best practice indicators and evaluation measures.” (Provider outside of the UK)

"We aim to include in our revised scheme an evaluation process to indicate...The impact of the scheme on the student learning experience and outcomes...” (Million Plus)

"Its impact on the student experience is much more difficult to infer. The University has embarked upon a thorough reorganisation of the departments responsible for administering X based on the premise that the current impact on student experience is suboptimal. It will take some time before the results of this reorganisation can be detected.” (University Alliance)

Anecdotal evidence indicates that staff ‘attitudes’ towards students and teaching are moving towards putting students at the heart of the process. The following quotes from staff at one institution all indicate how engagement with the scheme is changing their practice in positive ways to the benefit of their students:

‘Instead of reflecting on how I teach, I shifted to reflecting on how students learn through my teaching’.

‘It has helped me to examine and implement a more inclusive approach to my teaching, moving away from ‘content-focused’ approaches to modes of ‘collective enquiry’ and supportive ‘knowledge communities’.
'I think that due to focusing on, for example, the ‘flipped classroom’ approach this has reaffirmed to me the benefits of trying out different strategies to meet the needs of students’.

'During the summer planning process for the next academic year I will seek to apply some of the ideas and methods I have reviewed through this process, particularly with regard to practical and experiential learning’.

'I put more formative feedback into my teaching sessions; I also explain the process of formative feedback more clearly to the students…….this already seems to be having a positive effect’.

'My teaching has become more learner-centred, with a greater emphasis on the role of assessment in the process of teaching and learning. The knowledge gained during the application process has provided me with a greater sense and range of teaching techniques. Based on informal feedback thus far, my students have responded very positively to the changes I have instituted in class’.

These examples and those previously highlighted demonstrate that whilst still essentially anecdotal, it is providing some evidence of impact on students.

2.6 Conclusions and future
Comparing the findings from this 2017-18 review with previous years (Table 5) demonstrates the continued impact year on year of the schemes, reflecting their maturity and the extent to which they have become embedded in the institution. Most prominent is the influence on the profile of learning and teaching and the widespread dissemination of good and innovative practice that can only benefit the student experience. The growing interest in Senior and Principal Fellowship and the value they bring to the institution in the roles they undertake reinforces the contribution of the scheme in supporting the strategic direction of the institution. The growth in Senior and Principal Fellow numbers will continue. There is momentum for ongoing CPD/SoTL as a result of fellowship engagement and now increasingly with promotion opportunities there is the impetus to continue. This can only be good for the learning and teaching environment where external drivers (such as TEF in the UK) will continue to influence internal strategic policy drivers. The previous 2016-17 report also highlighted how TEF as an external driver was impacting on strategy and policy in the UK, thereby placing a value and attention on scheme activity and the contribution it can make to supporting TEF. This 2017-18 review emphasises specific examples where the scheme has contributed to a UK institution’s success in its TEF award and the type of contribution it had made to it.
Table 5: three-year comparison of impact

<table>
<thead>
<tr>
<th>Type of impact (soft factors)</th>
<th>2015-16 % number of institutions (total 109)</th>
<th>2016-17 % number of institutions (total 114)</th>
<th>2017-18 % number of institutions (total 120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising profile of L&amp;T</td>
<td>35% (31)</td>
<td>62% (71)</td>
<td>80% (96) *</td>
</tr>
<tr>
<td>General culture change</td>
<td>20% (18)</td>
<td>30% (34)</td>
<td>20% (24)</td>
</tr>
<tr>
<td>Embedded</td>
<td>10% (9)</td>
<td>15% (17)</td>
<td>25% (30)</td>
</tr>
<tr>
<td>Good practice sharing</td>
<td>26% (23)</td>
<td>54% (62)</td>
<td>60% (72)</td>
</tr>
<tr>
<td>Engagement in SoTL</td>
<td>11% (10)</td>
<td>32% (36)</td>
<td>33% (39)</td>
</tr>
<tr>
<td>Reflective practice</td>
<td>18% (16)</td>
<td>26% (30)</td>
<td>32% (38)</td>
</tr>
</tbody>
</table>

* Refers to direct reference to profile of learning and teaching and activity that would lead to same outcome

All of these factors are providing evidence of culture change in institutions, which again was indicated in the 2016-17 report. Specific reference to culture change was higher in the 2016-17 review, but in this 2017-18 review there are more references to the schemes being embedded and as such reflects the increased maturity of schemes. As engagement in Advance HE accredited institutional CPD schemes increases and numbers of fellows continue to grow, the profile of teaching and learning is enhanced. This was very much supported in the 2017-18 review feedback, reinforcing that participation is providing a vehicle for the ongoing discussion and analysis of learning and teaching and the promotion of innovative and developing teaching practices. As maintaining ‘good standing’ becomes more prominent, as indicated by the number of references to it in this year’s reports (n=15), this is a further area for ongoing development and progress and will provide for the future proofing and development of CPD schemes; maintaining the momentum gained to date.

Whilst the direct impact on student experience and outcome is difficult to measure as evident in the reports, there are plans to address ways of measuring impact by some institutions. This is one area that does need further attention and something Advance HE could look to provide some support for as these plans develop.

3. Scheme operation

3.1 Introduction

In Section 3 the focus is on key operational features of the scheme. In reviewing the 2017-18 review data, it is clear that the maturity of the schemes, engagement in and confidence in their operation, is deeply embedded. The emphasis is very much on sharing and celebrating the success of the scheme and where difficulties are experienced, how these are planned to be overcome. A number of schemes have recently been, or are in the process of reaccreditation and institutions report that this has provided the opportunity to review and modify in light of any internal and external influences and institutional strategic priorities arising from these.

This section is structured to address the key areas identified in the reports; these include the activity of the Panels, workload issues, the importance of feedback for ongoing development, the
contribution of assessors and reviewers, the significant role of mentors, Senior and Principal fellowship developments, supportive practices, assessment, progression and celebration. The valued contribution of the external advisors to the scheme is also highlighted.

In reviewing the material distinct areas of focus around the key areas emerge. These will be portrayed, and supported by the rich detail in the direct quotes. These provide the detail and context, in relation to the effectiveness of the scheme and offer insights to those newer to schemes or experiencing some of the challenges faced in their own scheme.

Headline points

- Scheme processes and management reinforce their maturity and confidence in the delivery of their programmes.
- Alumni of the scheme continue to play a vital role as mentors, assessors and reviewers.
- The specific contribution of Senior and Principal Fellows is recognised, both in supporting the scheme and through their leadership of learning and teaching across the institution.
- Scheme teams are creative in addressing challenges faced; recurring issues of time and workload continue to challenge.
- Dialogic assessment continues to feature positively in schemes and appears to be an area for growth as schemes re-accredit.
- Increase in peer observation/review offers further opportunity to engage in dialogue about teaching and learning practice.

3.1.1 Overview of accredited scheme strengths and challenges

This section provides a brief overview of the strengths and challenges of the schemes prior to a detailed review. Many of the issues raised in previous reports feature in this 2017-18 review. This includes the sense of maturity and confidence in the processes and management of the scheme, whilst for every challenge identified in the reports, the scheme leads offer ways of mitigating against these in the plans for the next year and beyond. Familiar issues are raised concerning workload and the time and capacity required to meet demand as the schemes continue to grow with increased engagement. Re-accreditation has provided for some an opportunity to address the challenges of the old scheme and to take forward fresh ideas into the new.

The following table offers a summary list of key areas of strength and challenge. There is variation; some institutions are challenged by areas that other institutions have reported as strengths. It is not an exhaustive list but highlights some of the areas that will be discussed subsequently in the chapter.
Table 6: Summary of scheme strengths, challenges, enhancements

<table>
<thead>
<tr>
<th>Strength</th>
<th>Challenge</th>
<th>Enhancement and innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme engagement/profile</td>
<td>Engagement/hard to reach groups</td>
<td>Continued CPD beyond initial fellowship – ‘good standing’</td>
</tr>
<tr>
<td>Staff continuity</td>
<td>Changes to staff/restructures</td>
<td>Peer observation/review</td>
</tr>
<tr>
<td>VLE and resources</td>
<td>Impact measures for student experience</td>
<td>Panel member composition</td>
</tr>
<tr>
<td>Feedback to participants</td>
<td>Referee statements</td>
<td>Template for referee statements</td>
</tr>
<tr>
<td>Panel management</td>
<td>Capacity – increase pool of staff</td>
<td></td>
</tr>
<tr>
<td>Mentors/assessors/reviewers</td>
<td>Dialogic assessment – cost/time</td>
<td></td>
</tr>
<tr>
<td>Dialogic assessment</td>
<td>Progression and completion</td>
<td></td>
</tr>
<tr>
<td>External adviser/examiner support</td>
<td>Workload – time pressures</td>
<td></td>
</tr>
<tr>
<td>Celebration of fellowship</td>
<td>Workload - time allowances</td>
<td></td>
</tr>
<tr>
<td>Administrative support</td>
<td>No administrative support</td>
<td></td>
</tr>
<tr>
<td>Senior leader support</td>
<td>Lack of senior leader support</td>
<td></td>
</tr>
</tbody>
</table>

3.2 Quality Assurance

Quality Assurance is important in maintaining the integrity of the scheme and the reliability of the award process. Schemes have been developed to meet an institution’s own local context and accredited according to the policy requirements of Advance HE. From the submitted data it is evident that robust processes are in place for operating the scheme and for the oversight of it. The following are examples that highlight this, with the latter demonstrating how schemes have been brought into the quality assurance structures of their institution and the schemes treated in the same way as any other programme.

“The Management Group Meets bi-annually to review the scheme, discuss outcomes, the institutional target, operational and quality issues. This works well in ensuring the robustness of the scheme (alongside input from the external). It is helpful to take the time to discuss the scheme with those not directly involved to air issues and consider suggested amendments.” (Million Plus)

“Quality assurance is robust and assessors have good current knowledge and understanding of the application of the UKPSF. The assessment process is rigorous… 50% of submissions are moderated externally; the decisions made by internal assessors have, with one exception, been supported at external moderation... Discipline peer reviewers receive regular training to help them to carry out their role.” (Provider outside of the UK)

“QA process – overview by X’s Cross-Schools Academic Standards and Quality Committee has ensured that the evaluation of the Scheme is done and reported in same ways as validated programmes.” (University Alliance)
3.2.1 Panel activity

Integral to the functioning of the scheme is the activity of the ‘Panel’. The term ‘Panel’ is used by different institutions in different ways; describing both groups of two or three reviewers assessing an application to reach a combined judgement (in line with Advance HE accreditation policy requirements) and a wider committee involved in the fellowship judgement process/QA and QE of the scheme.

Within this section some of the issues associated with management of the ‘Panel’ process are discussed. This is in terms of the very positive benefits of being part of the ‘Panel’ process and how it is providing ongoing opportunities for mutual learning and collegiality, challenge associated with managing the volume of applications and the positive influence of changes to the composition of the ‘Panel’.

Other areas relevant to this section will be workload and how this is managed in different institutions which can have an impact on ongoing recruitment to the pool of assessors/reviewers and mentors, feedback to applicants which is very important to maintain development and foster aspiration and the important contribution made by assessors/reviewers and external advisors.

3.2.2 Maintaining consistency of decision-making

As a key quality assurance mechanism, it is important that those engaged in the fellowship judgement process are prepared and able to make consistent judgements. It is evident from the reports that processes are in place to ensure training of those involved and that assessments are being made against the descriptor criteria. This is important as there are situations where the assessment is being made above the required standard as seen in the following example. In these instances, the solution is that undertaken by this institution:

“Confidence continues to grow in making judgements, with Reviewers reporting a greater appreciation of the ‘threshold’ requirement for success (ie that a claim overall is acceptable, and that not all dimensions have to demonstrate excellence).”. (The Russell Group)

“…we noted that the panels seemed to be very gradually raising the standards for each descriptor than were expected by Advance HE so we held a calibration event with Advance HE in July (2018).”

A number of institutions referred to attending the calibration events that Advance HE has organised during the year and these were very much appreciated.

The preparation of those involved in the support of the scheme is provided in detail in the annual feedback report to Advance HE by scheme leads (referred to in chapter 4). The following exemplifies one institution’s approach to preparation, highlighting the link to consistency of all those involved:

“There is a core pool of colleagues trained to sit on approval panels; they are asked to sit on at least two panels per year. Other Senior and Principal Fellows are involved in mentorship and support of applicants based in their faculties. They are encouraged to observe one panel per year to assist them in the mentorship role. This means that the panel reviewers are familiar with panel processes and have consistent experience of setting the appropriate thresholds for Award/Refer/Defer decisions, improving consistency of decision making and ensuring appropriate engagement with the UK PSF”. (University Alliance)

Where an institution is experiencing issues maintaining consistency, the following example shows how this can be addressed. Reaccreditation was also timely in providing the opportunity to make the changes:
“… we have found challenges in maintaining consistency over a range of panels and reviewers. This is something we have addressed in our reaccreditation processes through redesigning the decision-making process. We have also redesigned the reviewer forms to facilitate judgement against the criteria (we have a case-study format so this is not so straightforward) and developed more precise feedback pro-formas.” (University Alliance)

Transparency is also an important element of quality assurance and supports consistency of decision-making, as exemplified by this provider outside of the UK:

“Transparency and shared decision making. All applications are available for all members of the X Committee to read, should they wish, and any contentious applications are discussed by the Committee in order to reach a final decision. This has resulted in a transparent and fair process for all involved.” (Provider outside of the UK)

3.2.3 Collegial and developmental

Participating in review activities incurs workload for those involved, but it is clear there is benefit to participating; it is also developing skills in the reviewers as a result of reaching and justifying judgements with colleagues. This is leading to a feeling of collegiality as a group and in one instance a Community of Practice. The discussion of practice in the wider Panel meetings and the identification of innovative teaching for dissemination and sharing are all testament to the learning that is taking place.

“The HE Professional Recognition Panel continues to allow the University to identify innovative and creative practices in learning and teaching which can be shared within the staff group.” (Cathedrals Group)

This next quotes underpin the value of participation:

“The panel meetings have been fostering the development of a robust approach to making award decisions. Panel members have developed and demonstrated a willingness to challenge existing practices, rethink the scheme and discuss applications in an open and thoughtful manner.” (The Russell Group)

“The Single Recognition Panel (SRP) has a highly collegiate atmosphere and a willingness to discuss difficult issues… The new Chair has… encouraged a wider range of staff to engage with the Panel, continued to build the collegiality of the Panel and increased its role as a forum for discussion and learning from each other. These developments have benefitted the scheme and people’s own development.” (The Russell Group)

“The utilisation of our HEA Fellowship alumni community for Professional Recognition assessment panels results in a continual cycle of pedagogic input that also improves collegial teaching and learning practice. Our growing HEA Fellow community have become ambassadors on the value of utilising the UKPSF to reflect on current teaching practice.” (Guild HE)
3.2.4 Managing Volume

Managing the volume of applications to ensure a manageable and dispersed workload has been raised as an issue and one that has been raised in previous annual reports. As increasing numbers of staff are engaged in the schemes this has impact on workload and numbers of mentors, reviewers/assessors required. In one example this has necessitated a change to the internal structures in place whilst another by increasing the number of review points and flexibility of submission has found this distributes work more evenly and allows participants more opportunities for submission/resubmission:

“Sometimes there are very few applicants to review at panel; at other panels there are many applications to share across a panel of 5. As part of our review of X we are asking if Senior Fellows would like to join our bank of reviewers (following training and mentoring). This will become particularly important if we agree to introduce different routes to Fellowship (written, portfolio).” (Million Plus)

“The increase in the number of applications through the X Professional Recognition Pathway (PRP) has necessitated a restructure of the frequency, size and composition of decision-making panels. In terms of the voluntary contribution made by the wider X community (on which we are reliant for panel members and mentoring) we are now at capacity. We are working actively to grow numbers; however, this has been identified as an area of risk.” (The Russell Group)

“Monthly Framework Review Boards (except in August): they allow claimants to submit at a time that suit their own work schedule, and resubmit quickly if they were able to act promptly on the feedback of a referred claim. This has a positive impact on their ability to subsequently apply for schemes or promotions that require a certain level of Fellowship. From the internal and external assessors’ perspective, the monthly schedule of boards avoids the bunching of marking and a better division of labour….” (Million Plus)

“One of the core features of the X scheme is the idea of distributed leadership and an expectation that successful candidates will play a key role in supporting those that come after them. In practical terms this means that we set out to recruit around 20 new fellowship reviewers each year, and have a review team of around 50 staff, representing all categories (academic, professional and sessional) as well as advisors and mentors across the University. This group have played a key role in maintaining excitement and engagement with the PSF, reminding decision-makers that fellowship is an indicator of effectiveness, and identifying new ways to shape our scheme”. (Provider outside of the UK)

3.2.5 Workload

Significant workload associated with management of the accredited schemes continues to be a feature. In terms of providing support for this through workload planning this continues to be mixed across those institutions commenting. For some there is clear identification of time, for others it is an inconsistent picture or no allocation at all. It is something being pushed for in institutions where involvement remains voluntary with no current allocation. This range is reflected in this series of quotes:

“With respect to the workload, X Panel members typically serve for a period of 12 months and their contribution is reflected in workload planning…Positive engagement from across the University continues to support the panel processes and whilst overall workload is recognised as significant, this is considered valuable and worthwhile.”
“Work with HR is ongoing and the inclusion of the CPD offer into their PDR advice - with an appropriate workload allowance - as one of a range of potential staff development initiatives, is a priority for X in the coming cycle.”

“A number of staff have been recruited and trained to act as Reviewers on the Scheme. Those who act as Reviewers are being successful in negotiating 50 hours to be built in to their workload for this activity.” (The Russell Group)

“…varying practice across X units and roles on allowing participants, mentors and panellists to receive appropriate time allocations as part of workload planning. There is inconsistent practice on this across academic departments. Professional staff report particular difficulties as the study leave and academic service workload categories which are available on academic contracts are not well understood by some managers of professional staff.” (University Alliance)

“X uses a workload model that allocates academic time in the form of bundles. Currently, there are no bundles allocated to serve as a mentor for the scheme; as such, the number of mentors available is low.” (University Alliance)

“workload is an issue …Unfortunately, no workload is allocated by departments either to participate in the scheme or to be a X facilitator.” (The Russell Group)

It can be concluded that workload continues to be an issue as schemes continue to gain momentum and increased numbers of reviewers/assessors and mentors are required without overburdening the existing pool.

3.2.6 Feedback, Peer observation/review
Feedback throughout the application process and on subsequent applications is identified as a strength of the schemes and an area that is commented on by external to the schemes. The emphasis on future practice and building on the strengths in their application is particularly relevant to continued development and for maintaining focus on the teaching and learning aspects of applicant’s roles:

“…Continual improvement for successful candidates is reinforced with personalised and specific feedback, where aspirational elements for future practice and CPD targets are identified.” (The Russell Group)

“The quality and amount of feedback given to the participants on formative assessment continues to provide support for the final summative assessment, the portfolio. This has always a positive point in all our external examiner reports”. (Provider outside of the UK)

Our External Examiner comments favourably on the feedback provided on applications: ‘Feedback to applicants was constructive and developmental, there is a good balance between praise and areas for future/further development’ … (University Alliance)

The comprehensiveness of the feedback applicants receive was also commented upon by successful applicants from another institution:

‘Very useful feedback from the panel which gave me some direction for further development’, (Fellow)

‘I received tailored feedback and excellent guidance on my application considering the particularities of my discipline. In particular, the proposed strategy to organise and cope with the resubmission of my application and how to address the panel’s comments was excellent’, (Senior Fellow).
“Feedback now includes a ‘sharing good practice’ comment and has led to the development of case studies of interesting, innovative and excellent practice outside the scheme. ‘The panels work well, both in recognising and disseminating good practice’, (Panel member).

Peer observation/review was referred to in the 2016/17 report as contributing to developing teaching and learning practice and the UKPSF providing a framework to structure the process. This year’s reports had 20 explicit references to peer observation/review:

“…it provided me with an opportunity to open up a discussion on teaching practices with peers, which was valuable…”

The approach taken and process is specific to the institution. Examples included how it was linked to examples of leadership activities to help with SF applications, others were based around peer review workshops and engagement in reflection on what has been learnt, whilst another approach aims to promote collegiality and recognition of practice.

3.2.7 Referee/Advocate Statements

One area of management that has been addressed for some institutions this year is the content of advocate/referee statements. These have been identified as not meeting the purpose in relation to their role in the submission. To address this, some schemes have or are planning to provide further guidance and workshops to address the issue and to provide a template to guide completion. This will ensure the focus is maintained on the requirements of this contribution to the submission process, particularly the link to the UKPSF:

“Although guidance has been consolidated to one side of A4 for sharing with Advocates as a source of reference to help inform their statements, we are finding the quality of statements received often does not fully address the requirements …it appears that Advocates are seeing their statement as an endorsement for Fellowship rather than as a corroboration of a participant’s reflective statement…” (University Alliance)

“Authentication of practice by supporting statements has been a subject for discussion and some concern at panels. Some decisions have been ‘unmet’ due to the absence or poor quality of statements. This will be addressed through reaccreditation by enhanced guidance to referees and the inclusion of a teaching observation and supporting statement for D2 applicants.” (Cathedrals Group)

“The scheme was successfully re-accredited in 2018. The new changes have been well received, which include a reference template for staff completing the supporting statements; referees find the template helpful in structuring comments.” (The Russell Group)

“Submissions include references now aligned explicitly to the UKPSF and descriptors.” (University Alliance)

“The new referee form requires referees to be clear about their role and their status (including HEA Fellowships) but also asks them to fill in a few boxes which are directly aligned with the UKPSF.” (Million Plus)

3.2.8 External Advisors and involvement of scheme staff in external activities

The very important contribution made external advisors to the scheme is highlighted in a number of the reports and valued by those involved in the scheme. In a number of instances, the external provides a dual role as examiner for the taught programme, thus providing a comprehensive overview of the whole of the institution’s accredited portfolio:
"Our external has provided ongoing advice beyond the formal meetings. The external role provides excellent critical friendship to develop the scheme." (Guild HE)

As well as the value of the external advisers, another area of contribution to the scheme is as a result of their own team being involved as externals or as Advance HE peer reviewers (accreditors) and the benefit that brings, particularly as a number were in the process of being reaccredited.

"Several of the Scheme leads are Advance HE Accreditors and/or external examiners for other institutional schemes or certificated routes. This has proved invaluable in supporting our professional development and confidence in our ability to make robust fellowship decisions. In particular, as members of the Advance HE accredited programme leader network we have had opportunities to reflect on aspects of practice concerning the sector and be involved in creating solutions that we can bring back to X."

3.3 Mentors

Mentorship was commented on in over 25% of the reports and the significance of the contribution mentors make to supporting applicants very evident. Maintaining an adequate supply of mentors is achieved in various ways from being entirely voluntary to an expectation on completion of the Fellowship award, although feedback from the scheme leads does suggest that they have been able to maintain a pool of accessible mentors. Issues identified in the following quotes highlight the need for tracking mentor’s involvement, providing a training and support package for mentors and how becoming a mentor maintains that link with the CPD scheme and which can contribute to remaining in good standing:

"Almost all of our successful applicants go on to become mentors and/or internal reviewers contributing selflessly to a growing community of practice at X and a true engagement with the scheme."

"Without doubt the main strength of the X Professional Development Programme is the mentoring support for participants… Mentors are drawn from those who already hold a fellowship and/or have been through the X Professional Development Programme."

"Mentoring has always been a vital part of our scheme and, we have done well to increase the number of mentors who are in place. However, we feel that once a mentor is trained it is difficult for us to track the mentoring instances that are occurring and the development process that the mentor has gone through. As such, we will be investigating different methods of encouraging mentors to reflect on their experiences. (Million Plus)

"…we have now introduced a training and CPD package for mentors that enables us to make sure they are fully supported and clear about the requirements of their role and the Scheme itself." (University Alliance)

"Our communication strategy has been very successful, with applications to join X up 45% in 2017/18. To support the expansion, we have trained all X alumni to be mentors and/or assessors. We have targeted underrepresented groups, such as graduate teaching assistants, running specific workshops to support and enable applications from this group." (The Russell Group)

"In terms of the sustainability of Fellowship, we have been offering opportunities for Fellows to ‘remain in good standing’ via our mentorship program for the PGCert, which will extend to our Senior Fellowship initiative." (Provider outside of the UK)

"…To support mentors in their role a resource was co-constructed which offered a rationale and suggested agenda for the two mentoring meetings that are part of the
scheme... it includes a range of questions which mentors might use to prompt mentees to select the most appropriate category of fellowship, to develop their application and to identify potential developmental needs.” (The Russell Group)

Where there is no obligation for CPD scheme participants to become mentors post-fellowship, this can impact on maintaining the number of mentors to support the scheme. As this quote indicates the link to workload is where this issue can be alleviated and the need to work with senior management. The importance of senior management support has already been referred to in Section 2 and reiterated here for making specific agreements for providing support to the scheme by staff in their departments. It is further highlighted in 3.6:

“The mechanism by which successful staff support the scheme for the following year’s cohorts is also under review. Under present arrangements, there is no obligation for staff to volunteer to provide support – ideally as a CPD Mentor – for the department in following years. Attempts have been made to involve HR in the process, but it is clear that these local work-loading arrangements are conducted within departments on the basis of their immediate priorities and needs. As a result, there has not been the progress - year-on-year - that might be expected, with few of the small number gaining Senior Fellowship this year joining a central pool of staff within their departments or further afield. Greater attention has been given to the terms under which our offer to staff is made - emphasising an agreement with the HoD for the support in the following year - and this should alleviate the issue.”

There was reference in the reports to individuals not always making contact with their mentors and the implication that this has an impact on the quality of the application.

“A few applicants make little use of their mentor, with consequent impact on the quality of their portfolio...” (The Russell Group)

In addition to the formal support provided by mentors there were also references in the reports to informal networks and mentors adding to what is already provided by the scheme.

3.4 Assessors/ reviewers

As can be seen from the previous sections of this report, schemes do rely heavily on assessors/ reviewers; recruitment and workload remain challenges as exemplified below:

“The scheme relies heavily on X assessors who are located across the University… We are mindful that acting as an assessor adds to existing workloads across the University and consequently, we ensure we do not overload colleagues by taking on much of the assessing ourselves…” (University Alliance)

“With 5 panels a year and a set of long-standing assessors, whilst all panels were fully assessed, some volunteer colleagues have been overloaded at times. The newly recruited assessors will take a little time to be all available and though this should help, over this year we will need to find an appropriate method for spreading workloads that work for individuals and provides clarity. Changes to the structure of the scheme will help, but the scheme relies heavily on the volunteered time of colleagues.” (Million Plus)

There is mutual benefit from undertaking the role, which helps to offset the workload and as the following quote indicates engagement is influencing teaching in a number of ways:

‘… I had a great experience as an applicant and now as a reviewer... thank you for the many opportunities for so many of us to reflect, share and improve our practice/teaching in a number of ways’. (Senior Lecturer, SFHEA., University Alliance)
Staff turnover necessitates the need to maintain a constant supply and ongoing process to recruit. The need for three assessors for Senior Fellowship is identified as an additional difficulty:

“As reported last year, our main issue is in the recruitment of assessors.....We have three submission periods a year. However, the requirement for three assessors for claims for D3 has made the allocation of assessors even more difficult.” (Million Plus)

More positively one team identified that growth had led to additional resource which was also supporting their reaccreditation process:

“This year our team has grown and we have been in a position to develop colleagues as Lead Assessors providing additional resource capacity and perspectives. These colleagues are being involved in our re-accreditation processes thus ensuring the sustainability of our knowledge base and provision.”

3.5 Administration and Supportive Practices

References to administration of the scheme, where mentioned, indicated that for some institutions this was fully supported whereas for others this was not the case and placed an additional burden on the delivery team:

“Administrative support for the programme has remained unreliable and there is no evidence that the University will take any steps to resolve this. Consequently, all administration continues to be provided by the course leader.” (Cathedrals Group)

“the growth of the scheme has created a significant administrative burden. A decision was taken to invest in an on line submission system, which is now ready for implementation. This should streamline the administration of the scheme, as well as making it easier to monitor aspects of the Scheme.”

Use of the VLE was being increasingly utilised to manage submissions and other elements of the scheme delivery as well as providing a repository for resources. This was seen to provide a better application process for staff and enabled improved communication and distribution of information. Conversely, where too much material was placed on the site, it can lead to navigation difficulties, a not unfamiliar problem:

“We have an extensive supporting website. However, some applicants have reported finding it troublesome to navigate due to volume of information particularly when unsure which category of Fellowship to apply for; this will be addressed for the new scheme.” (Million Plus)

Online delivery in this example addressed difficulties in face to face delivery where staff are on different campuses. This approach has brought many advantages to participants on this scheme:

“The shift to a predominantly online delivery has been effective and now enables participants to spend less time travelling and more time learning. The use of weekly, synchronous sessions has enabled participants to organise their studying more effectively around their work, and the online nature of the sessions means that everything can be recorded for participants to review at a later date. The use of weekly tasks has also generated a more effective engagement with literature, and is helping participants connect theory with practice more effectively than in previous years.” (Guild HE)

A further example of a customised and targeted approach to engage those harder to reach areas is exemplified by the following institution:
“We are looking at how we can operate the X scheme on a more discipline basis, following feedback from our Associate Deans (Teaching), to support a group of staff within a School through the process rather than asking them to become part of a University-wide cohort. We feel this will help those who have struggled to fully engage in the process previously to get on board, as they will have sessions on their doorstep and be surrounded by colleagues that they know. This discipline-based approach will run alongside the University-wide X offering available.”

Customisation would seem to be one way of targeting those who historically have had low engagement and this is supported by this quote:

“We are in a process of refocusing the offer away from enthusiastic individuals towards the sustained needs of departments … It is also clear that each department has its own unique set of circumstances and these mean that a degree of customisation will be needed to support their ambitions.”

The importance of reflective writing in critically reviewing and enhancing practice for many has been supported with writing retreats and workshops. There were a number of references to these, in excess of 25% of the reports, as part of the support offered to staff. These were overwhelmingly seen as positive with good uptake. Only one institution referenced poor uptake. The following series of quotes are from participants from one institution’s writing retreats and demonstrate why they are beneficial and one approach to supporting progression:

“I found it extremely useful. I really appreciated the individual feedback I got from the facilitator, and her comments were very useful.”

“It was great opportunity for me to put finishing touches to my draft application. The overall atmosphere made me work harder and I found the session [to be] very useful overall.”

“I was starting out from scratch on this day and found it really useful and constructive. I got more done in one day than I would have in weeks on my own! Highly recommend attending.” (University Alliance)

Support takes many forms from human, formal and informal, to the provision of resources. It is clear from the reports that whilst there are challenges, there is a wealth of support offered by the schemes to maximise the opportunities to engage staff in the scheme.

### 3.6 Senior Management support

A small number of references were made in the reports to the importance of garnering support from senior managers. In these examples this support is being linked to increased interest in the importance of the schemes and submissions. This resonates with workload issues as senior managers can be the gatekeepers for this too:

“Influencing senior managers: there has been some progress, but the Heads of School and Faculty Deans’ support for the Framework is key if the University is to achieve its 2020 target. A clear correlation between a sympathetic Head/Dean and a higher number of claims from that area can be seen, and the X team therefore needs to works on areas where the claims are lower in numbers.” (Million Plus)

“galvanising greater support from senior management to cascade the importance of the accredited scheme within Faculties.”

“The mechanism by which Heads of Departments (HoDs) are engaged remains a little patchy, but year-on-year, progress continues to be made. Over the last year, stronger
connections are starting to be made at the departmental level, involving new links to the Chairs of the Learning & Teaching Committees and it is expected that this and the emerging necessity of preparation for engagement with the TEF will galvanise interest in the offer.”

3.7 Senior Fellowship and Principal Fellowship

Senior and Principal Fellowship continues to attract comment in the reports, more so Senior Fellowship. Senior Fellowship has seen increasing interest as the links to promotion routes continues to grow and benefits are seen from achieving this:

“Mid-career colleagues are beginning to see the route to Senior Fellowship as relevant, positive and achievable, partly because they see the positive impact it has had on colleagues.” (Cathedrals Group)

This increased interest is in some instances leading to applicants submitting before they ready. Additionally, there is still some lack of understanding of the requirements for this fellowship category. It is really positive for the sustainability of the schemes and maintaining the momentum for the professional development offered, to see the increase in applications and interest. Some challenges can be overcome with targeted support and preparation, as the examples below highlight:

“During the last year in response to levels of interest growing in Senior Fellowship…. together with concerns that the alignment of Senior Fellowship with some promotional routes has led to applicants presenting too early or with limited scope for Senior Fellowship, we have decided to offer workshops focused on clarifying the nature of and expectations for Senior Fellowship. These sessions are proving to be popular and have provided a forum for greater exploration of what Senior Fellowship means and notions of sustained educational leadership, sufficiency of practice impact and influence.”

“Many colleagues are self-referring without understanding the requirements for Senior Fellowship. Our team has offered feedback on the D3.vii case study and will start to run writing workshops in the new scheme, looking at the requirements for D3 and D3.vii, in particular. Applicants will receive informal feedback and leave with a clear writing plan to aid completion.” (Million Plus)

“Senior Fellow Pathway’ series of four workshops in spring 2018 which encouraged potential Senior Fellows to discuss and then take action on areas of their personal development that could be used to develop an application for Senior Fellowship...” (The Russell Group).

The following detail one way being planned to manage the increased interest from a resource perspective and provides for mutuality in the process that should foster working relationships beyond the Senior Fellowship award:

“The team faces the challenges of additional support and motivation towards D3 and as such is contemplating a new initiative and a change towards normal practice by introducing a process of small group mentoring. It will call on the expertise and experience of Senior and Principal Fellows to engage with, take responsibility and mentor groups of 4-5 D3 participants. The groups (possibly up to 10) will have a staggered start over the academic year and will allow for not only a possible substantial increase but also a more sustainabilty in the number of D3 awards. In addition, the group will have the opportunity to work collaboratively, support, motivate and learn from each other across faculty and departmental disciplines.” (University Alliance)
Other examples included to address unsuccessful submissions have focused on structured approaches, specific criterion focus and supporting assessors to be clear to applicants where they do not have enough evidence to support their application:

“The issue of a high level of Senior Fellow resubmissions appears to have been resolved this year. We believe this comes after a review of our procedures around the face-to-face support offered to the applicants. They now must have a mentor, attend an X writing retreat, and have a meeting with an Educational Developer prior to completing their portfolio.” (Million Plus)

“We still have an issue with a small number of D3 submissions, where colleagues are asked to resubmit but do not pass the resubmission (usually still not enough evidence of D3.VII); we will be focusing on supporting assessors and those providing D3 support to be very clear with colleagues when they may not have the role/experience to submit for D3.” (University Alliance)

“We have also worked hard to address the way, in D3, criterion 7 is explored across the applications for this category of fellowship. In the introductory workshop we make the point of threading criterion D3.7 across the application and we have offered support to mentors who support D3 applicants to emphasise this point to their mentees. Whilst this is a challenge, we believe we are in the process of addressing it through sharing of examples of practice and providing the opportunity to staff to discuss past examples and critique issues they identify in these examples.” (The Russell Group)

Feedback related to Principal Fellowship acknowledged the forthcoming policy change from Advance HE with regards to the requirements for all three reviewers to hold Principal Fellowship (including the External). This is focusing teams to have sufficient internal capacity to meet the policy change:

“… the X team are acutely aware of the signal in the Advance HE Accreditation Policy 2018-19 that for 2019-20 all D4 reviewers will need to hold Principal Fellowship… Whilst we have recruited successful D4 applicants as new reviewers, they disproportionately originate from the Schools of Medicine and Dentistry. Hence, we are seeking to secure a more varied pool of Principal Fellows, so that we can maintain the good practice of sending applications to reviewers from a different school/department (so as to minimise the risk of conflict of interest). Our efforts in this area include encouraging known champions of the teaching and learning agenda to maintain progress towards a Principal Fellow application.”

Similar to Senior Fellowship there was reference to readiness for the submission and the need to consider how to best support those with aspirations for Principal Fellowship:

“…The offering of 1to1 meetings with the programme lead allows for informal discussions to take place early on before time and resources have been invested in developing a claim for this category. Additionally, as our number of PFs grows, we benefit from peer-based discussions between those who have met the criteria and those who aspire towards them. This allows for specific and practice-based discussions to take place which appear to be useful in terms of clarifying expectations against roles, experience and cases for impactful practice relating to D4. (The Russell Group)

“… We also continue to receive applications from those not yet able to demonstrate fully their claim for fellowship, particularly in relation to D4… We are currently reviewing our processes to support D4 applicants, including a review of the pre-panel process and its potential as ‘gate-keeper’ for applicants’ progression to panel.” (The Russell Group)
3.8 Assessment

As with the previous 2016-17 review, a number of comments referred to dialogic assessment. Isolated comments referred to one institution’s first successful multimedia submissions whilst another institution had created the opportunity to submit a portfolio of evidence rather than a purely written submission.

Feedback comments on the dialogic route provide a range of perspectives on this approach, largely positive as the following exemplify:

“Over 16 colleagues have successfully gone through the dialogic process and with tailored guidance and digital support resources, colleagues have provided very positive feedback on the developmental experience on this newly incorporated assessment approach within the scheme.”

“… Oral assessment is now called ‘professional dialogue’ and an approach to this agreed by all the assessors following feedback from the external reviewer that our oral assessment was not strictly a ‘dialogue’. Many applicants have been willing to share their dialogues for staff development purposes. This method of assessment continues to evaluate very well.” (Million Plus)

“… The option of evidencing the appropriate criteria of the UKPSF via a dialogue portfolio provides equity within the Scheme for the University’s diverse professional community. Applicants via the dialogue route have commented on this being an enjoyable, dynamic and supportive experience that has helped them reflect on what they do…” (Million Plus)

One institution highlighted this year their “Improvement in dialogue success rates from 60-100%” (Cathedrals Group)

In other instances interest in the dialogic route is being considered as a development, whilst one example is finding that the interest in the written component has declined to the extent that aspects of it will be discontinued:

“The written route exists to provide optionality in the process and continues to enable colleagues to demonstrate that they meet a chosen descriptor. However, this route is much less popular than the dialogic route with only 21% of claims being made via this route in the reporting period. Further, we find that the vast majority of referrals that we experience come through the written route, particularly at D3.” (Cathedrals Group)

“Certain areas are asking for a dialogic option (in addition to traditional written) which we are researching as part of our evaluation and development of the new version of X.” (Million Plus)

The resource intensive nature and greater cost of the dialogic assessment is cited as a negative, with one institution choosing to suspend it in its current form:

“The scheme operates with a brief written application follow by an oral presentation. This format is very effective. The panel get a good impression of how the applicant works in the classroom and can ask questions and have a dialogue with the applicant about his or her practice. However, this format is expensive to run as it is very labour intensive and an external assessor needs to be paid for each panel. Only a maximum of five people can be taken through one panel.” (Million Plus)
What is working less well is the resource-intensive nature of the developmental, dialogic route and X in conjunction with the Deputy Vice-Chancellor (Academic) have decided to suspend the scheme in its current format with immediate effect. No new staff will be inducted on to the CPD scheme following this decision and all those registered on the scheme have been notified of its cessation.

3.9 Progression

Comments related to the time taken to complete and the number of registered participants completing demonstrate these areas continue to be a challenge. Pressure of work and conflicting priorities are some of the reasons identified. However, it does impact on the efficient running of the scheme such as planning for panels and increased mentor time. Lower than expected completions can also potentially put pressure on fellowship targets, and recruitment of mentors and peer reviewers may be reduced if there are less ‘completers’ to draw from. These are exemplified by the following institutions:

“Completion rates remain a challenging issue as staff have conflicting priorities in their schedules. We are responding by offering more writing support sessions where colleagues can plan these sessions in their diaries and create space in their busy schedules.” (The Russell Group)

“…completion rates within this timescale are running at about 23%. By July 2018 only 41% of those who registered for X in its first six months of operation … had been awarded fellowship. These progression rates are significantly better than the predecessor scheme X but still represent a problem, especially in terms of mentor time and motivation…” (University Alliance)

“Competing pressures on applicants frequently mean late withdrawal from attending a Review Board, compromising the efficiency of the process.” (The Russell Group)

“The major challenge continues to be trying to get staff to complete their application once they have begun the process. Causes tend to centre on multiple competing pressures, primarily teaching and research.” (Million Plus)

“…candidate success is contingent on their proactive and continuous engagement with all elements of the scheme. Informal feedback from mentors and candidates themselves indicate many have struggled to maintain the level engagement required, for example, some have been slow to contact mentors (or indeed to make contact at all). There has also been little take up of the supplementary support sessions on offer (e.g. webinars or writing retreats).” (Million Plus)

Institutions approach the challenge with a range of strategies including putting structures in place that drive the submission, identifying which support mechanisms are most valuable, reducing the registration period to encourage earlier submissions, promoting a structured approach to preparing a submission and targeting of groups and individuals. There is a general feel in some of the comments that where there is a link to promotion this in itself will drive submission:

“At the suggestion of the external examiner we have also introduced a cut-off date for drafts, after which only those candidates who have submitted material to their mentor are supported to full submission. This has made the whole process easier to manage and has reduced the number of non-submissions at the cut-off date.” (Cathedrals Group)

“…it is clear that not all staff that are engaging with development around professional recognition ultimately convert to applicants. This is being monitored carefully to help us work out which programs and resources are of most value to applicants, and which need revising” (Provider outside of the UK)
"We are changing the regulations to encourage quicker completion by reducing the amount of time an applicant can be registered without submitting an application. We hope that this will encourage those who are already registered to submit an application sooner." (Cathedrals Group)

“…the numbers actually completing the scheme had been very much more modest….Despite introducing a number of workshops at different times, online resources and additional material to support colleagues in their application for either D1 or D2, many have continued to ‘swerve’ at ‘the eleventh hour’ and not actually submitted… We have therefore developed and trialled a new approach: ‘two days to write a fellowship draft application’ workshops/ retreats held on the university campus. The first day is focused on tightly structured exercises, which involve writing an introduction, devising an approach, structure, and completing a UKPFS mapping document. This is followed by a writing day.”

“…we have had less success at Senior Fellowship. We have had good levels of interest and engagement with our SFHEA-targeted support, however there is a less efficient conversion of initial engagement into actual fellowship. As a result, we developed SFHEA-specific workshops and established support in an attempt to improve the low conversion rate… As the new promotion routes have been implemented since August 2017, we anticipate that staff may perhaps be more incentivised to complete Senior Fellowship applications.” (The Russell Group)

3.10 Celebration

Increasingly reports are detailing the ways in which fellowship is celebrated by the institution. Twenty-five reports made reference to this. Figure 1 indicates the range of approaches used, which largely involve a specific event for fellows or as part of another institutional annual event, coupled with communication by various means. These events involve the most senior leaders and as such provide recognition of the achievement at the highest level and institutional commitment to the professional development of their staff.

“This purposeful communication around professional recognition plays a key role in keeping fellowship at the forefront of our learning and teaching strategy. An example of the importance of the scheme at X can be seen by the inclusion of fellowship numbers in the speeches made to graduands and their family at the twice yearly X Graduation Ceremonies. In November 2017 we celebrated achieving our 500th HEA Fellow and the image below shows the sense of joy and community that small activities like a group photo opportunity can spark amongst our fellows.” (Provider outside of the UK)

“The institution celebrates those who achieve Fellowship through the X Framework. All successful applicants receive a pin badge and a letter of congratulation from the T&L Dean. We inform Heads of School and T&L Deans of all awards so that these can be celebrated locally. We also hold an annual X celebration attended by the Pro-Vice Chancellor for T&L".
Table 6. Celebrating Fellowship

<table>
<thead>
<tr>
<th>Communication</th>
<th>Event</th>
<th>Incentive</th>
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<tbody>
<tr>
<td>Newsletter</td>
<td>Award at annual T&amp;L conference</td>
<td>Financial award</td>
</tr>
<tr>
<td>Media feeds</td>
<td>Roll of honour at T&amp;L conference</td>
<td>Financial award to support research in T&amp;L</td>
</tr>
<tr>
<td>Intranet</td>
<td>Annual award ceremony with senior leaders</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Attend Faculty graduation</td>
<td></td>
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<tr>
<td>Personal letter VC/PVC</td>
<td>Attend graduation as VIP</td>
<td></td>
</tr>
<tr>
<td>Card and badge (I'm a</td>
<td>Fellows specific event</td>
<td></td>
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<tr>
<td>fellow ask me why)</td>
<td>Fellowship events during year</td>
<td></td>
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<tr>
<td>Email notification to</td>
<td>Annual education awards</td>
<td></td>
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<tr>
<td>head/dean</td>
<td>Celebrate excellence event</td>
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<td>Personal congratulation</td>
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<tr>
<td>email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pin badge</td>
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</table>

3.11 Conclusion

Throughout the review of the CPD schemes operation, the details provided by the scheme leaders indicate confidence in the quality of their scheme and an ability to manage challenges that arise during the process. They are rightly proud of the strengths and successes of their scheme.

In reviewing and distilling the key messages to emerge from the 2017-18 review, it is clear that the integrity of the quality assurance mechanisms in place remains strong. This is achieved through the different elements that support the review process; internally with the input of mentors and assessors/reviewers and externally through the support and contribution of the external adviser/examiner. The contribution of a quality group/steering group supporting schemes, sometimes referred to as a ‘Panel’ (which might play a decision-making role) also provided evidence of the impact on the learning and enhancement as a result of members’ engagement and opportunity for further dissemination of innovative/best practice. Similar feedback informed the 2016-17 report and as such it is good to see that this has continued as an explicit outcome of scheme activity.

Similar challenges remain to those identified in earlier annual reports. Issues of volume, capacity and workload continue to be highlighted as problematic issues for some scheme’s management but with each such comment the scheme lead indicates how this will be managed, or reflects changes to management this year that has addressed the issue. Completion and progression, as previously identified, also continues to be an area that needs further attention and a range of strategies to be put in place to manage it. 2018-19 reporting will offer feedback on how successful these have been.

Strengths such as the use of the VLE and resources are again referred to this year, as is the value placed on the detailed feedback provided to applicants. Difficulties for some with the quality of referee statements have also been addressed proactively.

Senior Fellowship is identified as an area of growth, quite possibly for some, linked to promotion criteria. This has created some challenges regarding capacity and readiness that are being addressed. Similarly, consideration of Principal Fellowship also raises the issue of readiness and...
meeting aspirational need. Both of these fellowship awards provide opportunities for scheme leads to consider the longer-term provision of CPD post initial fellowship award. This has the potential to offer a career journey that hasn’t always been available and links very much to some of the findings in Section 2.

Assessment, particularly dialogic assessment, was the main focus this year, and the feedback demonstrates how positively it has been received despite drawbacks in terms of resource and cost. The feedback is suggestive of other schemes considering adopting this assessment mode, which may impact on the continuation of the more traditional assessment process, but may be more appropriate for some disciplines.

Overall there is a positivity that comes through the reporting and reflects the confidence and maturity that is a feature of the 2017-18 review. The number of schemes with formalised celebration of fellowship achievement is recognition of the contribution of the scheme and the institutional commitment to the professional development of its staff.

4. Engagement with Advance HE

4.1 Overview of engagement

Engagement by the institutions with Advance HE was extensive and took many different forms. For some, the emphasis was on accreditation and re-accreditation. This was a busy year for re-accreditation and the support provided by the team at Advance HE was very much appreciated, particularly the constructive, valuable feedback that was received during the process. The following quote is reflective of comments made:

“The accreditation team (in York) are very helpful and provide good quality support to X on any issues related to the accredited scheme.”

One comment did suggest that for established schemes a lighter touch re-accreditation process could be provided by Advance HE.

The member institution UKPSF consultancy day was also frequently mentioned as providing opportunity for guidance and support with the scheme, according to individual institutional need, for example re-accreditation support, Senior Fellow development, etc. The workshops and network events run by the Advance HE team was seen as a good way to meet with staff from other institutions and share experience as well as the benefit to the scheme from the focus of the specific workshop such as the standardisation events provided by the Advance HE team this year. The standardisation events were mentioned in a number of this year’s reports and very valued for their contribution to promoting consistency of judgements for Fellowship:

“Events such as the standardisation events have been valuable in assuring comparability of judgement.” (Guild HE)

The submitted reports highlight the extensive opportunities institutions have utilised to engage with Advance HE. They have also worked closely with wider Advance HE teams, including Senior Advisers on consultancy projects such as employability and assessment for example, as well as work with the Equality Challenge Unit and Leadership Foundation, both now part of the merged Advance HE organisation. Webinars, conferences, training for external examiners, UK Degree Standards project, Academic Professional Apprenticeship (England only) are all further examples of where institutions have been involved with Advance HE. UK institutions also mentioned NTF and CATE applications as valuable, even if the submission was not eventually successful.
Providers outside of the UK also highlighted the ways in which they were engaging with Advance HE through networks and forums, global collaborations across universities and also as a result of visits from Advance HE to their institutions. One comment identified that sometimes the timing of webinars scheduled on UK time for example, are inconvenient for some providers outside of the UK.

Overall the picture is one of institutions participating in the many opportunities for professional development provided by Advance HE. This is either directly relevant to the operation of the scheme or through individual CPD engagement or those of benefit to institution wide developments.

4.2 Scheme teams’ engagement in CPD

It is evident from the submitted reports that the scheme teams are very engaged in developmental activities. Remaining in good standing has already been discussed earlier in this report and as such feedback indicates the teams to be maintaining this. Detail is provided of the training provided for mentors, reviewers and assessors supporting the scheme, whilst the scheme team engage in the many opportunities offered by Advance HE as already highlighted in 4.1. Additionally, some team members are external assessors on other programmes, which also provides for further development. Other external engagement relevant to their respective discipline is also identified. Scheme staff from providers outside the UK have also taken the opportunity to travel to the UK and visit universities to explore and benchmark their practices against those UK universities. SoTL through engagement with pedagogic literature, publication, presentation at conference were also highlighted. The submitted reports provide a clear picture and evidence of continuing CPD by scheme teams and those supporting the scheme.

5. Conclusions

The fourth annual review of accredited CPD schemes has provided a detailed insight into the impact they are having within their institutions, both for the individual and the institution itself. Key findings have been discussed and summarised with evidential support from the data provided by the scheme leads. For the five non-UK institutions, as in the previous year’s report, their experience is not dissimilar to the UK institutions, with schemes embedded and most being part of promotion policy. Good practice sharing, CPD and SoTL equally are features of these schemes. Similarly, challenges identified were related to capacity and workload and progression to completion. This suggests that the learning from early UK schemes has supported the development of new schemes globally.

Conclusions to Sections 2 and 3 have already indicated the key strengths of this year’s report, whilst highlighting some of the challenges and solutions that remain. Engagement with Advance HE in many forms remains high and as such the relationship between the newly merged organisation and its members, continues to be one of collaboration, partnership and sharing, for the best outcomes in world-class teaching.

5.1 Areas for further and future development

The following are areas that warrant further exploration and development, drawn from the feedback. Given the growth in interest in SoTL and the Communities of Practice that have developed as a result of scheme activity, they could form the basis of suggested areas to follow up:

1. Development of measures to capture data and feedback related to the actual enhancement of learning and teaching and impact on student outcomes and experience.
2. Continuing Professional Development beyond initial fellowship award is increasing, supporting further opportunity for teaching enhancement. Schemes have a role to play in maintaining this momentum through continual review of their CPD offer post initial award. Individuals need to consider how they engage with ongoing CPD, to support further recognition of their contribution to learning and teaching and potential career progression.

3. Workload allowances – as schemes continue to grow, increasing the support needed operate them, further consideration should be given to advocating for and supporting systems/policies that provide incentive and recognition of staff input into the scheme.

4. Dialogic assessment – as interest in this mode of assessment grows there is scope to evaluate and understand the impact of the dialogue post assessment; how it is being used and any further outcomes from it.

5. Increased engagement with SoTL arising from the scheme activity promotes opportunity for further research into pedagogy that will continue to inform practice and also aid dissemination of the value and contribution of this area of work across the wider HE sector.

6. Further work within institutions to consider factors affecting non-completion and to promote positive ways in which some institutions are managing this.

7. Global initiatives – further opportunities for a global approach to taking some of these initiatives forward beyond UK-provider centric or Non-UK provider-centric.

8. For Advance HE to continue to support scheme leads and to consider what further input would be valuable to the ongoing development of their schemes.
Appendix 1: 2017-18 annual CPD review template

Section 1 Analysis of institutional data

Section 1 Part a: Brief analysis of the data presented in Figures 1, 2 and 3

Figure 1: HEA Fellowship awarded by category through accredited CPD scheme at <institution> between 1 August 2017 – 31 July 2018

Figure 2: HEA Fellowship awarded by category through accredited CPD scheme at <institution> between 1 August 2016 – 31 July 2017
Drawing on the data presented in Figures 1, 2 and 3 please provide a brief analysis.
Section 1 Part b: Success rates at first attempt

<table>
<thead>
<tr>
<th>schemes</th>
<th>Total number of applications processed</th>
<th>Number of successful submissions at first attempt</th>
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<tbody>
<tr>
<td>Descriptor 1</td>
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<td>Descriptor 2</td>
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<td>Descriptor 4</td>
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Please provide a brief analysis of the above information
Section 2: Strategic Impact of CPD scheme within institution

Please comment on the impact the accredited CPD programme/scheme is having strategically and in practice on teaching and learning and the student experience within your institution

<table>
<thead>
<tr>
<th>Section 3: Scheme operation and management</th>
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</thead>
<tbody>
<tr>
<td><strong>Section 3 Part a: Scheme operation</strong></td>
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</tbody>
</table>

Please identify key features of the scheme that are operating particularly successfully and those that are operating less well and how you are responding
### Section 3 Part b: CPD Scheme team

Please detail the relevant professional development activities undertaken by the CPD scheme team, reviewers and mentors during 1 August 2017 – 31 July 2018 with particular reference to criteria 3c, 3d and 4b of the 2018-19 Accreditation Policy.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of Institution or Independent</th>
<th>Category of Fellowship held</th>
<th>Role (i.e. external reviewers, assessors or mentors)</th>
<th>Scheme the External works with</th>
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</table>

*Please add lines as required*
Please provide details of how the individuals above work with the schemes and impact the those external to the institution have had on the scheme.

Section 4: Engagement with Advance HE and wider collaborations

Please comment on your engagement with Advance HE in 2017-18 and add any other comments relevant to the Advance HE accreditation of the CPD programme/scheme. Please also comment on any collaborative projects/initiatives your institution engaged in during 2017-18 related to HEA Fellowship and accreditation.
Report Sign Off

<table>
<thead>
<tr>
<th>Scheme Leader Signature</th>
<th>(please copy and paste an electronic signature in this space)</th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

The completed review should be returned as a Microsoft Word document (to provide ease of access for the information to enable analysis – please do not send as a pdf file) and emailed to cpdreview@advance-he.ac.uk
Appendix 2: Guidance to institutions completing the 2017-18 annual CPD review

Guidance for completion of the Advance HE 2017-18 annual CPD review

Introduction

Advance HE, formerly the Higher Education Academy (HEA), accredits initial and continuing professional development (CPD) provision delivered by Higher Education Providers (HEPs), including higher education (HE) delivered in further education (FE) colleges and private providers. Advance HE accreditation provides external confirmation that institutional CPD provision is aligned with the UK Professional Standards Framework (UKPSF) which outlines the characteristics and qualities in those involved in teaching and supporting learning in higher education.

From 2014-15 onwards, Advance HE has required institutions with accredited continuing professional development schemes\(^1\) (experiential routes to HEA Fellowship) to complete a brief annual review on the operation of their accredited scheme to ensure that institutional CPD schemes remain in good standing.

These guidance notes accompany an institutional annual CPD review 2017-18 template which is pre-populated with the institution’s data. The guidance notes are provided to support completion of the institutional template, due for return by Thursday 24 January 2019.

The data provided by institutions in the 2017-18 annual CPD review will form the basis of two reports: a summary of the annual review of accredited CPD schemes and a report detailing the success rate data for first applications through institutional schemes. The success data report will include Advance HE success rates through direct application during the same time period for comparison. Within these published reports institutions are kept anonymous and cannot be identified in either the qualitative commentary or quantitative data. Previous reports (2014-15, 2015-16 and 2016-17) are available on our website.

Purpose of the annual CPD review

The purpose of the review is to:

- Provide a platform for celebrating the positive impact and strategic importance that developmental opportunities offered through accredited provision have made within the organisation.
- Form the basis for institutions to evaluate the strengths and areas for further development of their accredited provision to lead to future improvements in the next accreditation cycle.
- Promote an opportunity for institutions to evaluate whether a minor or major change to the accredited provision within the four-year accreditation cycle would be desirable/is required. Any requested change should then be progressed through the Advance HE minor/major change process.
- Identify and facilitate sharing of good practice across the sector.

\(^1\) Institutions within the first 12-month period of operating an accredited CPD scheme are not required to complete this review
Annual Review of Advance HE accredited CPD schemes 2017-18
Dr Lynda Smith

- Inform opportunities for support and guidance material/events provided by Advance HE.
- Inform the annual visit planning of Advance HE as part of sector wide quality enhancement initiatives.

Guidance Notes

Each section of the template has a word limit so sections should be completed to provide succinct information; please use bullet points or lists as appropriate. Specific examples (which will be anonymised) of the impact as a result of engagement in the programme/scheme either for the institution and or individual’s is valuable to report.

The reporting period is 1 August 2017 to 31 July 2018. Please submit your completed review using the PDF template to cpdreview@advance-he.ac.uk by Thursday 24 January 2019.

Please note that we are requesting a review of the CPD programme/scheme only; in the case of a holistic scheme (where Fellowship judgements for both experiential and taught programmes are made by one central body) the data will demonstrate all individuals on the scheme but only focus your comments on the CPD non-credit bearing programme/scheme.

Each institution’s personalised review template will also contain an appendix with a data sheet which will include all data which has been used to produce the figures relating to the CPD scheme contained within the review but will also provide the data for the institution’s taught programmes (e.g. credit-bearing Postgraduate Certificates/individual modules) accredited by Advance HE.

Section 1 Analysis of institutional data

Section 1 Part a: Brief analysis of the data presented in Figures 1, 2 and 3

300-word limit

After Figures 1 – 3 there is a section to write a discussion and evaluation of the data, please consider the following points:

- Reference to the number of participants registered at the start and end of the year.
- The numbers awarded each category of Fellowship through your scheme.
- Comparisons between the institution, the sector and the mission group.
- Reflection on each Descriptor and any emerging issues or trends.

The data has been taken from the Advance HE database, which reflects information received from the institution. We have provided the last two years’ data as a point of comparison. All data presented has been compiled with confidentiality in mind and any trends that are shared will be anonymised. Examples of the graphs and specific details about how the data has been collated in Figures 1-3 is detailed in appendix 1; the data contained within these example graphs is illustrative only and does not reflect any institution’s data.

Please note that where institutions have accredited an holistic (over-arching) CPD framework (ie only the CPD framework itself is accredited) which encompasses a variety of pathways that are credit bearing (for example PG Certificates) as well as non-credit bearing (such as an experiential CPD scheme) Advance HE is not able to disaggregate data to provide data relating purely to the experiential pathways; ie Figures 1 and 2 will provide data for both credit bearing and non-credit bearing pathways. In this instance, institutions should provide a table displaying two years’ data, drawn from the same twenty-four-month period, relating only to the award of each category of fellowship within the non-credit bearing routes within the framework.
For institutions that have CPD schemes that were first accredited in the 2017-18 academic year there will not be the data to produce Figure 2.

Section 1 Part b: Success rates at first attempt

300 word limit

Please complete the questions in this section to report the number of successful applicants at first submission for each Descriptor within your scheme over the period 1 August 2017 – 31 July 2018. Please do not estimate numbers; if exact details are unknown but explain why the data is not available. The data will be used to produce the Success Rates data report. This allows institutions to benchmark against the returned data but all data is kept anonymous.

Please provide the following information for each category of Fellowship (raw data not %):

- Total number of applications processed.
- Number of successful applicants at first attempt.
- Please complete all sections of the table. Please do not leave any blanks. If you are not accredited for all four categories of fellowship, please write N/A in the appropriate space for those that do not apply.

After the data input questions there is also an area where additional comments, evaluation and analysis can be made. This could include:

- Any specific trends you have seen in panels.
- Any institutional priorities which may affect the data.
- Any comments on the second submissions seen by the panel.

Section 2: Strategic Impact of CPD scheme within institution

1500 word limit

This section asks you to comment on any impact the CPD programme/scheme is having strategically and in practice on teaching and learning and the student experience within your institution. This should include strategy, outcomes, process and practices. Please consider and detail:

- Key strategic drivers and institutional priorities – ongoing and new this last year and how the scheme contributes to institutional strategies and priorities for promoting and supporting excellence in teaching and learning.
- Impacts as a result of the scheme on the student learning experience and outcomes;
- How impact is being measured/evaluated.
- Any specific changes to organisational systems and processes in respect of teaching and learning as a result of the CPD scheme.
- Whether it has promoted a cultural change.
- Changes to learning and teaching practices of staff.
- How successful participants engage in CPD activities beyond the point of professional recognition, the mechanisms by which this is monitored internally and any resulting impacts identified including those linked to promotion.
- Whether any additional/wider initiatives have arisen as a result of the scheme.
Section 3: Scheme operation and management

1500 word limit across parts a-c

Section 3 Part a: Scheme operation

The focus of this section is key features of the scheme that are operating particularly successfully, those that are operating less well and how you are responding.

Examples of information you could include:

- Outline the particular strengths of the scheme: examples could include: innovative practice/resources, supporting participants to achieve successful engagement, building internal capacity.
- Your ambitions for the scheme and the plans to achieve them.
- How your institution is supporting the sustainability of Fellowship.
- Monitoring of quality assurance; organisation of panels.
- Any developments resulting from your internal quality enhancement process.
- Institutional approach to progressing staff from attendance at the first induction to submitting an application (retention and progression).
- The celebration of those achieving Fellowship.
- Any specific issues/strengths relating to the operation or quality assurance of each mode of assessment.
- Response to recommendations by the original Accreditation Panel when the programme was initially accredited.
- Any further or planned changes which may occur within this accreditation cycle.
- Challenging operational issues.

Section 3 Part b: CPD Scheme team

Please detail the relevant Professional development activities undertaken by the CPD scheme team, reviewers and mentors during 1 August 2017 – 31 July 2018;

Examples should be linked to the 2018-19 Accreditation Policy, specifically criteria 3b, 3c & 4b, and could include:

- Development provided for the initial training and on-going support for reviewers to ensure that Fellowship judgements are reliable, valid and robust.
- Development provided for those supporting participants to ensure that these individuals develop and maintain the appropriate knowledge and understanding of the UKPSF.
- Selection and training for new team members/reviewers/panel members and mentors, e.g. shadowing opportunities, involvement with research and publications – please provide details.
- How the institutional team engage with relevant development provided by the Advance HE and across the wider sector.
- **Staff changes** – please note for this bullet point we do require the details of any staff changes or new staff engaged within your scheme; include fellowship status and brief details of any relevant previous experience and initial training undertaken as appropriate to their role.
Section 3 Part c: External reviewers/assessors/mentors involved in the scheme in 2017-18

Please provide details of all individuals actively involved with the CPD scheme in 2017-18 who are external to your institution;

- In the table please provide their name, current institution and category of Fellowship held, where appropriate and their role within the scheme.
- Provide brief details of any activities that they have undertaken as part of their involvement with your scheme; for example, acting as an independent reviewer, providing external moderation and QA, providing mentoring support for Senior or Principal Fellowship, etc. (Please refer to the Advance HE accreditation policy 2018-19 Section 4.6 for the requirements relating to externality within CPD schemes).
- Please also evaluate the impact the external individuals have had on the scheme.

Section 4: Engagement with Advance HE and wider collaborations

350 word limit

This section could include commentary around the following points:

- Any comments on Advance HE or your institution’s global perspectives and wider collaborations with institutions.
- Use of the annual UKPSF Member Institution’s Accreditation Support day.
- Any further support provided by the Advance HE which supported the development of Fellowship within the institution.
- Any queries relating to accreditation.
- Any suggestions for future Advance HE developments/events, etc.
- Any opportunities Advance HE could provide for support and guidance including examples of documentation that would be beneficial to the organisation.

Report Sign Off

Once you have completed your report and it has been agreed by internal institutional quality assurance mechanisms then an electronic signature should be added to the Report Sign Off page.

Submitting your Report

Advance HE requires all institutions with accredited CPD schemes to provide an annual review using this template by Thursday 24 January in order to maintain accredited status for their provision. Please complete each section of the review referring closely to these guidance notes and to the Advance HE accreditation policy 2018-19 (as necessary).

The completed review should be returned as a Microsoft Word document (to provide ease of access for the information to enable analysis – please do not send as a pdf file) and emailed to cpdreview@advance-he.ac.uk
Appendix 1

Example Figure 1: HEA Fellowship awarded by category through accredited CPD scheme at <institution> between 1 August 2017 – 31 July 2018

Example Figure 2: HEA Fellowship awarded by category through accredited CPD scheme at <institution> between 1 August 2016 – 31 July 2017

Calculation of institutional data
1. Figures 1 and 2 are generated from Advance HE data held for each institution relating to the number of individuals who have successfully completed an accredited CPD scheme (i.e. non-credit bearing) and then been entered onto the Advance HE’s portal between 1 August 2015 – 31 July 2017.
2. The figures include any individual recorded on the Advance HE’s records as employed at your institution, i.e. Figures 1 and 2 reflect individuals who have successfully achieved a category of Fellowship and have identified your institution as their employer on their individual ‘My Academy’ record.
3. This means that the data on Figures 1 and 2 will not exactly match the numbers that have completed your CPD scheme.

Calculation of averages
4. The average figures displayed in Figures 1 and 2 reflect the mean for each group. For example, the mission group average reflects the mean from institutions with CPD schemes within that mission group. For institutions outside the UK the mission group data is made up of the other international institutions with CPD schemes. Equally, the sector average is produced by taking the mean of all institutions with a CPD scheme.
5. For institutions outside the UK this graph will only have the Sector based data and your commentary should reflect this. In the UK the data used to produce this graph is collected through a national data collection by Higher Education Standards Agency (HESA). If institutions can provide data on the percentage of staff with fellowship using the information provided below the template can be reissued to demonstrate this.

**Calculation of institutional data**

6. The percentage of staff is calculated by dividing the number of individuals holding any category of Fellowship by the total number of academic staff reported from your HESA return.

7. The HESA return is made up of four categories of staff:
   1. Teaching Only
   2. Research Only
   3. Teaching and Research
   4. Neither teaching nor research.

8. To find the percentage of academic staff with fellowship at the institution, the number of staff returned in categories one and three with Fellowship is divided by the Total academic staff figure which is taken from:
   - HESA’s staff (excluding atypical) Full Person Equivalent
   - Covers those with an Academic Employment Function including “teaching only”, “teaching & research”, “research only”, and “neither teaching nor research”, but excluding “not applicable / not known”.
   - **Data for 2016-17 is not yet available and so this report reflects 2015-16 HESA data**
   - The number of staff holding Fellowship reflects those that have individually declared any active employment relationship at any point within the reporting period at your institution.

**Calculation of averages**

9. The mission group average is calculated by dividing the total number of Fellows for that mission group by the total number of academic staff within that mission group, this includes all institutions not just those with CPD schemes. The sector group average is calculated by dividing the total number of Fellows for that sector group by the total number of academic staff within that sector group.