

Annual Review of HEA accredited CPD schemes 2016-17

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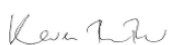
Foreword to the report

This is the third year of annual review and summary reporting of Higher Education Academy (HEA) accredited CPD schemes. This provides detailed feedback not only on the current 2016-17 review but also the progress and trends demonstrated from three years of data. The key message from this year's report is one of sustained development and embedding of the schemes within institutions and the central role they play in shaping teaching and learning enhancement. The external policy drivers, particularly in the UK in relation to the Teaching Excellence Framework and the resulting emphasis on teaching and learning as an institutional priority, have contributed to the value being placed on scheme activity in supporting and directing effort for this. At an individual level the impact on career routes, promotions and embedding of the UK Professional Standards Framework (UKPSF) provides increased motivation for some to engage actively in CPD and as a result leads to a wider benefit to the institution from the outcomes that ensue. This has been particularly noticeable this year for Senior Fellowship, both increasing in number but also the contribution to leading teaching and learning.

It has also been a very important time of change for the HEA. In March 2018, the HEA merged with the Equality Challenge Unit and the Leadership Foundation for Higher Education to form Advance HE. Advance HE accreditation activity for 2018-19 will continue to promote professional development and recognition through the HEA Fellowship scheme, to uphold the quality and standards of Fellowship and to support the growing global network of accredited programme leaders. Against the backdrop of the merger, the HEA continued to respond to feedback from institutions to develop its systems and processes to support accreditation and the CPD schemes. Detailed feedback can be found in Appendix 4 at the end of this report but key highlights are:

- Changing to a four-year accreditation cycle;
- Widening of eligibility for Fellowship;
- Standardisation events to support rigour and reliability in Fellowship judgement-making
- Development of an Accredited Programme Leader network for sharing experience and good practice;
- A good practice guide to the use of dialogue for Fellowship authored by Dr Ruth Pilkington;
- Citing of HEA Fellowship in the Teaching Excellence Framework provider submissions;
- Change to the annual CPD review reporting period; the review will continue and be issued in September for December return.

We thank scheme leaders for their thorough and thoughtful responses provided within the institutional reviews submitted and we would also like to thank Dr Ruth Pilkington for her work in producing a comprehensive summary report for this third reporting year. We hope that you will again find the depth of evaluation and insight provided within this report valuable as a tool to monitor, inform and evidence practice within your institution, and will appreciate its value and use across the sector. From this foreword to the 2016-17 summary report below, I hope you will be able to see how Advance HE is continuing to use the annual CPD review process to inform ongoing enhancement to our work on accreditation and Fellowship. All of us at Advance HE look forward to continuing to work closely with our network and accredited institutions in 2018-19 to progress our mutual ambition to raise the profile of teaching and learning.



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Executive Summary

Introduction

This is the third annual review of HEA accredited Continuing Professional Development (CPD) schemes. This report draws on the response of higher education providers (HEPs) awarding HEA Fellowships through accredited CPD schemes in 2016-17. It provides a summary analysis and evaluation of the data provided by scheme leaders.

The purpose of the annual CPD 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's 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.

Method overview

The data for the review was provided in a template (appendix 1). Qualitative and quantitative responses were received from 114 HEPs. Qualitative data was reviewed using thematic analysis and quantitative data using numerical frequencies. Percentages were used to communicate the number of mentions across all of the HEPs in the data set.

Review findings

The report is structured to reflect the sections of the template document. These focus on: strengths and areas for development of the CPD schemes; impact on institutions, and impact on teaching and learning. Each of these is discussed in relation to the themes that emerged from the data analysis. The full report also reflects on the trends and changes over the three years of annual review reporting.

Overview of scheme strengths and areas for development

Overall the narrative in this section is of sustained development and embedding of the schemes within higher education institutions (HEIs). Themes in this section to highlight include; mentoring, the ongoing development of oral assessment - particularly for Senior Fellowship, operational management of the schemes, including Fellowship panels, and resources to support the process. These themes all demonstrate the importance of effective scheme operation, and reflect the ongoing learning that is taking place and contributing to the successful embedding of the schemes within the institution.

Mentoring

It is clear from the data that mentoring is now regarded as an essential component within the Fellowship process and viewed as a significant factor in assuring success and completions. Different models and approaches to mentoring are utilised and what is evident is the recognition of the contribution they make in supporting individuals with their Fellowship claim. Occasionally, the use of mentors is contributing to the low referral rate on some schemes. The value of sharing, disseminating and networking across schemes is referred to by a quarter of respondents, reinforcing the learning opportunities this is providing and the dissemination of good practice.

Oral Assessment

This continues to be a growing area of activity especially in the context of enhancing specific discipline needs for Senior Fellowship, with a number of scheme leads reporting that the use of professional dialogue is supporting more active engagement with and deeper reflection on participants' teaching practices. Examples cited indicate how the use of dialogue generally across schemes is capturing innovative practice that is being more widely shared and clearly linked to the Scholarship of Learning and Teaching (SoTL).

Scheme Management

This encompasses a number of areas and is significant in establishing the rigour, reliability and credibility of schemes and of Fellowship. It is clear from findings in this report that scheme leaders have evolved their processes to address earlier challenges to ensure effective scheme operation. This includes the Fellowship panel process, ensuring a sufficient pool of trained reviewers with confidence in the quality, and reliability of decision-making and the assessment process. Senior management support is also highlighted as is the valuable contribution of externals. Remaining challenges where mentioned in a small number of cases, for example, completion rates, reviewer time and workload, are all being proactively addressed.

Supporting the Fellowship process with resources has in this report been enhanced and expanded, targeting specific requirements. Many varied examples are provided offering practical support and guidance, and in 20% of schemes portfolios are being used to structure evidence and reflection.

The use of a Virtual Learning Environment (VLE) is viewed positively and employed in a number of ways, including as a repository for resources, design of blended or online modules to support Fellowship, as well as tracking submissions and managing assessments.

The analysis from this section of the report suggests continued growth in maturity, confidence and experience across the sector. Enhancement of systems, processes and tools to support this are all contributing to the success of the schemes and the positive impact on teaching and learning as a result of staff engagement in CPD and the Fellowship process.

Impact on Institutions

Analysis of the scheme leaders' reflections has, as with the two previous annual reviews, been grouped using hard and soft factors for organisational change to explain the impact perceived on institutions. This also provided good insight into how impact is being more widely experienced year on year for specific factors. These are highlighted in the discussion of hard factors.

Hard factors

These focus on systems, processes, strategy and policy. Institutional targets, strategic priorities and the growing emphasis on teaching excellence continue to drive the agenda. As a result of the targeting of teaching and learning enhancement, CPD schemes and the link to professional recognition through HEA Fellowship provide a core function and have become established within HEPs as one of the tools for enhancement. This can be exemplified by the significant increase in the number of institutions referring to specific hard factors related to recruitment, career and promotion changes, strategy linked to the TEF (Teaching Excellence Framework) and senior Fellowship development.

Recruitment, career and promotion was previously mentioned in 2015-16 by 43 institutions (48%); in 2016-17 this increases to 87 (76%). The findings suggest an established mechanism of recognition and reward aligned to career progression is well advanced within the majority of institutions. This is increasingly linked to annual staff review processes where CPD activity is part of the discussion. Senior or Principal Fellowship are both being seen as desirable for promotion to Reader and professorial roles and encouraged for senior managers.

Reframing of career structures may also account for the interest in *Senior Fellowship* (SF) amongst staff. The percentage of institutions mentioning SF development in 2015-16 was only 20% (18 institutions); in this report this has risen to 77% (88). It is clear from the data that SF has emerged as providing an essential and recognisable contribution to teaching and learning. Senior Fellows are actively promoting and leading on teaching and learning and supporting the development of other staff.

Strategy driven by the widespread attention given to teaching and learning enhancement as a result of the TEF would also account for increasing mentions by UK institutions this year and appears to highlight the promotion of Fellowship and scheme activity as making an impactful contribution to teaching excellence.

Soft factors

These focus on cultural change and the embedding of CPD scheme activity within institutions. Mention of these has also risen significantly since the previous report, particularly raising the profile of teaching and learning and the sharing of good practice.

Increasing engagement in Scholarship of Teaching and Learning (SoTL) and pedagogic research, the growth in networks and communities of practice, are all being associated with a culture change around excellence and the enhancement of teaching and learning. CPD scheme activity is seen as an enabling factor of these developments. These soft areas of impact associated with scheme activity can also be linked back to Fellowship application processes and the visible recognition this brings to teaching and learning and professional development of staff. This is also seen with Fellowship being something that has value to a broader range of staff, particularly those who support student learning outside their academic roles.

One area of potential concern that was highlighted related to where Fellowship becomes the norm as numbers increase; how can interest and engagement in CPD be maintained? Similarly, time and workload are cited as inhibiting wider take up of Fellowship in some instances. Whilst both were mentioned rarely in the feedback, it is worth taking note and considering how these concerns might be addressed.

Overall the impact on institutions clearly shows the centrality of scheme activity on teaching and learning and as an instrument of enhancement of student learning experience; this at a time when strategy is being driven by an emphasis on teaching excellence. Linked to this is the focus on Fellowships and the UKPSF, and changes that are reshaping professional work and careers. These are all contributing to individual staff attitudes and culture change and are discussed further in the final section.

Impact on teaching and learning

This section focuses specifically on the impact of scheme activity upon teaching and learning and the student experience. The feedback reinforces the many positive outcomes associated with CPD scheme activity and the embedding of the UKPSF and Fellowship already highlighted. The crucial areas where the influence of scheme activity is being felt are in the reshaping of the institutional context for teaching and learning and the transformation in staff behaviour and actions. The TEF has had an associated impact on strategy, policy and process and scheme activity offers value in supporting and directing effort for the TEF. The reported impact on staff through all these processes and influences has increased from 41% in 2015-16 to 73% (88 of 114 institutions) of respondents in this report.

Many examples of impact and influence are identified in the review that can provide a stimulus for change. Critical reflection on practice is helping staff to recognize the value of reflecting on teaching, shifting their attention onto the students' experience of teaching and improving their capacity to enhance and develop their practice in the longer term. Growth in confidence with respect to teaching and learning can be seen as teams engage in pedagogic and curriculum enhancement processes.

Senior Fellowship is again a recurrent theme, not only the growth in numbers but also the impact they are having. Of note in this review is the contribution of Associate Fellows (AF) as a resource for teaching and learning. Fellowship is a structured mechanism for understanding pedagogy and critical reflection of practice and targeting early career academics and professional staff for AF instills positive habits from the outset for teaching and learning quality.

Outcomes for students are not easy to demonstrate in order to provide a clear causal relationship between scheme activity and student experience. There was an acceptance across reports that by changing and rethinking how staff practise as a result of engagement in Fellowship/scheme activity, there is a cumulative transformative impact upon the student experience.

The challenge of measuring impact remains an area for focus identified by the scheme leads. The need for evidence is clear, supporting claims in relation to the TEF is one example but it is also necessary for influencing wider ongoing practices with respect to the student learning experience. The further development of tools for measuring impact and their application to practice is needed for the next stage in scheme development.

Overall, the findings from this section reinforced in detail the key messages prevalent throughout the review which is one of positive progress with a shift from potential development being highlighted in 2015-16 reporting, to confident assurances of change having happened in 2016-17 and being embedded. The challenge will be to sustain the embedding that has taken place alongside the ongoing need to respond as policy drivers such as the TEF continue to influence strategy, scheme activity and staff development needs.

Conclusions and areas for further and future development

The annual CPD review process for HEA-accredited schemes provides valuable data both internally and externally of the impact schemes are having on the institutions and more broadly on the sector. Synthesis of the findings from qualitative and quantitative data has shown how schemes have responded to institutional priorities and policy drivers, making an established contribution to the HEP landscape for teaching and learning. It is clear in this current report that scheme leaders have attained a mature level of operational and strategic management of their schemes demonstrating proactivity and agency for future actions and problem resolution. HEA Fellowship and the UKPSF are now firmly embedded in the majority of staff career profiles in reporting UK institutions, which has made Fellowship desirable and a factor in promotions. The evidence from the review is indicative of cumulative impacts emerging as a result of synergies across institutional activity and changes in teaching behaviours for individuals, which can only benefit outcomes for students and student experience.

Future developments:

- How will accredited schemes and HEA Fellowship continue to impact upon and influence the landscape of teaching and learning?
- How will ongoing issues of demand, time and successful completion be addressed?
- As Fellowship capacity increases how will schemes maintain the initial high profile and interest levels?
- There is a clear need for robust measures of impact and evaluation to support scheme contribution and relevance to wider policy, localized goals and sustainability;
- Outreach activity and partnership are areas for further development;
- Data management continues as a particular area of development.

1. Introduction

This is the third annual review of HEA-accredited Continuing Professional Development (CPD) schemes. This report draws on the response of higher education providers (HEPs) awarding HEA Fellowships through accredited CPD schemes in 2016-17. It provides a summary analysis and evaluation of the data provided by scheme leaders.

The purpose of the annual CPD review is to:

- Provide a mechanism for institutions to evaluate the positive impacts, strengths and areas for further development of their accredited provision;
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- 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.

The 2016-17 report builds on the previous two annual review reports and enables commentary on the trends and developments which have taken place over the three years the review process has been in place. Throughout the document, the review offers examples of practice using anonymised extracts from individual reports. These reinforce points emerging from the reviews, allowing conclusions and patterns to emerge across three years of reporting. The review provides evidence on the impact and lifecycle of accredited CPD schemes with respect to their value and contribution to the enhancement of learning and teaching within HEPs. The comparisons made and conclusions drawn may inform scheme leaders when re-/accrediting schemes. This allows narratives of development and progress to be constructed informing future work.

As well as its use by scheme leaders to inform institutional practice, this report provides a valuable resource for Advance HE in planning and developing future work and in understanding how institutions are currently engaging with Fellowships, the UK Professional Standards Framework (UKPSF) and CPD for the purpose of enhancing teaching and learning. The report also provides a resource for the sector by highlighting learning from schemes, disseminating and sharing practice and informing future progress. These points highlight the value of pulling together such annual reports on CPD schemes, and that evaluating and disseminating outcomes to CPD scheme leaders provides a useful evidence base for practice.

The report structure is based on the sections in the template document used to collect data (appendix 3), predominantly Sections 2, 3 and 4. Section 2 reports on the strengths and areas for development identified by the scheme leads. Section 3 focuses on the impact of scheme activity on the institutions and Section 4 on the impact on teaching, learning and student experience. Section 5 is a short chapter summarising key points from Sections 7, 8 and 10 which address the comments by scheme leaders on professional development by scheme team members, and how schemes have engaged beyond their respective institutions to inform developments and their enhancement, as well as providing some feedback to the HEA. Conclusions and implications for future developments are contained in Section 6.

This summary report should be read in conjunction with the HEA Annual Success Data Report 2016-17 which presents the success data from first time submissions through accredited experiential CPD routes. The commentary presented in this report reflects qualitative data from sections 2, 3 and 4 of the annual CPD review 2016-17, which inter-relates with the quantitative data presented in The Success Data Report; the data in this report help to interpret and explain the variables affecting in first time success rates and identify some practice working well to support participants, scheme leaders, mentors and reviewers.

1.1 Methodology

As in the previous iterations of the report the data for the Annual CPD Review were provided in a template. HEPs submitted qualitative and quantitative responses. Sections 2, 3 and 4 of the CPD review provide the focus for analysis, as these targeted specifically strengths and areas for development, impact for the institution and impacts for the student experience/teaching and learning. The inclusion of a summary of key elements mentioned in Sections 7, 8 and 10 provides additional insight into how schemes are developing.

Conclusions and themes are identified using the qualitative data for scheme activity over 2016-17, and trends identified with reference to previous reviews. This review builds on three years of institutional reporting on scheme activity and incorporates responses from longstanding schemes as well as newer and international schemes. In this review all responses are managed as a single data set.

Information was interrogated using thematic analysis alongside some use of numerical frequencies in respect of specific themes. It also involved comparison of findings, identification of trends and identification of examples of good practice, and modelling shared findings on scheme activity. Percentages are generally used to communicate the number of mentions across all the 114 HEPs represented in the data set, although numbers are given in brackets where used in tables.

1.2 Data set

The report includes analysis and commentary on the responses from 114 (HEPs) institutions. In total 114 institutional reviews form the basis of this report (this includes a further 13 institutions reporting for the first time in 2016-17). Of the total group of 114 institutions, 85 institutions have submitted reports in all three reporting years, 19 submitted reports in the last two reporting years and in 2016-17, 10 institutions are reporting for the first time (including three new non-UK institutions). This suggests the dataset provides a strong overview of how schemes have developed and the current pattern of good practice for the sector.

Each theme is discussed in turn, with key points highlighted. The data provide examples of good and interesting practice, represented as extracts from reports in anonymised format. Final conclusions and recommendations are drawn for wider learning and reflection.

2. Strengths and areas for development across schemes

2.1 Introduction

In the 2014-15 review of schemes, four areas were identified as generating significant strengths: **'wider embedding'**, **'capacity and structures'**, **'process support elements'** and **'Virtual Learning Environment (VLE) and resources'**. In the second (2015-16) review, strengths and issues were combined, and the consequence was that issues for the 2014-15 cohort of institutions appeared to be reduced in the second review. In almost every case they were discussed in terms of how they had been addressed or were being addressed by new cycles of accreditation. At the same time, many of the issues identified previously, continued to be highlighted in 2015-16, for example: **time, capacity, demand, workloads, decision-making, and specific Descriptor requirements.**

In the 2015-16 review of schemes there was evidence of significant learning taking place, some of which appeared to be the result of **sharing between networks: externality** for example was a new strength often mentioned. A further example of a strength was **mentoring**. This was reinforced and maintained across both reviews and mentoring is again described as a strength in 2016-17 reports.

The development of **oral assessment** which was widely reported in the first 2014-15 review appeared to have undergone further focus for the purpose of assessment for Senior Fellowship (Descriptor 3) in the 2015-16 review. In this current review for 2016-17, oral assessment again appears to be a growing area of activity frequently mentioned.

In 2015-16, reflections from scheme leaders provided in Section 2 of the template focused upon the **operational aspects** and **embedding** of the schemes. The responses denoted a sense of **proactivity** as well as confidence. Key areas for discussion in 2015-16 included '**process support**', '**resourcing and structures of schemes**', and '**priorities and developments**'. This trend continues within the current report for 2016-17 and evidences additional characteristics indicative of **embedding and maturity of practice**.

Overall, the narrative across reports is of sustained development and embedding as well as learning over the three cycles of review. The outcome is that the section on areas of strength for 2016-17 institutional reports on scheme activity focuses again on **support and operational activities** such as: **panel activity** and **assessments**, the value of **mentoring**, **process elements** associated with scheme activity, and **wider embedding**. There is also a strong thread of reflection on the use of **VLEs** for resource provision, management and tracking.

The areas for further development across schemes in 2016-17 similarly reflect this operational emphasis with issues arising around **completion and referrals**, **training** and **panel management**, **workload** and **time**, as well as **scheme management** and **procedural issues**. Solutions and actions in Section 2 however, show scheme reports targeting these areas proactively and using reaccreditation purposefully and systematically to target enhancement. This suggests that embedding of experience and sharing of expertise across the sector is well established, and that there is a greater understanding of what factors and approaches are most effective for successful scheme operation. Where issues are discussed, it is alongside proposed remedial actions.

2.2 Process support and resourcing of schemes

This section combines a number of areas from the 2016-17 scheme reports. Four key areas are discussed under this heading: **mentoring**, **panel activities**, **process support and management** and **VLEs**. The sustained presence of these areas in institutional reports is an acknowledgment of their importance in ensuring effective scheme operation. Their presence also reinforces their significant role in ensuring success and in establishing the rigour, reliability and credibility of schemes, and of Fellowship. These factors contribute to the broader impact and embedding of Fellowship as a core component in cultural shifts with respect to how learning and teaching are being reframed within institutional processes and systems.

2.2.1 Panel activity and assessment

The importance and contribution of panels and the review/assessment processes emerge clearly across all reports as being both a strength and an issue. Frequent mentions are made of the impact of actions over the 2016-17 review cycle to improve the work of panels and assessment and to reflect on the benefit and impact of this. This suggests scheme leaders have greater clarity on requirements for effective **management** within assessment processes, the **training** of reviewers, **assessment mechanisms** and the **quality and reliability of decision making**. Similarly, schemes have recognised the value of drawing on colleagues for scheme support and benefited from expectations regarding **progression from Senior Fellowship award to reviewer and assessor roles**. The reflections on panels and assessment work highlight issues resolved, challenges overcome, and a focus on ensuring **organisation and capacity** meet the needs of the process, numbers of applicants, and the demands for rigour, clarity and validity.

Completion rates, **referrals**, **reviewer time** and **workload** are raised as issues across a few reports (<10%). These were however issues which scheme leaders were working proactively to address, through for example **enhanced guidance**, **training**, promotion of the scheme and **recruitment**, targeting **workload** and **systematising resubmissions**.

With respect to positive comments about panels, scheme leaders spoke with confidence and appreciation of:

- The work undertaken by schemes to **enhance and clarify panel processes** and their organisation, and its impact (>75%). This includes comments on the strength of moderation processes and external support. Visible senior management support, where mentioned, was associated with the role of panel chair;
- Revision to timings of panels and **enhanced referral processes**, in some cases using oral mechanisms to facilitate and speed resubmission, or using targeted support (>35%);
- The **value of panels for learning**, sharing and dissemination. Scheme leads highlight the value of shadowing panels, 'empty seat' approaches to training, the strengths of standardisation activity, and observer roles to enhance training and promotion of panel work.
- The **achievement of capacity** with for example diverse pools of assessors, a mix of staff, use of externals and internal members to support decisions and as panel members. The contribution of externals to quality assurance and enhancement was frequently acknowledged (25%). In a few rare cases **workload** for reviewers/assessors was discussed as attracting formal acknowledgment and **allowances**. More frequently, the challenge of workload was being managed with actions on panel timing, allocation of applications, growth in numbers and expertise, and increased attention to support activity management of submissions.

Extracts from reports showing strengths associated with panel activity include:

"The use of the Fellowship Panels for identifying and sharing best practice, together with other reward and recognition schemes has enabled the development of a network for sharing practice. This has now been formalised in the development of an on-line directory, which provides staff with a platform for sharing practice. We still have work to do with regards to opportunities for cross-institutional dissemination of practice through seminars etc."

"The Pre-Board convened by a Principal Fellow who is not engaged in the scheme, and attended by the External together with invited reviewers who attend only to discuss the applications they reviewed when the decision making was challenging. The 'empty seat' at the Board, which enables someone whose role involves them in teaching and/or the support of learning to observe due process."

"Using a large pool of internal and external reviewers from across the disciplines adds richness and robustness to the decision-making process, calibrating approaches."

The above extracts indicate the widely-stated value of panels for dissemination and learning across schemes. Administration around schemes is also seen as a challenge to which HEPs are responding proactively as highlighted here:

"As the scheme developed we began to see more applications at each panel meeting. This meant there was more administration needed for each meeting (i.e. collating applications, matching applications with assessors, communicating with assessors, collating reports, etc.). To respond to this we have moved to a paperless system, where applications are saved in a central online storage area and assessors are directed there to complete their reports. This has been working very well and feedback suggests this is preferable to receiving and completing the assessments via email."

Within reports from scheme leaders, referrals are described frequently as attracting specific solutions that involve formalised processes as the following indicates:

“Built into the newly accredited scheme are a number of referral options, namely: Minor omissions – that can be made good via a further 10-minute presentation at a re-convened panel soon afterward; Major revisions – that require the claim to be presented in full at a future panel; Not yet ready – which can be used infrequently where participants need further experience / development in their role before being able to present a sufficient case. The above distinction is working particularly well with the Minor Omissions referral process being used effectively for cases that are a “near miss”. It is a much more satisfactory approach and less onerous for all concerned. All referral categories have been utilised appropriately during the 2016/17 academic year.”

An interesting development within the 2016-17 reviews was mention of oral routes being adopted for assessment. Forty-five institutions talked of oral activity for assessment purposes or to enhance referrals. Examples were also given of vivas, oral presentations, and verbal uploads being used. In particular oral activity was associated with Senior Fellowship and discussed in the context of enhancing specific discipline needs.

The following extracts illustrate how the targeted application of dialogue within fellowship is benefitting scheme outcomes and wider learning:

“The incorporation of a dialogue focused on a peer observation has had a positive impact on the effectiveness of the peer observation process. Discussing an observation with an independent mentor allows participants to reflect on and engage more actively with learning from the peer observation process.”

“The professional dialogue submissions have highlighted innovative and engaging discipline practices and these are now being shared with the wider pedagogical community through a dedicated sharing of good practice web page. This collegiate nature and the teaching ethos at the university has supported our success in the doubling of Senior Fellowship awards from 2015/16 to 16/17. The collegial, developmental nature of the scheme, the peer coaching and the professional dialogue encourages colleagues to engage deeply in their teaching practices.”

Particular benefits also emerge around dialogue linked to the Scholarship of Learning and Teaching (SoTL), Senior Fellowship and wider dissemination:

“The accredited scheme is distinctive in being centred around the development of a single teaching innovation, presented in the context of participants’ overall development (Associate Fellowship) and a scholarly teaching project intended to strengthen the participant’s practice further (Fellowship).... All Fellowship-level participants are expected to record an oral presentation, as preparation to encourage them to develop their scholarly projects into a future conference presentation or journal article. Our external moderator in 2016-17 described the oral presentations as a “great strength” of the accredited scheme. Participants themselves have described the working relationships they develop with their peers as one of its great strengths and benefits.”

“The oral presentation mode for claims continues to work well for us, both an effective and time-efficient means to evaluate claims, but also - more importantly - to embed a culture of disseminating good practice - ‘talking about teaching’. Teaching staff’s excellent practice identified at their presentations have led to invitations to share practice at our Teaching Forum and our new Learning and Teaching Conference, held for the first time in June 2017.”

2.2.2 Improvement opportunities

In terms of issues identified around **panel activity and assessment**, it is notable how few issues and areas for development were specifically flagged. The majority of issues that were voiced within scheme leader reflections were often linked to completion rates (10%), and assessor workload and availability (18%). A further handful of institutions make specific reference to **challenges of Descriptor 3 completions and referrals**. It appears scheme activity in respect of Senior Fellowship is now well established and operating sustainably. Only occasionally (single comments) is Descriptor 4 now identified as an issue. The suggestion is that capacity to support this is still being developed, largely through direct applications to the HEA Principal Fellowship. The focus for the schemes is on supporting applications.

Similar levels of **concern** emerge around **decision-making** (three HEPs), **poor reflection** (2), **feedback issues** (3), **conflict of interest** (2) and **plagiarism** (2). These issues are linked within scheme reports to actions such as enhancing training, clarity of guidance, additional workshop, enhancement of panel systems, and structuring in support. These all imply that schemes are now well-versed in the range of potential solutions and able to resolve problems of this nature appropriately. Interestingly, where in the past SoTL was widely referred to as an issue of concern, in this round of CPD scheme review it is seldom mentioned except as an area of improvement.

2.2.3 Use of mentors

Mentoring continues to be important across schemes in 2016-17. Numbers of mentions across the board suggest it is now regarded as an **essential component** within the process and is viewed as a significant factor in assuring success and completions. It is widely highlighted as **contributing to success** within claims with 61% (69/114) of HEPs reflecting on the value of mentoring in this context.

Several institutions discuss mentoring and devolved support for applicants using the input of **'Champions', School Leads**, and **distributed mechanisms**. Over a third of institutions (36%) talked of using mentors in this way. A quarter of schemes refer to the value of sharing, dissemination and networking across schemes in relation to mentoring. It is clear that mentoring is now regarded as playing a very valuable and crucial role in the effective working of schemes for experienced staff. A small group of schemes (four HEPs) refer to the use of mentors in peer observation for fellowship in accredited experiential schemes. The use of mentors for formal observation on accredited taught programmes is well-established.

Mentor **workload** and **work relief** are again mentioned by scheme leads, although this appears a minimal issue across 2016-17 annual reviews, being raised specifically by under 10% of scheme leaders. On the other hand, a quarter of scheme leaders identify actions in terms of **promotion and recruitment of mentors**, their **training**, and in building **devolved lead systems** to enhance the reach of scheme activity. The suggestion is that in annual CPD scheme review 2016-17 there is far greater recognition and acknowledgment of the **contribution and value of mentors**. Again, it appears that the dissemination of good practice has informed widespread adoption of mentoring within support processes.

"Mentorship, when taken up, has been successful in supporting staff especially following referral. Mentorship is now being offered following attendance at introductory workshops rather than post referral."

Extracts below show the impact of mentoring:

"We have a model whereby members of staff from across the institution support colleagues through the process of developing a claim (akin to a mentoring relationship). These are known as Professional Standards Advisors (PSAs). All PSAs are recognised at Descriptor 3 or Descriptor 4 or are working towards it. Those who have completed the experiential route are very positive about their relationship with their PSA and value the support that they have received. This

support model is also contributing to the low referral rate on our CPD Scheme; staff generally produce high quality submissions (including documentary and dialogue) for consideration at the Single Recognition Panel due to the level of support they receive.”

“A particular strength of our CPD scheme is that all applicants are assigned an individual mentor. Mentors are drawn from those who already hold a fellowship and/or have been through the School's CPD scheme. Each applicant is entitled to three hours of mentoring to include feedback on a full submission draft and/or rehearsal for their presentation. The feedback from many applicants has been that time spent with their mentors has been invaluable not only in understanding the HEA language but also in helping them to reflect on their teaching and how to present this for submission.”

New models of mentoring are also being developed and trialled to deal with capacity and strengthen peer sharing:

“We have evolved the means by which we support colleagues away from individual mentoring and towards group mentoring. This has proved both popular and beneficial since colleagues are able to learn from each other and have had informal opportunities to disseminate good practice. We have capitalised on this by encouraging our Schools to make this dissemination more formal, resulting in an increase in School-based "show-and-tell" events focusing specifically on learning and teaching.”

“...the Mentoring Circles which enable individuals to provide support to each other, as well as meeting their own particular needs. We know there is a correlation between attendance at the circles and the award of Fellowship, therefore we continue to advocate their worth.”

Outcomes from developments in mentoring are impacting on CPD and wider networking too:

“Another area we are trying to develop, as a result of the strong demand for Fellowship claims, is to grow the pool of mentors that are available to support new applications. For that reason, we have tried to make the mentors' training as accessible as possible. We are now offering webinars (delivered via Adobe Connect) where we invite staff wishing to act as mentors to engage with experienced mentors online. The Scheme Lead facilitates the process and mentors are able to engage, discuss mentoring roles and exchange practice. The delivery of mentors' training via a webinar has worked very well as it has streamlined the process and has provided an online forum for relevant discussions to take place.”

“A key success of the scheme has been the development of a community of practice within the Principal/Senior Fellow network. A cascade model of mentorship has enabled the scheme leader to devolve the mentorship of Fellowship (Descriptor 2) and many Senior Fellow applicants to experienced faculty mentors who are also scheme assessors.”

2.2.4 Scheme support and process management

Within this area it is again clear that a lot of learning has taken place and that schemes are operating with considerable assurance, having built on past experience. There is considerable reflection on the impact and value of having developed or developing strong management of process with respect to applications. This emerges through scheme leaders' comments in 75% of reviews (86/114) about the use of targeted resources and support, specific reference to **application management** and **diagnostic activities** as well as **use of templates**. **Tracking** of progress/numbers is raised in 18% of reviews (9/114) either in connection to HR and data gathering, or as tracking of submissions,

progress, and award. This is frequently associated with developments to VLE systems and processes or the contribution of administrator roles.

Management of the Fellowship process is a significant area of progress and development according to scheme reports. It has resulted in multiple reflections on the success and impact of such **strengthened systems**, and how these have led to improved confidence on the part of both the applicants and the schemes themselves.

Workshops, in particular the adoption of writing workshops, were a focus for development in the 2015-16 reports, and these are now widely applied. This year's reports suggest resources have been enhanced and expanded targeting specific requirements.

Extracts show the structuring of systems and resources to support Fellowship application:

"The Scheme provides a combination of online and face-to-face support to scaffold the applicants for their HEA Fellowship. Staff have the scope to attend initial Introductory Sessions, Writing Workshops and Writing Retreats which aim to get initial planning and writing of first drafts undertaken whilst providing practical support, guidance and answering questions. In addition, mentoring, email guidance and a range of online resources support the more formal sessions. Applicants are able to select the support which is most suitable for their individual circumstances."

"We have increasingly personalised the guidance notes drawn from the HEA and have included new resources such as a video briefing; writing templates; advice on features of successful claims; and pedagogical literature."

"The Scheme Reading List provides staff with online links to the library resources to support their applications. The list is broken down into sections to guide staff towards relevant literature, which underpins their practice."

"We have now developed a collection of exemplars for Descriptors 1-3; these are not whole submissions but commented elements, helping participants to understand how a reviewer will evaluate the evidence, what good evidence looks like and typical areas which are underdeveloped."

Other schemes are working on devolved support or use of cohorts to strengthen application process management and rationalise activity:

"Once they have attended workshops it is down to the advisors in the departments to support staff in developing their application further. The Champions work in different ways with some assigning an advisor once applicants have registered interest. Other departments have taken a collective approach to running their own support workshops. On occasion departments have asked the Director of the Scheme to run a bespoke workshop. Feedback on draft applications is organised within departments."

"The new cohort approach, which we have introduced over the last year in our experiential route, has seen greater engagement and achievement of professional recognition by our experienced teaching staff. Evaluation indicates that where staff engage in the structured workshops and seek and gain feedback on draft submission that approximately 90% will submit a claim for professional recognition."

Tracking of progress is high on the agenda for schemes as mentioned above. This may be linked to the provision of evidence for TEF, Key Performance Indicators (KPIs), and the embedding of reporting on staff CPD/Fellowship engagement within operational systems:

“An institutional online tracker tool provides timely reports demonstrating progress against targets for Fellowship, with a traffic light system, of completions, progressors & non-engagers. The tool has given us the ability to accurately report progress against target for salaried academic staff.”

“Central administration of scheme by Learning and Teaching Enhancement has improved recording of achievement as well as records in general in collaboration with HR (to record leavers and starters with fellowships and therefore keep records up to date).”

Tracking is also often presented as an area for ongoing actions as in the example below, which identifies three clear targets:

- iTrent database with live data facilitating more accurate recording of information on academics with Fellowship set up and maintained including monthly reports to and from iTrent: this is shared with individual schools on a regular basis.
- Electronic recording of staff attending introductory workshops, submitting drafts etc. and facilitating targeting/follow up to support academics more efficiently and effectively.
- Ongoing support from schools e.g. mentoring by Fellows/Senior/Principal Fellows, nominating and providing time in PDR (35-50 hours recommended) for staff to achieve Fellowship.

These targets illustrate how across scheme reports actions are aligned to purposeful resolution of issues, and also the importance of data and tracking for schemes.

Reflecting the interest in managing fellowship processes, **resource development** has been an aspect of scheme activity that has featured highly in annual CPD reviews of the past two years. Attention was given initially to capacity building. Subsequently, the streamlining of process and development of mechanisms to effect and support successful completions were important areas of work in 2015-16. This has yielded fruit in the predominance of positive comments within current CPD scheme reports and in the proactivity of those actions associated with issues.

In examining responses under this heading for 2016-17 reports, it is apparent that considerable progress has been made around:

1. Development of **targeted resources to support Fellowship** as well as the use of templates to aid the initial planning of applicants towards identifying the focus and evidence required for their Fellowship claim; alongside this, diagnostic tools appear well established alongside guidance and resources to clarify levels (48%).
2. Additionally, the **use of portfolios to structure** evidence and reflection for Fellowship is well advanced (20%).

Portfolios are being used to support and structure Fellowship claims in these extracts:

“The key strength of the scheme and its unique feature is the capacity for staff to apply through the submission of a portfolio of evidence rather than the written route – challenging for certain disciplines. The portfolio route enables staff to provide evidence of their teaching in a non-written format based on the innovative teaching and learning methods they employ when teaching students on a one-to-one basis.”

In fact, management of the application process using such resources is discussed in a range of forms across all CPD scheme reflections as constituting both a strength and positive component in how the scheme currently operates.

Further to this aspect of scheme activity, 50% of all schemes in 2016-17 identify **workshop** use as being a positive element within Fellowship application support. Such workshop activity embraces or is supported by **writing retreats** which are now operating strongly and mentioned specifically by

30% of schemes. Other instances that are specifically valued for their impact include: **induction workshops** (16%), and the introduction of reflection and bespoke workshops into scheme processes (16%). Such activities are however commonplace in scheme practice and mentions here may reflect particular instances where institutions have engaged in targeted (or recent) development of these mechanisms. For example, these are explicitly linked with outreach initiatives (such as colleges and institutions abroad) and responsiveness to local and discipline agendas.

Frequency of delivery and access are also positive factors within workshop effectiveness. Drop-in sessions appear to be gaining value for a small number of institutions (<10%) as exemplified below:

“[A Fellowship] workbook providing a structure and guidance for the portfolio aspect has been adopted in 2016-17. A suite of rooms is used on a drop-in basis so candidates can work on their portfolio. This is located next to the Programme Leaders’ office, therefore support and advice is on-hand.”

Finally, under this heading it is worth flagging up that **reaccreditation** continues to be viewed as a valuable opportunity to refine systems and processes. This may reflect the broader understanding of accreditation requirements and clarification of good practice from the HEA.

“The HEA Annual Report for CPD Schemes provided a useful starter for our year of reflection and review to plan for re-accreditation.”

2.2.5 Developments in VLE support

The use of a **Virtual Learning Environment (VLE)** to provide a structure for and repository of resources for supporting and managing Fellowship applications is viewed positively by approximately 60% of scheme leads. They reflect on how they have used the VLE to develop **online resources and systems** to support completion (22% respondents). Examples include the design of blended environments or online modules for support of Fellowship, in particular where campuses are diverse or dispersed.

The VLE is also providing value in **its support and tracking of submissions** and through **online assessment processes**, employment of e-portfolios and even as an environment for **managing assessment** and feedback. According to reports, this has helped counter plagiarism, conflicts of interest and eased access to submissions for assessors. Use of VLEs enables the adoption of rolling panels and increased flexibility around deadlines, ensuring timely completion across submission cycles. This can make judgement processes and moderation more streamlined and effective. It appears particularly crucial for members of staff as a **mechanism of support** where **conflicting priorities, workloads**, convenience and **physical access of events** is a challenge. Comments include:

“As reported previously, the use of e-portfolios is one of the positive features of the scheme. Using Pebble+ allows for the sharing of drafts for comment while preventing the duplication and waste associated with hard-copies. We continue to refine the template of the e-portfolio in the light of experience and with the aim of modelling good practices to participants and taking advantage of the continuing development of the platform.”

“We plan to increase the provision of online learning objects to support specific Dimensions of the UKPSF, building on the success of the existing ones, such as that for K4.”

Within CPD scheme reports the VLE is seen as an enabler and a convenience especially where acting as a repository or one-stop entry point. Future actions for a small number of HEPs (10%) include: enhancement of resource provision, online submission, e-portfolio development, online feedback, and more widely for data tracking or linked to HR collaboration.

2.2.6 Wider embedding

In 2016-17 CPD reports, wider embedding appears an established thread for scheme activities. Key areas that emerge from the reflective comments by scheme leaders include more functional activity such as **models of embedding**, development of **diverse pathways**, wider **collaboration with HR** and **tracking**, and alignment to **institutional priorities**.

In addition, access and engagement through **communities of practice and networks** emerge again as threads within narratives, as well as engagement with **hard to reach disciplines** and groups, and **partnership**, especially with **outreach partners** (colleges, institutions abroad). Indications are that as schemes have become embedded they are focusing on specific aspects of embedding to target evolving priorities and needs.

With respect to senior manager involvement, the 2014-15 review particularly emphasised the importance of having **senior** and **wider management buy-in**. This need for senior management backing clearly reflected the early stage of scheme growth. In the second (2015-16) round of reports, the use of management in building **engagement** was again identified as a positive factor in scheme activity. In the 2016-17 review, **use of senior management** appears more established with schemes highlighting the role and impact of line and other managers for **chairing panels** and in **celebrations of award**. Just over 12% reflect on the value and impact of celebrations, senior manager involvement, and collaborations with HR.

Further evidence of wider embedding from comments by a quarter of respondents reflect the value and usefulness of:

- distributed models to enhance engagement;
- the increased awareness of teaching and learning issues across disciplines and institution;
- as well as the existence of broader growth in engagement.

Further, 22% of scheme leaders identify how schemes increasingly link to and reflect wider **institutional priorities or targets**. The tone of responses suggests schemes are very much becoming an established component of the university landscape for teaching and learning. This is also supported by the 'matter of fact' discussion of actions and issues in relation to embedding: in all cases, actions and issues simply reflect awareness of the need to respond further to develop and build impact across these areas.

Mentors are, as mentioned earlier, a crucial component of schemes' success and wider embedding. The use of mentors, champions, school leads, and devolved and distributed support across schemes reflects how their use has evolved around local agendas and in providing discipline support of a more focused nature (61%).

Several schemes are presented as having a more **inclusive approach** (28%). Descriptor 1 (Associate Fellowship) and the involvement of **professional service staff** as well as **early career academic staff** (PGRs) are identified as being a growth area (20%).

The increased interest of experienced staff in Senior Fellowship is also mentioned in general terms as a positive trend. This is being supported by Senior Fellowship networks within institutions and higher profiling of this Descriptor in many cases.

Network development is not highlighted as frequently as an area of impact in this review. As a whole across the reports, responses discuss networks, sharing, communication and communities of practice positively when they do mention them, indicating they form important elements in wider embedding, profile-raising and outreach (40% of mentions).

2.2.7 External input to scheme activity

Externality is mentioned far less in the 2016-17 review than in previous scheme reviews, although scheme leaders regard their work as benefitting significantly from the input and support of external examiners, reviewers or evaluation. From the examples provided by scheme leaders, externality

continues as an important area of growth and development associated with quality enhancement, panel work, reaccreditation and learning. The greater use of external roles (critical friend, examiner, reviewer), also emerges within comments in sections 8 and 10 of the template document. This development may reflect recent clarifications to the external role and remit by the HEA, and an associated change to accreditation policy in 2016-17 (section 4.6). It reinforces the conclusion that HEA scheme accreditation policy has significantly shaped and influenced practice.

2.3 Priorities, developments, issues and solutions

In the 2014-15 review, there were a number of issues of general and shared concern: such as the importance of mentors and training; managing panels; making judgments, especially for Descriptors 3 and 4 (Senior and Principal Fellowship); concerns about assessments and in particular the issue of time around the completing of a claim. In the second review, 2015-16, issues were conflated with strengths. In the current review, the original group of submitting institutions appears to have reframed many of their issues and concerns appearing as **on-going considerations** reflecting trends in the previous 2015-16 review. **Time issues** emerged across the board in review cycle one and these continue to be a focus of attention in the current review for 2016-17, with some institutions prioritising the need for some form of workload allowance attached to panel and mentor activity. This is an ongoing discussion and it appears may relate to appropriate reward and recognition as well as enabling staff.

Increasingly, scheme leaders present interventions as part of an **enhancement or strengthening of practice**. Such interventions are frequently linked to reaccreditation, or mentioned as being part of a proactive development, and they reflect confidence about what is required to resolve an issue.

A very strong indicator of the fact that schemes have developed maturity and confidence can be seen in table 1 given below which exemplifies how institutions can highlight strengths, identify issues and target associated or developmental actions. Although this is adapted from one individual anonymised extract, the lists given here typify some of the common approaches taken by schemes and reflect comments by the scheme leads.

Table 1: An adapted and anonymised extract showing common strengths, issues, and the planned actions as part of a 'typical' scheme's strategic response

Strengths	Challenges	Actions
<p>1. Extremely useful evidence towards promotion, applications for awards and local student education fellowships.</p> <p>2. Having the scheme in place is a strong indicator of the university's valuing of effective learning and teaching.</p> <p>3. The scheme is thorough, positively quality assured and highly regarded by the External Reviewer.</p> <p>4. Administrative and QA processes are tightly adhered to.</p> <p>5. The scheme provides a</p>	<p>1. The time and resource required to support achievement.</p> <p>2. Single application route perceived to be restrictive/inflexible by some.</p> <p>3. Resourcing of scheme is a concern for the future.</p> <p>4. Scalability of the scheme is a concern.</p> <p>5. Finding time to complete application can be a challenge.</p> <p>6. Small number of D4 applicants felt decision-making process had been inappropriate at this level.</p>	<p>a) Bring scheme in line with HEA requirements (in terms of quantity of work involved).</p> <p>b) Ensure effective resourcing of support centrally and locally.</p> <p>c) Develop marketing of CPD scheme to support engagement.</p> <p>d) Review resourcing and scheme requirements to ensure sustainability and scalability.</p> <p>e) Build scheme into wider CPD framework including integration with HR processes where appropriate.</p>

<p>valuable opportunity to reflect on practice.</p> <p>6. Support workshops are valuable.</p> <p>7. Strong consistency between reviewers.</p> <p>8. Quality of process and outcomes is excellent.</p> <p>9. Administration and adherence to HE.</p>	<p>7. Administrative processes, whilst thorough, are cumbersome and overly paper-based.</p> <p>8. Large quantity of feedback given to applicants is commendable but may be restrictive to scaling up and not wholly necessary.</p> <p>9. Appropriateness of continuing to award at D4 given low number of applicants and, therefore, lack of continuous internal reviewing experience.</p>	<p>f) Deliver more support workshops.</p> <p>g) Provide greater access to mentoring from those who have been through process previously.</p> <p>h) Create enhanced online support resources.</p> <p>i) Ensure sufficient resources – develop local mentors and reviewers as intended as part of pilot scheme.</p> <p>j) Develop more structured application process to support applicants.</p> <p>k) Develop support mechanisms to include writing retreats and school/discipline-based support.</p> <p>l) Review feedback expectations and process, consider introduction of a template.</p> <p>m) Discontinue accreditation at Descriptor 4.</p>
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2.3.1 The characteristics of success for accredited schemes

An interesting finding overall from the qualitative data is how across all schemes in the data set, the narrative reflects **continuity of approach**, the **value of learning lessons from others**, as well as the **usefulness of the reports** and how **re-accreditation** informs scheme design and activity.

There is a considerable number of shared issues and strengths that reflect a commonality of experience in designing and managing processes of Fellowship in spite of individual contextual differences. The outcome from this generates a collection of common elements within schemes and for their work in a HEP. These are detailed in **appendix 1**. As a result of the growing wealth of resources to inform schemes provided within such reports as this review, and the case studies of practice accessible through the HEA, new institutions and those undergoing re-accreditation can use these and the examples provided above to prompt enhancement across scheme activity.

By drawing together the key factors from reviews it is possible to identify the key factors contributing to success around schemes and within the range of activity. In particular, **appendix 2** offers a useful overview of the factors that are having the most impact on success for schemes across three stages of any Fellowship process. These factors are common across both UK and non-UK submissions in 2016-17.

2.4 Concluding thoughts on Section 2

The analysis of responses from this review suggests the growth in maturity, confidence and experience across the sector noted in the 2015-16 has continued in the 2016-17 annual CPD reviews. There are significant strengths reported across schemes. These strengths appear to reflect understanding of those factors that contribute to success, such as establishing and enhancement of systems, processes, support and application management tools; use of the VLE; strength in panel process; and wider tools for institution embedding. They may also reflect the influence upon schemes of HEA accreditation policy and requirements.

Schemes continue to respond to issues in a proactive and strategic way drawing on the growth in shared understandings of success factors and the benefits of re-accreditation. This learning from experience is reflected in the experiences of non-UK schemes, and their comments reflect this shared understanding of Fellowship.

The key areas for future work appear again to be **outreach** and an interest in **data collection** as well as exploring evidence to inform future developments and, more importantly, to impact on the wider recognition and impact of scheme activity.

3. Impact on institutions

3.1 Introduction

This section draws on reflections made by scheme leads in response to Section 3 about how accredited CPD schemes were impacting across institutions. Institutional responses to this section align closely with Section 4 where schemes are asked to reflect on impact with a particular focus on teaching and learning, and the student experience.

The 2014-15 annual CPD review of accredited schemes produced impact factors, which were grouped into two types: hard and soft factors. These are associated with organisational change.

In the 2015-16 review, these factors reappeared for the most part, and showed that a number of hard impact factors had been consolidated. **CPD development, HR systems and processes for career, changes to promotions and employment** have generally experienced widespread and systematic revision with UKPSF embedded across areas and career profiles. CPD development beyond fellowship was mentioned across all 2015-16 reports as a goal.

In 2016-17 reports, this is less visible although its incorporation is implied in references to Performance Development Review (PDR)/appraisal.

Specific mention was also made in 2014-15 of how particular groups were being developed, and targeted in scheme activity. This related in particular to efforts promoting **Senior Fellowship** and **Postgraduates who teach**. In the previous review, Descriptor 3 (Senior Fellowship) was targeted to support capacity building for assessment and mentoring. Subsequently, Senior Fellows in the 2015-16 review were discussed as a wider leadership resource. This trajectory in role profile for Senior Fellowship continues within the 2016-17 reports, and highlights **Senior Fellows** as having a **leadership role and influence** on how teaching and learning enhancement is gathering impetus beyond and through scheme activity.

In 2015-16 reviews, work with specific groups such as postgraduates who teach, and Associate Fellows showed a number of schemes extending their reach with these groups. In the 2016-17 review, the message from scheme leaders, as highlighted in the previous chapter, is one of **inclusivity**, and **strategically targeting and developing** wider groups. Reviews reflect on how **Professional Services** have engaged with Fellowships, along with partner institutions, and wider

groups of hourly-paid staff. Postgraduates who teach are discussed as a central resource for development, targeting wider teaching and learning enhancement.

In 2015-16, **senior manager involvement**, also highlighted in Section 2, continued to play an important role for CPD schemes. **Institutional targets** continued to drive the agenda. Strategic priorities, particularly with the emergence of **teaching excellence**, were an issue and priority for many respondents. In 2016-17 reviews, these drivers appear again and gathered momentum. The work of schemes is now viewed as having a core function in wider embedding of learning and teaching enhancement. This implies schemes have become established within HEPs as one among many tools of enhancement by being linked to professional Fellowship, recognition and the UKPSF.

In this section, the report provides a comparison in percentage terms with 2015-16 impact evidence. The impact factors that are identified in scheme leader comments for 2016-17 are very similar to those of the 2015-16 cycle of review but in a number of instances these have intensified in this review. Hard and soft factors are again used to explore these themes and to provide the comparison between the two review years.

1. **Hard factors** relate to systems, processes, targets, and changes to strategy and policies, as well as how institutions have introduced specific interventions focusing on staff careers and roles, managing and reporting;
2. **Soft factors** address culture change through for example communities of practice and sharing, growth in numbers and participation, celebration and changes to how teaching and learning are being profiled.

While the number of institutions reviewed is slightly larger, the very clear increase in mentions for many of the impact factors identified in 2015-16 reinforces the trends of earlier reviews, that the work of schemes, the impact of Fellowship, and the growing wider emphasis on teaching excellence appear to have acquired a central function within an array of related institution systems and processes targeting teaching and learning. This is a significant indicator for how teaching and learning is being changed and re-profiled within the institution.

3.2 Hard factors being influenced by scheme activity

This section draws on the table used in the 2015-16 review to show how shifts in emphasis and activity have developed over the current cycle of review. In nearly every instance mentioned below (table 2) the percentages of institutions referring to these **hard impact factors** have increased significantly. However, where the figures have not grown, it is assumed that this is because these impact factors as areas of activity have reduced in significance and/or the impact and area of work is well embedded as part of the institutional scheme landscape.

Table 2: List of types of hard impact mentioned in 2015-16 showing increases in 2016-17

Item	Type of Impact – hard factors	2015-16 % number of Institutions (total 109 institutions)	2016-17 % number of institutions (total 114 institutions)
1	Recruitment, career and promotion changes	48% (43)	76% (87)
2	Appraisal and annual performance review	17% (15)	21% (24)
3	Extension of CPD activity	31% (27)	51% (58)
4	Specific reference to mapping CPD to fellowship	13% (11)	35% (40)

5	Collaboration with HR, HR and staff transitions	8% (7)	4% (5)
6	Use of targets	25% (22)	26% (30)
7	Strategy, inclusion in plans etc.	30% (26)	55% (63)
8	Manager involvement (panels, targeting, local activity)	24% (21)	25% (28)
9	Impact with specific groups e.g. IT, GTA, service, ALs	19% (17)	24% (27)
10	Senior Fellow development	20% (18)	77% (88)
11	Specific new initiatives led by Fellows, e.g. funding, CATE, NTFS, new roles	33% (29)	72% (82)

3.2.1 Staffing, CPD and Promotion Factors

What is immediately apparent is that the earlier synergy identified between Fellowship and career progression as an area of impact has yielded results. The 2015-16 review suggested Fellowships were providing a mechanism for imposing some order for **career progression**. This was then identified as relating to how academic routes and job descriptions were being mapped to Fellowship.

In 2016-17 review, the process of embedding the UKPSF in career structures and reward is clearly well advanced within the majority of institutions. Mapping teaching and learning to UKPSF Descriptors is now almost universally applied. HEA Fellowship and the UKPSF Descriptors now provide an established mechanism of recognition and formalised award aligned to career progression within HEPs. Mention of Fellowship in promotion, as a topic for discussion in PDR (appraisal) and for probation, is widely established in the sector. Senior or Principal Fellowship appear desirable Fellowship awards for promotion to Reader and Professorial roles and are encouraged for senior managers. This development is increasingly tied to ongoing (annual) review for staff across areas of practice. Hence the requirement to discuss Fellowship and occasionally good standing activity within the PDR process appears to have become part of the institutional discourse within schools, faculties and in reporting to Heads and from Heads upwards. CPD is therefore expected and desired as part of this activity and is supported by scheme representatives and more widely through the mapping of CPD activity to Fellowship. This is illustrated by the following quotes:

“The CPD scheme is seen as a central force in promoting the institutional cultures for recognizing and rewarding teaching linked to promotion. [The institution] has increased the number of academics gaining promotion to Senior Lectureship and Readership through excellence in teaching, and the scheme is regarded as integral to this process by the staff and management across the institutes.”

The CPD Scheme continues to have impact within the University. First, the HR appointment and employment processes has changed, stating that fellowship of the HEA is now an essential criterion for all Academic posts Professional Services Staff are also encouraged to obtain fellowship as part of their SRD.”

“XX University has a strategic objective to increase the number of teaching and learning facing staff with HEA recognition; this is identified as a priority in the institutional Corporate Plan 2015-2021. The CPD programme is central to this objective.”

“The annual Development and Performance Appraisal meetings for individual staff are being used to set individual targets for recognition. Monitoring of engagement with the CPD scheme is the responsibility of the University’s Quality in Learning and Teaching committee, which receives regular reports.”

This is culminating in substantive shifts in the professional career pathway for teaching and learning as the extract below shows:

“We now have a ‘learning and teaching’ job family with an established path up to full professor and job level descriptors and promotion criteria have been reviewed to produce a fairer, more transparent process. The change involved redefining job level descriptors with clear, transparent promotion criteria from assistant teaching fellow all the way up to Professor. Also, a career path is maintained to an equally senior and valued role with the same salary potential for those who do not wish to research and therefore for whom the route to Professor would not be possible. Educational qualification and HEA recognition has been explicitly written in to these promotion criteria.”

And as a consequence, the shifts are influencing teaching and learning enhancement, change management and leadership activity:

“In 2016 the University revised its Academic Promotion criteria for Principal Lecturer/Reader and Professor. This created three distinct pathways focused on: teaching and scholarship or research or enterprise and innovation. The teaching and scholarship pathway rewards innovation in teaching & learning, course delivery, external collaborations and contributions to scholarship.”

“All current Heads of School now hold a category of fellowship and actively support staff to either gain fellowship or where relevant work towards Senior Fellowship. Each Faculty has at least one Teaching Professor post and the Teaching Prof career track has three levels to champion the CPD scheme as part of an embedded approach to enhancing teaching and learning practices.”

The interest of staff in Fellowships at Descriptor 3 and also Descriptor 4 is an outcome affected by the reframing of career structures and expectations. How institutions have incorporated Senior and Principal Fellowship into promotions requirements does however vary as is evident below. The shift is also influencing expectations and promotional targets for senior managers as illustrated here:

“The increase in Senior Fellows (for which there is no target) can be linked to colleagues gaining a greater awareness of UKPSF and the national importance of having Fellowship status, and the two senior colleagues who successfully gained Principal Fellowship in the previous year now chair panels and help to promote Senior Fellowship with senior colleagues. The success of the two Principal Fellows has sent out powerful messages to senior colleagues, with an increased number now looking at Principal Fellowship applications. Even though this falls outside of the Scheme (Descriptors 1-3), this shows the culture change and increase interest from key staff.”

“Several new roles have been developed at Grades 9 and 10 (Course Director and Head of Subject respectively) that have had gaining Senior Fellowship within a specific timescale built into their job description.”

What is less clear across the sector is the relationship between professorial work and Principal Fellowship. There appears to be an assumed link in some HEPs, yet the blurring of expectations for Descriptor 3 or Descriptor 4 around professorial requirements suggests further clarity is required as these examples show:

“Senior Fellowship is a minimum requirement for any staff wishing to become Professors of Learning and Teaching at the University.”

“Principal Fellowship has been specified as one of the indicators of quality for those applying for Reader or Professor in L&T under the new promotions route.”

“Several staff members are now seeking recognition at Descriptor 4 and this is starting to be seen as a desirable accolade and one to be aspired to for those in academic leadership positions.”

3.2.2 Factors focusing on Senior Fellowship

Fellowship is established and has become part of the systems in respect of the support of practice and in staff development. What is particularly striking within this cycle of review however is the shift in focus onto Senior Fellowship (Descriptor 3). Hitherto this Descriptor had been linked to the development of capacity within scheme operations. Senior Fellowship is now being spoken of as acquiring significant value and a desirable ‘profile’ within institutions (32% responses). Scheme leaders report on how new roles are being linked to Senior Fellowship and how Senior Fellows are being used in observations (as well as mentoring). They are seen as actively promoting learning and teaching and often lead teaching and learning events (30%); they have access to specific networks (11%), and are often recipients of internal teaching fellowships (11%), or form a potential group for development as NTFs (National Teaching Fellows) indicated by a small number of responses (5%).

Progression from Fellow (Descriptor 2) to Senior Fellow is seen as desirable for experienced staff and a starting point for senior managers. A few schemes highlight this in relation to achievements of professional staff. Overall, Senior Fellowship has emerged as having an essential, recognisable and recognised contribution to teaching and learning. Its growth across schemes is a clear sign that HEA Fellowships are influencing the career, managerial and change landscape within HEPs. This is clear from the following examples:

“There is a clear appetite for gaining Senior Fellow of the HEA with staff wanting to demonstrate their commitment to learning and teaching and the development of other staff. Senior Fellow writing retreats have increased the opportunity for breaking down silos between the Schools and sharing practice.”

“There is growing evidence of impact across the institution in many areas. Particularly pleasing is the amount of enhancement activities that Senior Fellows are engaging in as part of departmental plans.”

“Around 21% of the Fellowships awarded across the whole scheme were to Senior Fellows, many of whom were existing Fellows. This is important as it profiles the University’s commitment to leadership and career development in Teaching. They come from management positions in academia and professional services, course and departmental/faculty leadership roles in teaching as well as informal leadership roles in niche areas of teaching and supporting learning within the institution and externally. Senior Fellows are also integral to the scheme in their role as Advisers to the scheme promoting, supporting and reviewing applications to the scheme from within faculties and corporate services. We have also started to draw on this group for advice and participation in student experience projects and will be taking this forward into new areas of activity.”

3.2.3 Strategic Factors and scheme links

Use of targets and links to strategy is another embedded and established area of impact for HEPs that is discussed in relation to CPD scheme activity. While targets and senior manager involvement are highlighted less frequently in this review than in previous cycles, the assumption might be that this particular factor has simply shifted priority. Widespread attention is being given to strategy. This emerges in mentions by scheme leaders of links between schemes to, for example learning and teaching strategy and strategies linking fellowship to staff development and wider teaching enhancement. The latter is often associated with teaching enhancement and excellence, e.g. mention of the TEF by UK reviews. The possible conclusion is that institutions are visibly promoting Fellowship, and view scheme activity and achievement as making a crucial and impactful contribution to teaching excellence.

As a KPI, Fellowship is impacting at both institutional and departmental levels, seen in these examples:

“The scheme is raising the profile of Teaching and Learning within the institution, which is also a commitment in our Strategy and is being implemented via the Schools' 3-year plans.”

“The scheme also has impact by prompting discussion of staff qualifications and the quality of T&L at school level. The Framework clearly has impact, therefore, in supporting the University in achieving its institutional KPI for staff qualifications (80% of relevant staff to have a relevant teaching qualification by the end of the academic year 2018-19). The latest HESA return reported 68.6% (up 6% on last year).”

Fellowship is being linked to pedagogic development, funding and curriculum change by the institution and as a scheme strategy, strengthening impact and value, illustrated here:

“The University’s Academic Strategy (2017) recognises teaching and learning as a core and central area. By consequence, the development and professionalization of academic staff in relation to their ongoing pedagogic practices are fundamental drivers within the institution.”

“In addition, the UKPSF continues to be embedded within other teaching and learning initiatives such as central funding opportunities, teaching awards and various CPD opportunities.”

“The impact of scheme has been further strengthened by synergies with other major institutional initiatives, such as the Connected Curriculum and students as Change Makers.”

In fact, as the two extracts below show, the way institutions draw on Fellows as a crucial resource within enhancement, changes as Fellowship numbers increase:

“Moreover, now over half of academic teaching staff have a HESA eligible teaching qualification on their HR Record. This suggests that a tipping point has been reached where colleagues that do not have a recognized teaching qualification, recognition or accreditation are now the minority compared to recent years. In light of this, having professional recognition or qualification is now recognised as a norm rather than an exception.”

“The 2016 launch of our new Corporate Plan (Vision 2025), Education Strategy, Assessment Policy, Academic Promotion Criteria, Institutional policy on Academic Teaching Qualifications and institutional guidance on Teaching Observation, set out the vision for the university as a whole and the process for enhancing teaching, learning, assessment and professional recognition and reward for staff in substantive teaching roles. This now offers the opportunity to fully embed the UKPSF and awards schemes in our approach to developing academic staff, linking policy and practice.”

3.2.4 Factors emerging from national and external recognition for excellence

This association with strategy for CPD schemes also emerges in the number of institutions from the UK mentioning the TEF awards (22%), both achieved and for the future and those (24%) for whom schemes and teaching fellowships appear as tangible evidence of excellence.

Fellowship as evidence for excellence is quite clearly connected to a past TEF award achievement, or in connection with preparations towards a future TEF submission. In each case, fellowship and the perceived impact of scheme activity on teaching quality are discussed as being presented as evidence. The close association between CPD schemes and this area of interest for HEPs supports

a positioning of this area of strategy within the section on hard factors emerging around scheme activity. Fellowship in this context is also linked to excellence in non-UK scheme comments.

These extracts indicate how the TEF has become a driver for re-profiling the role and value of scheme activity. This has consequences for how staff engages with HEA Fellowship:

“In June 2017 the University was awarded Gold through the Teaching Excellence Framework (TEF). The TEF stated that there is ‘an embedded institutional culture that facilitates, recognises and rewards excellent teaching, including the consistent use of student-led teaching excellence awards’.”

“The level of fellowships in the institution was commented on positively within our TEF review (Silver) and within the submission it was possible to demonstrate how Fellows had influenced improvements in programme outcomes.”

“Additionally, the introduction of the TEF seemed to have created an interest in colleagues mentioning UKPSF within their documentation as recognition of excellence in practice, in particular in attaining Senior Fellowship as a mark of professional standing.”

“There is now widespread awareness of the scheme across the University, especially in light of the TEF awards during the summer. Given that the University was awarded silver, attaining the target and engaging with reflection of teaching practice is one of many strategies put in place by the University in striving for excellence. The combination of both this ‘top-down’ and ‘bottom-up’ approach appears to be promoting a cultural change.”

The external driver of the TEF forms one of a suite of awards and visible indicators of quality that are increasingly linked to, and/or influenced by, scheme activity:

“The TEF outcome report (Gold) referred to ‘an embedded institutional culture that facilitates, recognises and rewards excellent teaching linked professional practice.’ There are also a number of comments from External Examiners for scheme programmes which indicate the commitment by staff to enhance and improve learning opportunities for students.”

“XX University was shortlisted for the very first Global Teaching Excellence Awards, (GTEA), which recognises outstanding leadership, teaching and student support. It is worth noting some of the feedback from the GTEA reviewers and judges which explicitly relate to the impact that our programme is having on the Institution.”

“The institution's recent TEF Gold has increased the momentum to improve pedagogy further still and this was also reflected in the institution's shortlisting in the Global Teaching Excellence Awards 2017.”

One **non-UK institution** highlights this development effectively. It reports on its achievements for teaching quality and reflects on the impact of scheme activity as a factor:

“The impact of the scheme on teaching is perhaps most evident from our performance in the 2017 national Awards for University Teaching. Teachers from this university won five of the 98 Citations for Outstanding Contribution to Student Learning, - this was particularly significant as we submitted only five applications, giving the institution a 100% success rate. In these Awards for Teaching Excellence, our teachers won five of the 17 awards on offer, just shy of 1/3 of the sector, and ahead of all other institutions. The dominance of the university in these awards is indicative of an overall increase in the quality of teaching across the institution, something that can be attributed to the scheme.”

It appears that for non-UK HEPs the context differs, nevertheless they share the drive to excellence and link it to fellowship as a mechanism for enhancing teaching and learning.

3.3 Soft factors

Many of the **soft factors** identified in the 2015-16 review of scheme activity are highlighted again by scheme leaders' comments in the current 2016-17 review. Again, the figures in table 3 below, suggest a growing trend towards embedding of CPD scheme activity within institutions. These soft factors are identified as having a significant influence on **culture change** as a result of the subtler areas of activity associated with **networks, dissemination, celebration** and the **reflection on practice** surrounding scheme processes.

Table 3: List of types of soft impact reported in the 2016-17 annual CPD reviews

Item	Soft factors of impact	2015-16 % Number of Institutions (total 109 institutions)	2016-17 % number of institutions (total 114 institutions)
12	Raising profile of learning and teaching	35% (31)	62% (71)
13	General culture change	20% (18)	30%(34)
14	Institutional dialogue on learning and teaching	15% (13)	21% (24)
15	Good practice sharing, e.g. conferences, forums, panels	26% (23)	54% (62)
16	Embedded and specific local initiatives	10% (9)	15% (17)
17	Development or focus on SoTL	11% (10)	32% (36)
18	Use of reflection, reflective approaches to teaching	18% (16)	26% (30)
19	Links between teaching, research and student experience	16% (14)	Nil mention
20	Links with teaching excellence (internal and external)	25% (22)	35% (40)

As with the hard factors previously outlined, the mention made of soft factors of impact has also risen significantly as is evident in the majority of examples listed above. These soft areas of impact associated with scheme activity can be linked back to the Fellowship application process and the visible recognition and reward of successful applicants, as well as the growth in networks, sharing and dialogue which has been a strong trend associated with scheme activity across all three reviews.

3.3.1 Soft factors influenced through reflection and sharing across schemes

Learning and teaching awareness is reported as having grown significantly across 62% of reports (71/114 HEPs). This is inferentially associated with the emergence of, for example, Fellowship networks for various descriptors (38%), **celebration of award** and the visibility and promotion of scheme activity (49%) and the consequent opportunity for **dialogue and sharing** (22%). Reflective approaches to teaching and the **development of SoTL** and the mention of **pedagogic research** as an acknowledged and desirable mechanism associated with teaching and learning enhancement

appear frequently across reports (38%). This is reinforced by conferences and events (32%) and encouraged by the emergence of **new roles** (Teaching Fellows) and **funding opportunities** associated with Fellowship (32%).

These soft mechanisms contribute to the **raised profile of HEA Fellowship**, which in many reports is given as a recognised factor contributing to culture change across HEPs. This also contributes to the development and enhanced value of professional recognition for individuals, something that is evident in the quotes within Section 3 entries.

It is apparent too that scheme leaders regard reflection and Fellow's increased engagement with SoTL/pedagogical research as having a significant impact on teaching and learning across institutions. This is a substantive shift in how pedagogic research and SoTL are discussed within reports from previous reviews where they were often associated with actions. Examples for the way schemes are influencing the profile and value of pedagogic research:

"The impact is that it continues to raise the profile of teaching and learning and aligns with a range of other initiatives around pedagogic practice and leadership. It is part of the strategic drive to promote cultural change across the institution whereby teaching and supporting learning is valued by all, and ALL academics are expected to continue to reflect on and develop their own education practice. Drawing on the pedagogic literature has also supported their understanding of what works (or doesn't work) and why - supporting them in developing and enhancing their own teaching, which in turn supports students' learning."

"The process of recognition is stimulating staff to become more aware of and interested in pedagogic research as an avenue for their own scholarly activity and professional development. Examples of impact are that several members of staff are now undertaking research towards a PhD on issues relating to the UKPSF specifically around organisational/professional development and understanding of teaching excellence."

"The impact of our framework at both an institutional level and at a more 'local' practice level, have both been vitally important in what at least is the start of a very significant change of institutional culture that is recognising and rewarding pedagogic activity more highly. However, perhaps the biggest impact of the scheme is to provide an arena for all involved in teaching and supporting learning to think about and discuss their educational roles and ideas; it will be this that really establishes any change in the culture."

Examples of how scheme activity is enabling exchange through networks:

"A community of practice is developing. Engaging with the scheme is enabling exchange between people teaching in the School in ways that have not happened before. At the simplest level, it is a process that helps people to get to know one another. It is also something where teachers are talking to one another about pedagogy and their approaches to teaching. The community of practice that is growing seems to be generating confidence and greater staff engagement generally."

"The inclusion of scheme alumni on university-wide working groups is enabling effective change. By sharing best practice across disciplines and communities of practice. This has helped to break down 'silo' cultures and encourage a more collaborative approach."

Networks are a particular feature of institution scheme activity to build upon and enhance the influence of Senior and Principal Fellows. It shifts how they are profiled and utilised within institutional work as illustrated below:

The figure above emphasises what is clear from reports and entries in the 2016-17 review of schemes: namely that scheme activity is firmly positioned as an **enhancement and assurance mechanism** for teaching and learning within institutional perceptions, as well as being crucial to the development of an **educational professional identity and capacity**.

Examples illustrating the impact of schemes in generating culture change build a vivid picture of how practice is being restructured and influenced through the work of schemes within a framework of associated 'hard factors'. Together culture changes emerge around schemes exemplified below:

"The distributed educational 'expertise' represented by individuals with teaching qualification and HEA fellowship are becoming increasingly important in departments as they embark on curriculum review and redesign as part of the new strategy. The impact of our framework at both an institutional level and at a more 'local' practice level, have both been vitally important in what at least is the start of a very significant change of institutional culture that is recognising and rewarding pedagogic activity more highly. However, perhaps the biggest impact of the scheme is to provide an arena for all involved in teaching and supporting learning to think about and discuss their educational roles and ideas; it will be this that really establishes any change in the culture."

"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."

"[A scheme...] must be nested within a broader framework of institutional provision. The scheme is helping to alert staff to a range of local developmental opportunities. Web analytics indicate frequent traffic to the scheme webpages. Importantly, in over 60% of cases it appears that browsers navigate directly from these web pages to other web resources. This data suggests that engagement with the scheme might act as a catalyst to seek out additional information relating to teaching and learning."

"On an institutional level the scheme is contributing to staff engagement in ensuring teaching excellence by enabling staff the time to reflect on what constitutes excellent practice and offering them a framework for a 'fellowship journey' to continue to engage in continuous improvement of their practice and indeed to share that practice with colleagues."

"This cultural change is supported by a number of initiatives that teaching and support staff can become involved in including: Enhancement Theme Projects, CPD Seminars on Learning and Teaching, two taught programmes (PGCE and PGCert HE), the Peer Observation Scheme, technology-enhanced learning training, a number of enhancement working groups, the XXXX Conference, and submission to the XXXX Journal of Learning and Teaching in Higher Education."

Celebration of achievement of Fellowship continues to be highlighted as having an important role to play in how schemes can have a significant influence on staff perceptions and institutional profiling of teaching and learning support:

"In terms of "soft" impacts, the scheme has enabled the steady growth of a community of fellowship. In 2016/17 efforts have been made to strengthen this community through events such as an annual celebration of new fellows and a promotional campaign celebrating individual colleagues' fellowship journeys. These initiatives form part of an ongoing dialogue and focus on teaching and learning at the university, which has seen a recent refreshing of the institution's wider CPD offer for colleagues who teach and support learning."

3.4 Factors for change being strengthened by scheme activity

The development of **Fellowships for specific groups** was highlighted in Section 2 as a strength within scheme activity. It emerges here in Section 3 again as evidence to show how wider influence of schemes is evolving within HEPs. In this review it is evident that Fellowship is something that has value to a far broader range of staff and in particular for those who work to **support student learning outside academic roles** (11% of specific mentions). This was previously an area of focused effort so this review makes it apparent that the interventions from schemes have generated results. This is illustrated in the feedback below:

“Professional services are also increasingly engaging with the scheme or the PGCert and there is a notable positive feedback loop developing from successful candidates encouraging and mentoring colleagues.”

“One of the most pleasing effects of the scheme has been the opening of opportunities for professional services colleagues in gain recognition for their contribution to supporting learning. In the relevant period, colleagues from the library and the academic skills team have been successful.”

“Creating a pathway for experienced colleagues in leadership roles to be recognised for the work they do (Senior Fellowship and Principal Fellowship) e.g. seeing Directors of Learning and Teaching and Heads of School seek recognition to ‘lead from the front’. Creating pathways for a range of professional and technical staff to reflect on their work supporting learners and gain recognition for their contribution to students’ academic outcomes and experiences.”

An area of influence that bridges hard and softer factors for change within HEPs is that of funding. Alongside celebration, the visible reward of fellowship achievement, the **growth in mentions of funded activity** that is accessible to or offered as an incentive to staff with fellowship emerges as a more visible and established mechanism around scheme work. This emerges within approximately 20% of responses (23/114 HEPs) to Section 3.

Scheme links to funding and incentives for change are often presented as being only accessible to fellows and they are also influencing leadership activity as illustrated below:

“Colleagues who hold University Teaching Fellowships may apply for a secondment to XXX Learning and Teaching to carry out a pedagogic research project of strategic significance to our University. Carrying out such a project is also expected to contribute to evidence for a Principal Fellowship if necessary.”

“In addition, the new Education Incubator offers time and collaborative opportunities for academic colleagues to focus on the key areas of pedagogic innovation. Successful fellows are directed to the Education Incubator where their application has been shown to provide evidence of innovative practice that might be researched and disseminated further. The Education Incubator also provides an opportunity for colleagues preparing for Senior Fellowship, through the chance to lead a project and impact positively on the learning and teaching culture across the institution.”

“Linking Senior Fellowship with engagement in enhancement activities linked to L&T policy priorities: a number of Fellow and Senior Fellow submissions have used their engagement in enhancement initiatives as part of their claims. This has been actively encouraged for Senior Fellows, for example in leading programme responses to issues arising in NSS.”

An interesting area of growth and change around scheme activity has emerged around **peer review**. This was mentioned occasionally in the previous reviews, and it emerges in both Sections 2 and 3 as

one that is gaining importance as a reflective, development and quality enhancement tool. Several examples (10% of respondents) are given below showing how scheme expectations with respect to peer review are influencing wider usage of peer observation in HEPs.

“Through feedback from the Scheme and discussions around the UKPSF, the Peer Observation of Professional Practice Scheme has been amended. This will now enable staff to participate, not only in peer observations, but in professional discussions around learning, teaching and assessment and sharing good practice through Learning and Teaching Squares. The Squares will encourage discussions around learning and teaching, and also continuous professional development needs, in a safe environment. Participants will be from all student-facing staff, including professional services and hourly paid staff. These squares will also support those who are undertaking the Scheme.”

“There is a raised awareness of accessing staff development sessions on the Staff Teaching Enhancement programme and engaging in peer review of teaching as evidence towards fellowship. The UKPSF underpins the programme and all staff are required to engage annually in CPD in relation to pedagogy, the student experience and standards and enhancement.”

“We have worked hard to align the CPD scheme with other university policies and processes associated directly to pedagogic development. This includes, firstly, with the Reflective Peer Review of teaching scheme; which requires all academic staff to partner annually with an academic colleague from a different disciplinary area and reciprocally act as a critical friend in reviewing an aspect of their academic practice, and with a view to promoting enhancement to their own practices.”

3.5 Issues and concerns

Some negative points do emerge such as concerns about **how to extend Fellowship** to staff teaching and supporting learning at levels below those required for Fellowship. These reflect rare comments (2 instances) although they may potentially increase as partnership grows. Comments suggest these potential applicants may be frustrated by holding roles that are intimately associated with a HEP but are excluded because of the level of teaching work and it leads to frustration.

In fact, the HEA has recently amended eligibility guidance on Fellowship and this may be a further instance of how the HEA has responded to and is able to inform scheme activity and hence wider impacts by CPD schemes on teaching and learning.

Another group of concerns that are voiced rarely but do occur reflect the issues raised below of how in a future where Fellowship is the norm, interest in CPD and engagement can be maintained. Similarly, whilst not frequently mentioned, **time and workload** remain a concern that inhibits some wider take up of Fellowship. This extract highlights these instances as part of a closing reflection:

“Sense of institutional requirement, meeting metrics, leading to box ticking. Reduced value of the fellowship as FHEA saturation increases. Many colleagues expressed a concern that as the number of Fellows increases, the value of fellowship reduces. Time and institutional frameworks as barriers.”

3.6 Summary reflections for Section 3

There are a number of conclusions to be drawn from this section. The **centrality of scheme activity to teaching and learning** is one of the most strongly voiced and crucial, along with the way that around this central profile as an **instrument of enhancement**, institutions are developing and applying a range of additional tools. These additional tools for change take the form of hard factors such as the reshaping of professional work and careers associated with teaching and learning

support. On the other hand, the softer factors that contribute to impact through individual staff attitudes and behavioural culture change continue to be highly valued within reports.

Overall there is some overlap with Section 4 data because as a consequence of its focus on Fellowship and the UKPSF, scheme activity is regarded as visibly and significantly influencing those HEP systems and processes that pertain to the pedagogic activities, work, recognition and reward of staff involved in teaching and learning and the subsequent enhancement of the student experience. The trend is for these influences to merge with broader interventions by HEPs around career systems, and strategies associated with teaching and learning and its enhancement.

Scheme activity is profiled highly in this section within policy (TEF, excellence) and **strategic mechanisms** for institutions (Learning and Teaching Strategy) and is assuming a central role through this in how teaching and learning is being shaped. This in turn is being reinforced through semi-formal mechanisms such as funding and incentives, peer review, and networks encouraging the sharing of good practice and also building credibility and importance for pedagogic research and SoTL activity. The inference is that through scheme activity the actual Dimensions of UKPSF, and how they are applied and enacted, are influencing in turn how teaching and learning practice associated with the student experience is being constructed, understood and applied.

A potential visual representation for how schemes are positioned and influencing developments for institutions can be seen in the diagram below which highlights core hard factors and drivers towards the centre of the visual and the wider 'softer' factors from and around scheme activity towards the periphery.

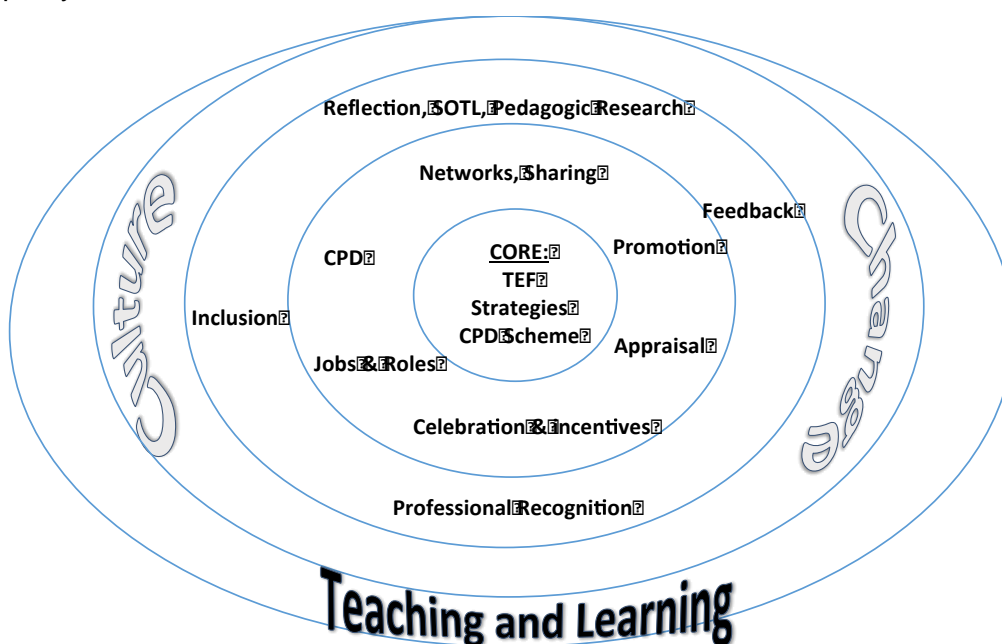


Figure 2 visual representation of the hard and soft factors driving and being influenced within HEPs through CPD schemes as reported in the 2016-17 annual CPD reviews

Questions remain in respect of the future for fellowship as capacity is reached, and how to direct attention and support to peripheral HE-associated activity. It is clear that the way TEF evolves for the sector is going to act as a significant factor in shaping how institutions continue to profile and develop scheme activity.

4. Section 4: impact on teaching and learning

4.1 Introduction

This is the second year that the annual CPD review has included a section that invites scheme leaders to specifically focus upon the impact of their scheme activity upon teaching and learning and the student experience. It is clear from reviewing responses to Section 4 in 2016-17 that there have been interesting developments in how this area of HEP work is being influenced.

1. The first clear indicator of change relates to Section 3 of the template document, which demonstrates an extremely strong conclusion on how CPD scheme activity has influenced staff in respects of teaching and learning above all. This has been through impacts on career routes, promotions and embedding the UKPSF within appraisal and role descriptions for academic staff. The outcome has been that for the overwhelming majority of respondents, Fellowship now sits firmly embedded within reward systems for teaching and learning in institutions;
2. Secondly the influence of TEF has shifted the emphasis on teaching and learning and its enhancement as an institutional priority. This has had associated impact upon strategy, policy, and process according to comments within Section 3. As a consequence, scheme activity can acquire new value in supporting and directing effort for TEF;
3. Furthermore, the soft impact factors highlight the cumulative cultural changes with respect to teaching and learning prompted by scheme activity.

The model used at the end of Section 3 visually summarises the direction and influence of schemes upon institutions and positions the impact on institutions as being primarily around teaching and learning support related activities and systems.

4.1.1 Summarising impact factors on teaching and learning

An interesting point that is suggested from reviewing Section 4 of the template document in the 2016-17 review is that Guskey's 5-stage model has provided some underpinning and direction to comments by scheme leaders. This was first explored in connection to the review of accredited CPD schemes in 2015-16, and the model appears to have to some extent influenced reflections in 2016-17. Additionally, whilst a number of institutions discuss the difficulty of demonstrating a clear causal relationship between scheme activity and the student experience, there is nonetheless an acceptance that by changing how staff perceive students and teaching or learning activity, there is a cumulative transformative impact upon the student experience. This is purely and simply because those engaging in Fellowship activity are demonstrably changing and rethinking how they practice. This is explicitly mentioned in well over 60% of responses, and is reinforced through additional references to examples, anecdotes from participants, mini case studies of practice from surveys and reports of curriculum and pedagogic developments prompted through participation or achievement of Fellowship.

Guskey's¹ 5-stage model identifies immediate and embedded impact factors. As described in the 2015-16 review, immediate impact factors could include comprise feedback from staff undertaking CPD for example. More embedded factors according to the model incorporate changes to institutional systems processes and modes of operating around teaching, changes to staff behaviours and ultimately, the most impactful, changes to student learning outcomes/experiences. The table below adapts the five stages from the previous review to provide a summary list of areas of

¹Guskey, T.R. (2000) *Evaluating Professional Development* Thousand Oaks, CA: Corwin Press

activity identified by scheme leaders in reports in 2016-17. Percentage mentions by scheme leaders are also provided for each heading.

Table 4: Summary list of impact factors for teaching and learning, adapting Guskey's model

Level	Guskey's impact factors	2016-17 % mentions in Section 3 (total 114 institutions)
1	Impact on staff satisfaction Satisfaction and growth in confidence are a particular feature under this heading.	40% (45)
2	Impacts on staff learning Particular features mentioned here relate to use of SoTL, pedagogic research and reflective approaches to teaching and learning.	73% (83)
3	Changes to behaviour These include reflective and pedagogically informed changes to practice; a shift to student centred approaches; innovations and changes to teaching from anecdote, applications and survey; growth in engagement with conferences, events, CPD, and projects; growth in Senior Fellowship; sharing between staff and team collaboration.	>95%
4	Outcomes for students Under this heading reports identify student centred approaches; also outcomes for TEF, NSS and student surveys.	44%(50)
5	Transforming context for HEP This is a significant area of impact from reports with comments on strategy and KPIs (local and institutional); impact on QA and QE; policy and processes around CPD and PDR; peer observation mechanisms; comments on holistic culture change; investment and resourcing.	>95%

The crucial areas where the influence of scheme activity is being felt according to comments in 2016-17 reports are:

- how institutional contexts for teaching and learning are being reshaped, and
- how staff behaviours and actions are being transformed.

The assumption across reports is that these will inevitably have an impact upon the student experience. Within the 2015-16 review these two impact factors were highlighted as being crucial 'tipping points' because both evidence substantive shifts in how teaching and learning activity is being 'done' and 'engaged with' on the one hand; and 'profiled' and 'supported' on the other. This amounts to a 'top down' and 'bottom up' approach to how teaching and learning sits within HEP practice and profile.

It is apparent in the 2016-17 review that there have been very strong shifts in earlier trends, in particular in relation to **CPD and appraisal** as previously discussed in chapter 2. The fact that institutions appear to have revised how teaching is profiled within career structures has prompted

greater engagement and interest in teaching and learning quality and practice evidence, as well as engagement with schemes. This leads to increased **dialogue and sharing** (35%- 40 mentions), as well as **reflection on practice** (44%) leading to staff learning and consequent increased confidence and enhancement of practice.

An important factor in this area is the significant number of mentions of how Senior Fellowship has grown and acquired 'critical mass' (27%). The consequence is an increased number of scheme leader reflections about how staff are targeting Descriptor 3, Senior Fellowship, and specifically directing activity towards it. This strengthens leadership and change agency with respect to learning and teaching.

"We now have a critical mass of Senior and Principal Fellows which means that the composition of working groups looking at key learning & teaching issues (such as assessment & feedback etc.) can be drawn from these people. "

"There is evidence also that participants at Descriptor 3 are having a significant positive impact on the practices of the 'others' that they work with. One successful applicant, for example, showed how they had supported a colleague to introduce personal development planning throughout a degree programme. Another, described leading aspects of the implementation of an integrated programme assessment strategy."

From the perspective of staff involved in Fellowship, schemes have provided a vehicle through which **confidence around teaching and learning** is developed (13%) through engagement with **mechanisms of peer review** (18%) and by providing a stimulus to employ evidence-based practice and engage in **pedagogic research** (26%). These are informing changes to practice. Schemes have also provided a **mechanism for learning** from others and for purposeful development of practice to support applications, for celebrating and sharing good practice through **events, conferences and workshops** and by initiating **innovation projects** for Fellows (61% of mentions). These factors are evidenced through comments on how numbers for Senior Fellowship have increased, reports on changes taking place, and the occurrences of case studies and evidence examples for Senior Fellow applications.

4.1.2 Data collection by scheme leaders

The comments in this section for the 2016-17 CPD review are short and include a large number of anecdotes, short examples and feedback from individual staff taken from surveys. These illustrate high levels of transformative impact for individuals, and reinforce the challenges faced by scheme leaders in finding techniques and tools that can measure such complex and qualitative components of impact.

Once again there is clear interest across scheme reports in impact measurement and data collection. Across the whole set of responses **at least one quarter** do have some form of **evaluation and data collection process** underway. 10% of respondents mention **plans for detailed impact evaluation** in this context. It appears most of the current mechanisms focus on satisfaction measures and gathering self-reported examples of changes to practice. These are in some cases complemented by **evidence from the TEF or NSS**, others cite these to infer impact on student outcomes. From reports, 16% of mentions do this (in each case); a small number use additional internal quantitative measures to strengthen evidence of impact aligned to the student experience.

"What has emerged strongly is that impact measurement heralded in the 2015-16 review is now more firmly established as a priority and goal."

"The scheme has contributed to a yearly increase in our student satisfaction with the National Student Survey (NSS) learning and teaching related questions. In 2016 satisfaction for: teaching on my course' was 89% and 2% above the sector

average; 'Assessment and Feedback' was 79% which was 6% above the sector average; and 'Academic support' was 82%, the same as the sector average."

"The college is currently addressing the needs of the TEF and retention issues and fellowships are intrinsic to this process. This is done through a new teaching and learning review mechanism that deploys fellows as leaders of syndicate groups to both evaluate and support learning and teaching practices."

4.2 Impacts on staff

As is evident from the above table and discussion, there has been an increase in reported impacts upon staff with respect to their practice. In 2015-16, 41% of 88 responding HEPs identified this as an impact. The **process of Fellowship** and the accompanying re-profiling of teaching and learning practice through **events, celebration, sharing and dialogue**, along with the **stimulus to critically reflect upon and inform their practice** using evidence and scholarship appears to help staff recognise the value of reflecting on teaching; shift their attention onto students' experience of teaching; and to improve their capacity to enhance and develop their practice longer term. These changes are spoken of in 2016-17 reports as being embedded, and as being strengths within the way scheme activity has influenced teaching in HEPs. In 2016-17, this impact is evident for over 73% of respondents (84/114 HEPs).

"Most 'evidence' remains anecdotal, although we do collect feedback from colleagues who have engaged and the impact they feel their engagement in CPD has had on their practice. The main findings from this include an increase in confidence when applications are successful: colleagues feel that their hard work, application and practice have been formally recognised and, therefore, validated. This allows them to continue to innovate and experiment with different techniques and approaches."

Whilst self-efficacy beliefs were widely discussed in the 2015-16 review, this concept has been largely subsumed under the term '**growth in confidence**' and in the emphasis placed on stories and examples of impact upon practice. A number of scheme leaders comment on the challenge of measuring such impact whilst also capturing effectively the transformative impact of fellowship upon how individuals feel enabled and view their practice as a result of success.

"It is very difficult, if not impossible to establish real causal relationships between pedagogic CPD and a change in outcomes."

The conclusion being drawn from evidence in reports is nevertheless that with the increased numbers of staff with fellowships being identified for HEPs, such professional transformation will have a cumulative and widespread impact over time. This is illustrated by the many examples of changes to practice associated with Fellowship. These are often associated with wider embedding through examples of teamwork, departmental conversation and change, project initiatives and curriculum development as illustrated below:

"Successful Fellows have been involved in 'Students Creating Change' projects and CPD activities have been built around these projects, including the Student Engagement Conference. Each academic school has a Learning and Teaching Advocate. The Learning and Teaching Advocates work to ensure that innovative projects are disseminated within the schools and reported at relevant meetings such as the Learning and Teaching Committee."

The longer-term transformative impact upon staff and their learning implied within 2015-16 reports is now being discussed in 2016-17 within the context of CPD plans and changes to promotion, as has been seen throughout this review. This reinforces the picture across scheme reports that change is well underway and has been embedded around scheme activity.

As mentioned earlier this is markedly demonstrated by the way scheme leaders discuss the use and growth of Senior Fellowship. This has been noted as a 'strength' in Section 2, as having an impact on leadership and change in Section 3, and in Section 4 is discussed in the context of achieving critical and transformative mass, and as a desirable goal for those involved in learning and teaching. The lengthy example below covers several elements that appear across the report.

"We have developed a Senior/Principal Fellow network, which meets to discuss learning & teaching matters and is managed by the Dean of Learning & Students. This group is used to help inform developments in learning and teaching. In discussions with candidates at the writing retreat it has been said that the application process for Senior Fellowship provides a way for course directors and module leaders to demonstrate their success and effectiveness in leading learning. Case studies for Senior Fellowship applications provide us with a range of examples of how those working towards PSF accreditation are impacting more widely and we share these examples across the university through scheme work. We invite many of the successful Senior Fellows to share their case studies at our new annual learning & teaching festival and we are currently considering how better to share this work even more widely through, for example, an internal publication."

4.3 Changing practice and behaviours of staff

The detail of 2015-16 reports discussing changes and the potential changes in behaviour for staff is replaced in the 2016-17 review by more confident assurances of change having happened, and discussion of how this has occurred through the assumed influence of being engaged in Fellowship activity and the wider institutional shifts that have happened around scheme lifecycles. This is where Guskey's measures of change to context and culture are significant when interpreting the narratives for the 2016-17 CPD review.

The established changes around learning and teaching influenced by the TEF, alignment of CPD and promotion to the UKPSF, and the strengthening of teaching and learning within institutional strategy and priorities have combined to alter the landscape of individual HEPs. The first extract reiterates the significance of the systemic change to careers and jobs for staff behaviours, and the second highlights the local impact of generating a shift in how learning and teaching is being prioritised:

"The scheme has had impact at a systemic level. HEA Fellowship is now a requirement of new academic posts, either prior to appointment or via the scheme on appointment. Fellowship (Descriptor 2) is a requirement for grade review from Lecturer to Senior Lecturer. Principal Fellowship (PFHEA) is one of the indicative criteria of esteem for the role of Professor Teaching, Scholarly Activity & Leadership. In 2017 the Teaching Committee approved in principle an HEA recognition policy, which sets out expectations with respect to all teaching and learning support staff, including Senior Management."

"Following the latest review, a wide range of departments have begun to implement strategies to enhance teaching and learning and as part of this, a number of departments are encouraging engagement with the programme and promoting the benefits of HEA Fellowship; this is a considerable change in attitude compared to previous years."

Further impacts on practice through behaviour change are reported with respect to how peer review mechanisms within schemes are influencing wider dialogue and sharing and revision to institutional peer review processes. This extract represents the many comments across all sections of reports that acknowledge how the use of peer observation within schemes is influencing wider practices:

“Participants draw on their experience of the Peer Dialogue Scheme to provide examples to include in their Fellowship application case studies; participation in the Scheme is required on an annual basis. Peer Dialogue has replaced peer observation of teaching and has the potential to generate the development of effective approaches to facilitating learning and alternatives to unseen written assessment in harmony with the ethos of the Connected Curriculum. Examples of the effectiveness of Peer Dialogue are a Senior Fellow who developed interdisciplinary team teaching through the Scheme, sharing participants’ diverse experiences as convenors, lecturers and seminar leaders. This opened new perspectives on approaches to facilitating student learning.”

A significant outcome of how dialogue and sharing with respect to teaching and learning is supported and encouraged within scheme activity is to embed critical, informed and sharing approaches within teams and at department level as the following extract exemplifies:

“Fellowship is enabling teaching teams to better articulate what they do, by using the UKPSF as a structure and it has encouraged lecturers in different disciplines to find common ground & experiences when supporting one another in writing their Fellowship applications. Some in-progress applicants mention that being encouraged to reflect on their teaching practice has enabled them to identify areas for self and teaching team development.”

Such shifts in how teaching and learning is profiled contributes to the development of the wider capacity and confidence of teams when engaging in pedagogic and curriculum enhancement processes such as validation, review and course development as suggested below:

“There are now growing pockets – course teams and discipline areas – where the vast majority of staff have gained a category of fellowship. This should be beneficial for such teams when going through processes such as periodic review and course (re)validation through staff having: a common language with which to discuss their practices; considered the rationale for their teaching practices; demonstrated/ utilised a pedagogic underpinning; reflected on the effectiveness of their approaches.”

Aligned to this issue of capacity development is how **Associate Fellows (Descriptor 1)** are being discussed in the context of their importance as a **resource for learning and teaching** and the enhancement of the student experience. This was raised in previous reviews as a potential area of development and focus for schemes. It is apparent in some of the reporting in 2016-17 that this trend is having an impact.

A number of specific comments across 2016-17 reviews highlighted the value and impact upon teaching of accredited taught programmes (for example PG Certificates) (15%), which generally target early career academics (ECA) and postgraduate researchers (PGR) as well as professional staff. This demonstrates the shift in how ECA and PGR input is regarded as a fundamental resource providing high quality teaching activity and one that has to be targeted for development and enhancement: fellowship provides a framework and focus for this activity. The assumption is fellowship **creates structured mechanisms** and **instils habits and understandings of pedagogy**, as well as **critical appraisal of practice** across all its pathways and for those involved.

“As part of the PG Certificate, participants undertake an enhancement-led pedagogic project that involves primary research. They tend to focus their project on an investigation and evaluation related to their current practice. These projects therefore, have an impact on the staff member’s students.”

“One of the key areas of impact is through the introduction of new approach to teaching observation. Observations are required at Descriptors 1 and 2 and are explicitly developmental in the sense of, first, requiring teachers being observed to

specify the focus of the observation and, then, requiring reflections upon the experience together with an action plan.”

“Where participants in our e-PG Certificate in Professional and Higher Education are concerned; their articulation of thinking and practices against the UKPSF focuses them on the student experience of their own students over a period of time, and they describe this in their assignments. Also, the supported process of [experienced] application engages applicants in reflecting on and reviewing their own practices, which often brings to light new aspects, insights and possibilities in relation to teaching and facilitating learning.”

Pedagogic research and engagement with SoTL were discussed in 2014-15 and in 2015-16 reviews as being areas that **required development**. It is very evident within this 2016-17 review that many of the interventions from schemes have been beneficial. Throughout Sections, 2, 3, and 4, pedagogic understanding, engagement with critical appraisal of practice, and use of literature is highlighted as a positive development for fellowship applicants. This has been supported through introduction of supporting resources, databases, use of VLEs to guide applicants and targeted discussion through mentoring, events, and workshops, as well as the increased profiling of conferences and projects to reward and disseminate practice.

When linked to the re-profiling and increased emphasis on teaching excellence, it is clear there has been a significant shift in both culture and discourse for teaching and learning and student-facing practices in this respect. It is apparent in the second example in particular that targeting specific UKPSF Dimensions have played a role.

“We are continuing to see an increase in staff engaging in pedagogic research and being engaged in teaching and learning activities. This reporting year we have introduced a new forum for practice exchange called Pedagogy in Practice Seminars (PIPs). These are one-hour lunchtime sessions for teachers 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.”

“The value of engaging with pedagogic theories and processes appears to be beneficial in the way staff talk about educational perspectives in their own disciplines. We have observed an increase in the use of disciplinary academic journals on educational matters by staff developing their scholarly evidence, in particular for dimensions A5 & V3 of the UKPSF. It is becoming clear that staff reflect on how pedagogic principles are utilised in order to engage their students and support them in their learning.”

4.4 Changes to context

This measure for impact is a crucial indicator with respect to evidencing change because it relates to **systems, processes and the organisational environment**. Impact here means that changes and transformative shifts have become embedded within systems and processes and should therefore generate sustained outcomes. These outcomes will also reinforce the impacts upon staff from engaging in schemes and fellowship by altering the organisational context at a meaningful and operational level reinforcing positive behaviours. With respect to the 2016-17 review, it is therefore significant to see progress in embedding changes around teaching and learning activity, and numerous reflections on the influence of schemes aligned to UKPSF and Fellowship. As one scheme leader reflects,

“Fellowship directly aligns with other pedagogic initiatives and innovations, particularly in the areas of assessment and feedback, and technology enhanced learning (both of which are key priorities for the university).”

This reflection focuses specifically on curriculum impacts, but there are also several comments that reflect upon changes to **peer observation** in this regard. The first extract highlights how dimensions of the UKPSF provided a stimulus to creativity in broadening the scope for peer review, and the others exemplify how schemes may inform wider adoption of peer observation.

“We have benefited from creating opportunities on our accredited programmes for experienced staff to provide peer observation of teaching and therefore support both Fellow and Senior Fellow submissions. Experienced staff report that they gain as much learning from this experience as their less experienced colleagues. We have used K4 to extend peer observation to more than teaching in a face to face classroom. We have also used K5 to ensure that an appropriately reflective and evaluative perspective is taken by both observer and observee, and the UKPSF provides a framework around which dialogue and feedback can be structured.”

“Changes to organisational systems and processes in respect of teaching and learning as a result of the CPD scheme include Peer Support: the integration of reflection on learning and change through engagement with the Peer Support scheme has contributed to a qualitative change from a tick box approach to more meaningful engagement with Peer Support in developing teaching and learning practices.”

“Staff use Peer Observation of Teaching (PoT) as a way of mapping their practice against the UKPSF as well as reflect on how PoT has helped them to develop their practice. Related to this, we have come to realise the value of PoT for both Observees and Observers in the way professional dialogue amongst staff is facilitated during PoT. We have also identified a need to make clearer the mapping of PoT to the UKPSF in order to support staff in structuring observations and making them even more meaningful.”

It appears, as one scheme leader comments that the way peer observation is seen to influence practice and reflection on practice within the context of fellowship provides a **model and stimulus for wider change**:

“As we begin to review our Peer Enhancement policy, we are looking at HEA accreditation as a quality standard measure and how this can help colleagues improve their practice further and the student experience.”

The above extract also reinforces how scheme reaccreditation is influencing acceptance of UKPSF as a framework for national expectations of quality.

Within the 2016-17 review, 28% of scheme leader comments specifically highlight **changes to strategy** and announce the recent introduction or revision of institutional learning and teaching strategy. As commented upon earlier these also involve changes to promotion and career structure. They also encourage funding and resourcing, set targets (KPIs), and priorities within which schemes operate and which fellowship supports as the following example shows:

“The Learning, Teaching and Enhancement Strategy (LTES) is structured around three pillars of activity related to teaching and learning, that is, Professional Recognition, Professional Development and Research and Scholarship. These pillars form the basis of staff appraisals and, as result, growth has been seen in all three areas. It is the intention in the near future that the LTES be combined with the Technology-Enhanced Learning (TEL) strategy in order that a cohesive and comprehensive approach be taken to the improvement of learning and teaching practices across the University.”

Within many such reflections on strategy, comments highlight the link to students as central to the strategic intent:

“The scheme supports our Strategic Framework 2015-2020 and its key strategic theme – ‘Transform our students by delivering an individual student experience’.”

The shift in context is further encouraged and promoted as a consequence of the wider TEF initiative, and for influencing such quantitative determiners of market status as the NSS, as the following extracts demonstrate:

“The University Corporate Strategy 2015-2021 states that the organisation development landscape will be characterised by a ‘need for excellence in the fields of teaching ...’.”

“The College is currently addressing the needs of the TEF and retention issues and staff with fellowship are intrinsic to this process. This is done through a new teaching and learning review mechanism that deploys fellows as leaders of syndicate groups to both evaluate and support learning and teaching practices.”

“The UKPSF will also be embedded within the forthcoming Teaching Excellence Initiative. [It is] being used to help develop a capability framework to help courses and teams identify local professional development needs. The CPD scheme will provide individuals an opportunity to gain recognition building on this engagement.”

“We have seen increases in NSS scores this year in relation to teaching which has been particularly pleasing. We were also pleased to be awarded Silver in the first Teaching Excellence Framework and our commitment to learning and teaching related staff development (including our support of HEA recognition) was a key component of our Institutional narrative.”

“In addition to this, case studies from the work of fellows were used in the 2017 Teaching Excellence Framework submission. This included the themes of supporting students in the development of Graduate attributes; employability; research-inspired, inquiry-led learning and discovery; and effective and innovative modes of delivery.”

Although most scheme leaders acknowledge the limitations of concluding that there is a causal relationship between what they are doing with respect to building and supporting fellowship, it is clear that by engaging with the UKPSF and embedding the principles it encourages, **student learning is being reprioritised and reshaped** as an activity for HEPs. The high percentage of mentions with respect to this impact measure in Table 4 reinforces this conclusion, and underlines a significant and fundamental shift in how schemes are positioned and how they are influencing practice. This also reinforces the conclusion that scheme activity is indeed having a genuine and substantive, **growing impact on students** through strategic, cultural and context-related shifts in systems and staff activity and attitudes as the following extracts illustrate:

“The scheme sits as one element of a holistic approach (formalised into the university’s Academic Development Framework) to enhancing learning, teaching and the student experience at the university. It provides a framework to encourage colleagues to reflect on their existing teaching practice and to consider enhancements.”

“Colleagues across the institution are now identifying the need to log and save examples of their own good practice in order to use this in an upcoming application for HEA fellowship via our CPD scheme. This is the more useful aspect of having a CPD scheme accredited by the HEA – it legitimizes the identification and collection of examples of good practice and by so doing helps to cement a culture of improvement in learning and teaching which can only be beneficial to our students.”

Such orientations towards shaping future practice and goals encourage individuals to focus attention and effort on continual evaluation and enhancement of practice.

4.4.1 Impact on measures and data collection

The consequence of schemes' activity linked to wider and internal drivers towards teaching excellence has furthermore influenced significantly the importance of collecting data for reporting and enhancement purposes. It is acutely desirable for schemes and institutions to evidence and support claims on excellence in relation to TEF, the increasingly discerning student ('clients'), and as is apparent from examples in this section, is part of a powerful step-change in the use of data on teaching and learning impacts and outcomes for influencing wider, ongoing practices with respect to the student learning experience.

"A comprehensive survey instrument has been developed which will be used amongst colleagues on an annual basis (as a replacement for piecemeal evaluation of individual CPD activities, which tend to reflect short-term satisfaction as opposed to longer-term adaptation of practice). The instrument asks respondents for their perspective on the CPD provision they have accessed (e.g. perceived extent to which applied teaching skills or knowledge of pedagogic theory were expanded) and, critically, evaluates their present teaching practices (e.g. quantifying the extent to which their approach is student-centred or teacher-centred). This new approach to evaluation began in the 2016/17 academic year amongst all participants on the HEA-accredited taught provision. In 2017/18 it is being expanded, with all staff who engage in the scheme being invited to complete the survey. Over time, it will be possible to chart an accurate chronology of changes in the teaching-related outlook and practices of colleagues who engage in the scheme."

"A joint project was launched in 2016 -17 with the Quality Assurance and Accreditation Centre (QAAC) where the end of semester student evaluation form was redesigned and linked directly to the UKPSF. This new student evaluation was applied for the first time 2016-17 and the data is currently being analysed. In addition, to measuring impact, the outcomes will be used to decide the identify development needs for academic staff, and the areas of strength and weakness at the University."

As the final extract suggests, the tools associated with CPD schemes and their embedding could have far-reaching consequences for change management.

"Applicants are requested to submit a two-year CPD plan outlining their intentions to remain in good standing through developmental activities. Earlier this summer some 284 CPD plans were analysed to ascertain the type of activities that applicants were intending to undertake. Work is currently being undertaken to devise a framework employing these activities for the various categories of Fellowship to shape and inform our educational development offer and the ways that we engage staff with CPD in teaching."

This may be one of the key priorities for schemes over the next stage of their development as it will not only provide unequivocal evidence of their impact and value to institutions, it will feed into quality standards claims, for example the TEF, and it could become a powerful tool for sustained development of teaching and learning focusing on staff and their practices. In connecting back to the closing concerns about what happens when saturation is reached for fellowship identified earlier in this review, it is important that schemes can position themselves sustainably as part of a long-term enhancement and development function as well as one that provides evidence to underpin teaching and learning quality.

4.5 Summary for Section 4 of reports

Within the last review (2015-16) a number of areas for development were highlighted pertaining to:

1. The need to show clearly that impact on teaching and learning is happening and is as a result of scheme activity;
2. Developing capacity and change through Senior Fellow roles and leading change on the one hand, and focus on roles linked to Descriptor 1 (support and professional services and postgraduates that teach/graduate teaching assistant (GTA) activities);
3. The extent to which the more powerful measures of impact (2,4,5 from Table 4) from Guskey (2000) were being met and evidenced; and
4. The need for data and evaluation tools that can move beyond a narrative informed by qualitative evidence and anecdote.

The comments in the 2016-17 annual review of accredited CPD schemes demonstrate that positive progress has been made. Senior Fellows and the development of teaching capacity around Associate Fellowship (Descriptor 1) is strong here, accompanied by greater criticality and depth of reflection through pedagogic research-informed practice. This is changing behaviour and how HEPs are altering their perception and framing of staff capability as a resource for learning and teaching enhancement.

The systemised embedding of the UKPSF within institutions has proceeded apace as a consequence of scheme activity and impacts on staff and the cultures of learning and teaching. This is as a consequence of both wider imperatives, and the embedding of fellowships within CPD, careers and promotion routes. The organisational context (impact measure 5) is therefore changing around teaching and learning; the behaviours of staff (measure 2) have been substantively influenced; and whilst outcomes for students remain difficult to prove from this, the strength in the argument is growing.

Whilst the group of non-UK institutions submitting reports in 2016-17 is small, it might be assumed from their comments that their experiences of scheme operation and embedding reflects that of UK HEPs, even though their context may differ. This trend will clarify in future reporting cycles and as numbers grow.

The remaining action for schemes is the **further development of tools for measuring impact** and their application to practice. Such tools do exist (²cf. Cashmore et al, 2013; Kneale et al, 2016), and schemes could adapt these to their needs as part of the next stage in scheme development, that of embedding sustainability and assuring demonstrable outcomes to inform future action.

²Cashmore, A., et al (2013) *Promoting Teaching: making evidence count* HEA

Kneale, P. et al (2016) *Evaluating teaching development in HE: towards impact assessments: Literature review and Toolkit* HEA

5. Summary of Key Points from Sections 7, 8, and 10

5.1 Introduction

This short section adds to the main content of the review by providing supplementary insight from qualitative reflections by scheme leaders to the following subjects:

- Professional development activity of the scheme team;
- Highlighting specific development and changes to the scheme;
- Feedback to the HEA.

Comments are provided in qualitative format to these sections and in the majority of cases are short and succinct. It is worth adding a discussion of these comments, however, as they tend to strengthen and add further insight and reinforcement to previous sections. Because of the brevity of this chapter, the discussion is given under the sub-headings with only a few extracts as illustrations.

5.2 Section Comments and Discussion

5.2.1 Section 7 – Professional development for scheme team members

This section highlights that ‘good standing’ for the team and ongoing CPD are now established and formally-required expectations. In most instances the scheme leader presents an overarching reflection on team activity, which emphasises the important role occupied by core team members, and in particular the scheme leader, in leading professional development for the CPD scheme overall. It also highlights the focus for the scheme members to engage in development activity around operational enhancement.

Professional development activity, for example, encompasses first and foremost **reviewer and mentor training** and development supporting successful completion and effective assessment processes for the scheme. The emphasis is upon quality delivery and rigour, and having skilled, confident scheme members is a priority. Reiterating earlier emphases and strengths in Section 2, mentor and reviewer training predominates alongside development activity that is structured around e.g. decision making and panel operation.

Professional development activity comprises for the most part **internally-led workshops and conferences**, as well as learning through **sharing and dissemination** within and around scheme activity and the **networks** that emerge (53%/60 mentions). At the same time there is frequent mention of engagement in **externally provided CPD**, in particular an acknowledgment of the **value of the HEA events and networks** that have evolved, e.g. scheme leader and programme leader networks, scheme leaders networking at HEA symposiums and meetings. The HEA conference is mentioned in this context too, as is SEDA (Staff and Educational Development Association). Under the heading of professional development activity, there is additional acknowledgment of the value of **external examiners as conduits of information** supporting learning. This appears to be in both directions as scheme leaders are often externals elsewhere, and may hold roles as HEA accreditors. This provides access to significant learning through exchange across such links and communication pathways.

Within this section there is a seldom-used tendency to list CPD activity for each member of the core team. Such instances mirror the wider patterns across reports. What is clear overall is that CPD is strongly established within the expectations of schemes for its core membership, for its reviewers and mentors as part of their role, and for Fellows as a wider expectation of Fellowship.

5.2.2 Section 8 - Development of Schemes

Whilst many respondents in their comments to this section point to comments and actions already raised in Section 2, there are some interesting and specific messages that emerge in reflections

here. Most notable is the prevailing message with respect to the importance of the HEA in supporting scheme activity. Across all responses to this section at least 49 (49%) identify the use of **consultancy and subscriber days** as being invaluable in terms of shaping work around **re-accreditation, decision-making and panel activity, PFHEA developments**, and exploring specific challenges for schemes (the issue of apprenticeship and referee input, for example).

Re-accreditation of schemes emerges as crucial across responses, with many drawing on the HEA and consultant support to prepare for re-accreditation. Schemes clearly see this process as an opportunity and important juncture for review and development work. **Working with the HEA and consultants** as part of accreditation appears to be **of considerable value and support to non-UK institutions**.

Again, scheme leader comments on the issue of scheme development highlight the **importance of externals** in collaboration, in partnership development, and highlight external links and resources as being of significance when developing their schemes. Of interest is the emergence of external examiners in all their forms as playing a major role in informing and guiding development either through feedback or as a consequence of sharing ideas.

The value of external links is highlighted in the extract below:

“The support offered for scheme managers has been very helpful, both in terms of dealing with individual queries and also the meetings arranged in different regions. Managing these schemes can be a somewhat isolating experience, being outside of academic schools and often in rather under resourced units. It is very helpful therefore to meet with colleagues who manage similar schemes and those form the HEA to share practice and offer mutual support for shared/common issues.”

What comes across where comments are given on specific development actions in this section, is the pro-active approach towards development, which has predominated across all reports, and is a powerful affirmation of where schemes are currently positioned and their sense of assurance about what they do and how they operate. The extracts below reflect this:

“As mentioned the oral route had its first use, with a good deal of success. With renewed confidence in the oral method we would wish to trial the use of an oral submission to 'top-up' applications which are made in a written form, but which require a small amount of information. By example if more information is needed on just one or two dimensions of practice, it would be expedient and collegial to discuss this rather than ask for a full resubmission. This approach was advocated by our external and has been tried in one application in early 2017-8.”

“[We have]..Developed a Reflection Toolkit to support staff in collating evidence of learning and teaching activity and guide reflection – successful trial of software with very positive feedback.”

“We have developed the scheme for our associate college partnership to ensure staff, delivering University programmes, from our partnership colleges have the opportunity to gain a fellowship.”

“As we had introduced an international partner to the process time was spent looking at the issues of cross-cultural inclusive practice. In particular, a discussion of the relevance of the 'UKPSF in this context proved useful. All chairs attended the full reviewers' training in the afternoon.”

“The re-accreditation process, although somewhat onerous, has resulted in a quality CPD Framework for the University, that allows it to highlight the importance of learning and teaching to all its staff and to recognise those whose professional practice is aligned with the UKPSF.”

5.2.3 Section 10 - feedback to the HEA

This section is the shortest across reports with many responses being limited to 'not applicable' suggesting comments have been made elsewhere. Again, however, there is clear evidence that the **collaboration of schemes with the HEA is an important factor in ensuring successful operation** (30 specific comments). The network meetings are seen as invaluable, as is external feedback too.

"We would like to take this opportunity to feed-back just how important and valuable the HEA regional events have been to the development and enhancement of our provision. The additional support and networking opportunities available through these events are a huge benefit to us and the community as a whole."

In terms of suggestions for future consideration there are a few comments highlighting the importance of accounting for institutional restructure and its impact upon scheme operations. Once again, the crucial contribution and reliance of schemes upon the scheme leader is apparent in concerns about restructure, where mentioned.

6. Conclusions and Recommendations

The process of an annual CPD review conducted by the HEA to consider all accredited CPD schemes continues to provide value by exposing benefits and areas for support and development for scheme leaders and the sector. This enables both the HEA and the academic development community to focus activity and to share practice.

The provision of tables and percentages to underpin themes and findings for this review has presented quantitatively the growing influence and vigour of scheme activity. The accompanying extracts as illustrations of themes and reflections by scheme leaders have provided further qualitative support indicating the trends and approaches being adopted for scheme activity and their accumulating influence. Synthesising findings from scheme leader comments provided two further aids, a table modelling lessons learnt from the strengths in scheme activity and a visual representation of how influences on the institution are being shaped around scheme activity.

The concluding section of this report summarises key findings by review section and identifies some recommendations for further work. As a whole, from this review, it appears that the introduction of CPD schemes for accredited HEPs is having a significant impact on higher education culture, in that many of the conclusions from the 2015-16 review appear again in 2016-17, however they are now being discussed as embedded components of practice. Schemes are operating with confidence and authority and are proactively developing systems and processes for future enhancement and problem resolution. It is apparent that the priorities for teaching enhancement in institutions and in scheme activity are being affected by wider TEF agendas especially in the UK. This can be seen in strategic developments that have taken place.

Schemes are now promoting the success of distributed and embedded approaches to supporting and engagement with Fellowship at departmental and discipline levels and within professional services. These are strengthened through targets, expectations of engagement and perceptions of value creating a potentially powerful tool for supporting learning and teaching and complementing institutional priorities and strategy. The cumulative impacts of all these influences can only benefit outcomes for students and student experience.

6.1 Key findings from 2016-17 annual review of accredited CPD schemes

In the 2016-17 review of annual accredited CPD scheme reports, 114 institutions (national and international) submitted reports on the previous year's progress and activity; 25% more than in 2015-16. This reflects the continuing growth in numbers of accredited schemes and associated activity for the HEA and highlights the potential for impact of this work.

6.1.1 Key findings in respect of strengths and issues (section 2)

With respect to strengths, the 2016-17 CPD reviews report the following:

- The growth of mentoring as a strength for schemes continues with over 60% of schemes highlighting its use as a success factor;
- Scheme leaders have attained a mature level of operational and strategic understanding with respect to scheme promotion and embedding over the three years, evincing proactivity and agency with respect to future actions and problem resolution;
- Senior Fellowship is seen as a desirable goal for staff seeking promotion or seeking to profile their learning and teaching work;
- The value of data collection as an imperative for scheme leaders continues; scheme reviews highlight the contribution of this to enhancement; operational management and efficient performance, as well as providing evidence to support wider institutional priorities and quality measures such as KPIs, HESA statistics, TEF, NSS;
- There is widespread and increased confidence across schemes and HEPs with respect to working with the UKPSF and HEA Fellowship;
- Key success factors associated with scheme processes include panel activity, assessment and feedback, application and submission process management, resource development, use of VLEs to provide accessible resources and support, celebration, wider embedding, and sharing;
- Use of dialogue is being widely discussed again in the context of flexible submission and inclusive approaches, wider sharing, and referral management;
- Time and workload continue to offer challenges to Fellowship however schemes increasingly are seeking creative solutions to manage this through use of VLEs, cohort use, and rationalisation of processes;
- Descriptor 4, Principal Fellowship, continues to be described as a career expectation for professorial roles and a desirable for senior managers.

6.1.2 Key findings in respect of impact upon institutions (section 3)

With respect to Section 3 influences upon institutions these embrace both hard and soft factors influencing change:

- HEA Fellowship and UKPSF Descriptors are now firmly embedded in the majority of HEP staff career profiles;
- Schemes now appear to be making an established contribution to the HEP landscape for learning and teaching and managing change;
- The approach of aligning HEA Fellowship to job descriptions is now well established and has made Fellowship desirable and a factor in promotions;
- Soft and hard factors generating impact are described as reinforcing each other and as embedding substantive changes in teaching behaviours for individuals and systemic developments in the institution;

- Senior Fellowship shows growth in engagement and is significantly influencing teaching practice, leadership and change management;
- Increased development of ECA, PGR and professional staff for Fellowships has generated an acknowledged foundational capacity for teaching and learning quality;
- Scholarly, critically informed and reflective practice has become established around Fellowship as a result of engaging in scheme activity and is viewed as a mechanism for wider cultural and behavioural change;
- Fellowship and scheme activity is being linked to pedagogic development, funding and curriculum change;
- Fellowship schemes continue to inform mechanisms of culture change, both hard and soft, in respect of teaching and learning;
- Impact on teaching and learning quality and its measurement is a crucial issue for institutions and is increasing as TEF and wider policy drive the agenda in the UK.
- Long-term approaches to impact are needed and embedding should be viewed as a long-term process and evaluated with a view to its relationship/relevance for wider policy, localised goals, and sustainability;
- Future areas of development appear to be outreach activity and partnership, as well as the design and implementation of data collection and evaluation mechanisms. Data management continues as a particular area of development;
- Questions are raised about the sustained impact and influence of schemes in the face of future achievement of Fellowship capacity within institutions. These will require consideration by schemes and appropriate strategic plans, as well as being influenced by wider drivers (TEF in the UK) and activity on CPD/good standing.

6.1.3 Key findings with respect to impact on teaching and learning (Section 4)

Developments which suggest significant progress has been made in how scheme activity is impacting upon learning and teaching behaviours and contexts within HEPs include:

- Continuing evidence that learning and teaching environments are being extensively reshaped and altered with accredited CPD schemes acting as an important focus and mechanism around which this is taking place;
- Over 95% of scheme reports mention changes to behaviours when discussing impact on teaching;
- ‘Changes in participant behaviour’ and the ‘transformation of context and environment’ are currently acting as crucial tipping points for learning and teaching impacts from schemes;
- The issue of evidencing incontrovertible outcomes for students and a causal relationship remains a challenge;
- Increased overlap between Sections 3 and 4 of the review because of the centrality of scheme positioning within HEP activity with respect to teaching and learning.

6.1.4 Key findings from Sections 7, 8 and 10

- Schemes are actively supporting their practice and development through targeted CPD for scheme team members;
- Professional development for the teams draws on externally and internally-led activity;

- Networks, the HEA, and external examiner roles are important mechanisms for professional learning among schemes;
- Schemes are making purposeful use of subscriber and consultancy days when informing development of schemes;
- The re-accreditation process provides an important opportunity for development and enhancement of schemes;
- The HEA is a valuable resource for schemes in their practice development.

6.1.5 Recommendations for future development

Considerations remain for future activity in respect of how scheme work will continue to impact upon and influence the landscape of learning and teaching across HEPs:

- Evaluation and monitoring of impacts remain priorities for all schemes;
- An interesting but inferred conclusion is that by framing re-accreditation requirement clearly in its processes, the HEA is indirectly informing wider teaching change, for example the mapping of career systems and processes and CPD to the UKPSF, and the growth in use of peer review for enhancement and reflection;
- Issues of demand, time, and successful completion continue, but are being addressed responsively and pro-actively;
- As Fellowship capacity is achieved, it may be a challenge for schemes to maintain the initial high profile and interest levels. CPD and TEF requirements may play a crucial role in sustainability of scheme influence;
- Outreach activity and partnership are areas for further development;
- Data management continues as a particular area of development.

Appendix 1 – Overarching trends across annual CPD reviews 2016-17

Area	Activities and strengths
Clarity of systems and processes	<p>Ensure communications outwards through e.g. devolved roles, VLE, regular and visible promotion (celebration)</p> <p>Use of timelines, deadlines and tracking mechanisms to manage and ensure progress;</p> <p>Use of targeted and/or online resources and diagnostic tools</p> <p>Clear referral turnaround</p> <p>Strong panel system</p>
Context	<p>Involve senior managers across process/scheme/panels</p> <p>Adapt to local agendas</p> <p>Links to institutional priorities, especially in teaching & learning (including targets)</p> <p>Distributed models for scheme systems and support (see above)</p> <p>Collaboration with HR</p> <p>Workload allocation as a desirable for applicants, reviewers and mentors</p>
Flexibility	<p>Development of pathways, e.g. Descriptor 1, Descriptor 3</p> <p>Inclusive approaches for experiential routes</p> <p>Approaches to suit diverse groups, e.g. oral options, e-portfolios, online</p>

Appendix 2: Recommendations on process associated with Fellowship application management reported in 2016-17 annual CPD reviews

Area	Activities and strengths for scheme practice
Early Stage	<p>Information provision in a variety of formats (HR, workshops, online, guides, webinars)</p> <p>Provide local and generic briefings to staff</p> <p>Develop the scheme linked to lead roles and champions in faculties and devolved communications</p> <p>Use diagnostics and supporting aids to help staff decide on evidence and descriptor target</p> <p>Employ templates to structure applications and support references</p> <p>Use of introductory workshops both bespoke and generic</p> <p>Consider use of language to address 'education speak'</p>
Mid Stage	<p>Mentoring as a crucial element in the form of peer, 1-2-1, group; also use of mentors in sign off and for peer observation; devolved approach</p> <p>Use of drop-in and face-to-face support</p> <p>Workshops offer structured support, where appropriate in devolved form, also to address e.g. specific needs such as reflection and specific to Descriptors</p> <p>Writing events create space to manage writing as bespoke, regular, termly or targeted events</p> <p>Formative feedback provision on progress/applications through e.g. mentors, one-to-one, and peers</p> <p>Use of exemplars for applications and case studies to guide</p> <p>Flexible submission options</p> <p>Cohort use to streamline process/progress management</p> <p>Guidance at key points using e.g. online module, VLE resources, workbooks, guides etc</p> <p>Consider role of central service</p>
End Stage	<p>Timed panels, structured timeline and timings for submission</p> <p>Strong panel system for review, standardisation and moderation, also return of feedback</p>

	<p>Management of referrals through timings, oral support</p> <p>Feedback into ongoing CPD</p> <p>Ensure recognition is public and celebrated through and with senior managers with use of events, award ceremony, conferences, case studies etc.</p> <p>Develop progression routes and expectations: Fellowship to reviewer to mentor with training</p> <p>Establish Communities of Practice</p> <p>Ensure sharing and dissemination of practice</p> <p>Role alignment as institutional tool</p>
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Appendix 3: Guidance for the 2016-17 annual CPD review

Only areas covered by the review for this report are detailed below:

Section 2 - Key features of the scheme that are operating particularly successfully and those that are operating less well and how you are responding

4000 Character Limit

Examples of information you could include:

- provide an outline of the particular strengths of the scheme;
- examples could be drawn from a range of sources such as innovative practice/resources, supporting participants to achieve successful engagement, building internal capacity;
- challenging operational issues;
- organisation of panels;
- monitoring of quality assurance;
- institutional approach to progressing staff from attendance at the first induction to submitting an application (retention and progression);
- the celebration of those achieving Fellowship.

Section 3- Impact that the CPD programme/scheme is having within your institution

4000 Character Limit

You may want to consider:

- whether any additional/wider initiatives have arisen as a result of the scheme;
- whether it has promoted a cultural change;
- initial and on-going professional development opportunities including those linked to promotion;
- any unexpected outcomes that have been generated through the scheme;
- 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.

Section 4 - CPD programme/scheme impacting specifically on teaching and learning process/outcomes/practices and the student experience.

3000 Character Limit

In doing so, please consider:

- changes to staff behaviour and learning and teaching practices;
- any specific changes to organisational systems and processes in respect of teaching and learning as a result of the CPD scheme;
- whether the scheme contributes to institutional strategies and priorities; promoting excellence in teaching and learning; identification of future developments
- impacts as a result of the scheme on the student learning experience and outcomes.

Section 7 - Professional development activities undertaken by the CPD scheme team, reviewers and mentors during 1 August 2016 – 31 July 2017

4000 Character Limit

Examples 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 HEA and across the wider sector.

Section 8 - Reflect on any developments to your scheme implemented in 2016-17

4000 Character Limit

This section could include commentary around the following points:

- use of the annual UKPSF Subscriber Accreditation Support day;
- any further support provided by the HEA which supported the development of Fellowship within the institution;
- response to recommendations by the original Accreditation Panel when the programme was initially accredited;
- any changes to, and the impact on the scheme as approved by the HEA (please see [Making changes to accredited programmes](#));
- any further or planned changes which may occur within this accreditation cycle;
- any developments resulting from your internal quality enhancement process;
- staff changes – please provide 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 9 - Role of external reviewers/assessors/mentors involved in the scheme in 2016 -17

1000 Character Limit

This section could include commentary around the following points:

- please provide the names of all individuals actively involved with the CPD scheme in 2016-17 who are external to your institution;
- please provide their name, current institution and category of Fellowship held, where appropriate;
- 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 [HEA accreditation policy 2016-17](#), for the requirements relating to externality within CPD schemes).

Section 10 - Please provide any other comments relevant to the HEA accreditation of the CPD programme/scheme

4000 Character Limit

This section could include commentary around the following points:

- please provide any relevant comments that have not been covered elsewhere in the report;
- any additional reflections that you feel maybe worth sharing/discussing with the wider sector;

- any queries relating to accreditation or suggestions for future HEA developments/events,etc.
- any opportunities the HEA could provide for support and guidance and examples of documentation or events that would be beneficial to the organisation.
- any comments on the HEA or your institution's global perspectives and wider collaborations with institutions;
- a discussion around the how your institution is supporting the sustainability of Fellowship.

Appendix 4: HEA developments and support activities 2017-18

Accredited programme leader network

Continuing the views expressed in the first 2014-15 annual review, in this reporting cycle, scheme leaders again highlighted the importance of sharing experience and good practice to inform wider reflections and further development for schemes. The HEA, now Advance HE, has continued to support the further development of an active network of accredited programme leaders; a subscriber benefit for accredited institutions.

In 2017-18, four network events held in the UK and three in events held in Australasia have successfully brought the accredited programme leader community together. In addition to some really excellent live in-country presentations at network meetings, there has also been sharing across the world:

- Professor Martyn Kingsbury presented live via Zoom to the network meeting in Auckland about the use of the accredited Imperial College STAR Framework to work towards a parity of esteem between teaching and research;
- Dr Tashmin Khamis (live at Bath Spa University) and Dr Zeenar Salim (live via Zoom to the University of Queensland meeting) spoke about the use of Fellowships to support the development of teaching and learning at the Aga Khan University;
- Eileen Hyder and Clare McCullagh recorded a presentation used at the June meeting in Queensland about how the University of Reading has promoted participation in the accredited FLAIR Scheme by professional learning staff.

We would really like to thank all institutions that kindly hosted network meetings and all colleagues who presented. We look forward to supporting and growing this important global network in 2018-19.

Widening eligibility for Fellowship

A positive area highlighted in this 2016-17 summary report is the increasing participation of professional learning services staff in accredited provision. One of the previous issues around eligibility for Fellowship had been the lack of clarity around what could be considered as HE practice. For example, the UK QAA Framework for Higher Education Qualifications defines HE as starting at Level 4 on the QCF in England, Wales and Northern Ireland; this posed a barrier to staff teaching on HE provision not assigned a 'level' as programmes do not lead to a full award. Following discussions at UK-accredited programme meetings and with members of the Foundation Year Network, by further defining the nature of ['Higher Education' for the purposes of eligibility for Fellowship](#), eligibility has now been extended to include staff teaching and supporting learning on foundation year programmes, pre-sessional language courses designed to develop academic skills for HE students and professional CPD programmes aimed at development of undergraduate or post-graduate knowledge and skills. The paper supporting this change was unanimously accepted at 2017-18 UK network meetings and Professor Abby Cathcart (QUT) is currently leading discussions with the Australasian accredited programme network to explore widening of eligibility in Australasia.

Change to a four-year accreditation cycle

The four-year accreditation cycle is now established with the Major/Minor Change process in place to enable mid-cycle revisions. As this summary report highlights the use and targeting of re-accreditation for enhancement and problem resolution, Advance HE will continue to monitor this to determine whether a four-year cycle is most appropriate to support institutional needs whilst maintaining consistency and standards across the sector.

Use of subscriber UKPSF consultancy

In addition to support for the accreditation/reaccreditation process, the subscriber UKPSF consultancy service has been widely used by institutions to provide development for internal reviewers and mentors. In 2017-18, the subscriber and additional paid UKPSF consultancy offer has also included support for the introduction of the new Academic Professional Apprenticeship for some institutions based in England. International support for accreditation has been provided both through in-country consultancy visits and through online activities.

Standardisation events in 2017-18

In order to support rigour and reliability in Fellowship judgement-making, and by implication in the credibility of schemes associated with Fellowship (Section 2, p13 below), the HEA ran a series of 'standardisation' events in 2017-18; four events focusing on Descriptors 1-3 and three events at Descriptor 4. These events provide the opportunity for individuals to calibrate their fellowship judgements and proved popular. It was especially positive to attract delegates previously not connected to the network, but involved in mentoring and reviewing in institutions. Over 200 delegates attended these events in 2017-18 and positive feedback has led to more events being planned for 2018-19.

HEA Fellowship cited in the Teaching Excellence Framework

Within the 2016-17 annual CPD review, scheme leaders based in the UK have again highlighted the influence of the Teaching Excellence Framework (TEF) on the wider national agenda of teaching and learning enhancement. Advance HE (via the HEA) commissioned a team led by ARC Network to carry out a data-rich trends analysis of all TEF2 provider submissions to identify key themes emerging and to consider sector needs. The report, [*Evidencing Teaching Excellence: Analysis of Teaching Excellence Framework \(TEF2\) Provider Submissions*](#) was issued 21 November 2017. Overall, two-thirds of providers spoke of HEA Fellowship in connection with institutional academic culture, further highlighting the importance of continuous professional development, recognition and reward of staff. This also further indicates the key role played by accredited programme leaders in supporting colleagues to achieve Fellowship. Advance HE will continue to work closely with the PVC and Deans' networks around the TEF agenda.



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