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Utilising the Professional Standards Framework for teaching and supporting learning for strategic transformation

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Co-editors Jenny Lawrence, Mary Fitzpatrick and Adam Craik

Project team

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Contents

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List of acronyms

AFHEA – Associate Fellowship of the Higher Education Academy

CPD – continuing professional development

GDPR – General Data Protection Regulation

HE – higher education

HEA – Higher Education Academy

HEI – higher education institution

HEP – higher education provider

HESA – Higher Education Statistics Agency

HR – human resources

KPI – key performance indicator

NSS – National Student Survey

PCAP – Postgraduate Certificate in Academic Practice

PFHEA – Principal Fellowship of the Higher Education Academy

PGCAP – Postgraduate Certificate in Academic Practice

PGCert – Postgraduate Certificate

PhD – Doctor of Philosophy

PSF – Professional Standards Framework

PVC – pro vice-chancellor

SEDA – Staff and Educational Development Association

Glossary of terms

Academic taught programmes – accredited taught programmes for early career staff e.g. in the UK, postgraduate programmes in Learning and Teaching in Higher Education/Academic Practice are commonly accredited.

Accredited CPD schemes – experiential routes to Fellowship. Other continual professional development (CPD) schemes might also be available within an institution.

Fellowship/professional recognition – used when referring to the professional recognition of an individual. Individuals gain Fellowship rather than accreditation.

Institutional accredited provision – general term used for all Advance HE accredited provision at an institution (both taught and experiential routes to Fellowship). Advance HE accredits institutions to award Fellowships to individuals.

Mission group – a collection or alliance of HEPs with common goals and characteristics.

PSF Dimensions of the Framework – a set of statements outlining the:

+ five Areas of Activity that you undertake when teaching and/or supporting learning within higher education

+ six aspects of Core Knowledge that you need to carry out your learning and teaching activities at the appropriate higher education level

+ four Professional Values that should inform and underpin your teaching and/or support of learning practice.

PSF Descriptors – a set of statements (referred to as Descriptor 'criteria') outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.

Advance HE operates the HEA Fellowship scheme and aligns its fellowships to the PSF Descriptors as follows:

+ Descriptor 1 (D1) aligned to Associate Fellow

+ Descriptor 2 (D2) aligned to Fellow

+ Descriptor 3 (D3) aligned to Senior Fellow

+ Descriptor 4 (D4) aligned to Principal Fellow

VITAE Framework – a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education.

Introduction

Jenny Lawrence, Mary Fitzpatrick, Adam Craik

Advance HE commissioned the University of Hull to lead a Collaborative Development Fund project curating a small collection of case studies exploring how the Professional Standards Framework (PSF) can be used for strategic change and transformation. The University of Limerick worked in partnership with the University of Hull between January and June 2022 in curating and co-editing the collection.

Aim

The principal aim of this collection of case studies is to increase understanding of how the Professional Standards Framework (PSF) can be used to achieve strategic change and/or positive transformation in learning and teaching. The intended readership is senior leaders with strategic responsibility for teaching and learning at an HE provider (HEP) and those with responsibility for supporting and developing teaching and learning. Advance HE-accredited continuous professional development (CPD) scheme leads will also find the work inspiring. We hope the collection speaks to the wide variety of HE providers across the global HE community.

Background

The PSF was "developed to support both institutional and individual responses to the rapid and substantial changes to the role and nature of HE" (Lea and Purcell, 2015, p5). It is comprised of Dimensions of Practice, specifically the knowledge, activity and values that underpin effective teaching and supporting learning. It also contains four Descriptors of how an HE professional might enact or champion the Dimensions of the Framework at various degrees of responsibility. The PSF is relevant to any HE professional involved in teaching and learning (Bradley, 2020). CPD accredited by Advance HE recognises the individuals working to the Descriptors with the award of Associate Fellow (D1), Fellow (D2), Senior Fellow (D3) and Principal Fellow (D4).

The PSF is a useful tool in understanding and developing effective educational practices in HE (Turner et al, 2013; Spowart et al, 2020), with its resonance across the variety of HE providers and nations acknowledged (Aldulaimi and Abdeldayem, 2019; Asghar and Pilkington, 2018; Beckmann, 2016; Spowart et al, 2020). Recent research suggests that embedding the PSF in institutional strategies and policy can enhance the scholarly approach to, and practice and standing of, teaching and learning within an institution (Spowart et al, 2020).

However, how the PSF can be used to broker strategic change or institutional transformation is less well documented. This is the rationale for Advance HE to commission this collection, which collates examples of best practice in how institutions are furthering their strategic goals through the purposeful and strategic deployment of the PSF.

Method

Research ethics approval was granted by the Faculty of Arts, Culture and Education Research Ethics Committee at the University of Hull. Advance HE provided anonymised data, indicating the UK HEP mission group or international, size, place on the accreditation cycle and accredited provision (D1-D4). Co-editors Jenny Lawrence and Mary Fitzpatrick, with two external reviewers, comprised a diverse panel to select institutions to be invited to contribute to this work. Through a blind review of anonymised pro vice-chancellor submissions to annual Advance HE-accredited CPD reports, the panel identified institutions that had used the PSF strategically and provided evidence of positive impact. A rubric scoring from zero (does not meet criteria) to four (exceeds criteria) ensured a transparent and consistent approach to decision-making. In order to produce a collection representative of the wide variety of HE provision, the top scoring institutions from the various UK mission groups and international HE providers were longlisted. A final shortlist of 10 institutions was agreed with representatives from Advance HE and, in line with UK GDPR protocols, invited by Advance HE to contribute to this collection. Eight institutions accepted our invitation to participate. A thematic analysis of the 25 top scoring submissions informed the principles and practice for using the PSF for strategic transformation, as detailed in the final summary and recommendations.

To support writing at pace, and encourage mutual learning, we invited the authors, who were all leaders with ultimate responsibility for Advance HE accredited CPD, to a synchronous writing clinic and virtual learning environment (Microsoft Teams) and an exemplar case study was provided. The clinic facilitated discussion on the strategic use of the PSF which, along with the clinic evaluation, are integral to our findings. Participants did not use the virtual learning environment.

To accommodate the busy diaries and varied time zones of the authors, the writing clinic was offered twice as a two-hour online session. This afforded protected time to focus on case study preparation with the benefit of live guidance and peer discussion. Evaluation responses were submitted by seven authors from six of the eight participating institutions. The data suggests that the clinic successfully prepared attending authors to write their case studies (80% of responses [n=4] scoring "5 – strongly agree", 20% of responses [n=1] scoring "4 – agree"; using a 5-point Likert scale to rate the statement "The clinic prepared me for writing my case study"). The evaluation survey was conducted anonymously via Jisc online surveys. All authors were given the option to waive anonymity for the use of attributed quotes.

Case study characteristics

Project partners and Advance HE's main aim was to produce a practical asset – the collection should be easy to access and discern case study relevance to the reader's specific context. It should also be a source of inspiration. To weave coherence across an international collection of a variety of HEPs that celebrates cultural specificity and is accessible to a diverse audience, for the case study structure the STAR (Situation, Task, Action, Result) model was adapted with the addition of Reflection (from a strategic leader and peer). Well established in communicating action and impact for the busy reader, and commonly used when writing a curriculum vitae, the STAR model is also used effectively in scholarly case studies (see, for example, Maddock et al, 2022). In addition, the peer reflection is a helpful addition to the international educational development work speaking to the variety of HE providers (see, for example, Lawrence et al, 2022). Each case study includes the following sections.

Situation: a brief profile of the institution using the PSF for strategic change.

Task: the institution's education or learning and teaching strategy, vision, mission or specific goals/KPIs.

Action: how the PSF was used to lever strategic change.

Results: what changed for the better, including qualitative and quantitative evidence.

Reflection: from the institution's senior leader with strategic responsibility for teaching and learning.

Reflective commentary written by an author contributing to the collection considering how the initiative might work in their different and specific setting.

Summary of findings

A criterion of Advance HE accreditation is evidence of commitment to "the alignment of institutional strategies and approaches to the development of staff that teach and support learning with the UKPSF" (Criterion 1a). Spowart et al (2020) identified five common practices:

+ PSF/accredited provision aligned to institutional strategic objectives eg institutional key performance indicators, Teaching Excellence Framework

+ PSF aligned to promotion criteria

+ achieving Fellowship as a requirement of probation

+ targets set in relation to number of HEA Fellows

+ PSF aligned to performance appraisal/performance development.

These are evident in this collection, although the institutions in this collection have gone beyond instituting Fellowship. They have:

+ embedded strategic priorities within their educational CPD

+ facilitated understanding of what those strategic priorities mean for individual practice

+ and incentivised engagement with educational CPD.

These approaches have led to the strategic transformation of teaching and learning, evident in the increased engagement in educational CPD, enhanced student experience and the standing of the institutions within the sector.

Case study summaries

Case study one: voluntary but irresistible: owning the PSF to incentivise great teaching

The Aga Khan University (AKU) introduced institutional accredited CPD at each of its research-focused campuses across three continents, including nations unfamiliar with the PSF. By embedding the PSF in policy while celebrating teaching excellence in esteemed institutional Fellowships and awards ceremonies, AKU has successfully inspired academic staff to invest time and energy in their teaching practices. These efforts are recognised in prestigious global awards.

Case study two: a 'one institution' approach to staff development and recognition

The University of Brighton established the Professional Recognition and Development (PRD) scheme in 2012, which enables staff to engage in the PSF in a flexible manner and is highly regarded by institutional senior leaders. It demonstrates an inclusive approach to CPD, providing opportunities for PhD students, technicians and those on an academic contract.

Case study three: enhancing the quality of our learning and teaching: using the PSF as a driver for strategic change

Bournemouth University works to realise its strategic ambition to be a leader of inspirational teaching by ensuring staff sustain their commitment to educational enhancement. The PSF Dimensions of Practice are embedded in all enhancement activity and Fellowship is integral to annual professional development reviews and career progression. Bournemouth has significantly higher numbers of Fellows than the sector average.

Case study four: co-creating an accredited CPD scheme with stakeholders

Cardiff University co-created its inaugural accredited CPD scheme with staff and student stakeholders, ensuring that the scheme met strategic directives and developmental interests. High levels of engagement in educational development across this research-focused institution is assured by embedding participation in the CPD scheme (as an applicant, mentor or assessor) in workload allocations.

Case study five: investing in academic leadership for positive change

Glasgow Caledonian University (GCU) recognises the strategic contribution of a professionally recognised teaching community in creating a high-quality student learning experience and demonstrates this in how it embeds the PSF in all institutional structures. Students experience the positive impact of PSF as the teachers they nominate for teaching awards have all attained a level of accreditation. Equally, GCU leadership model engagement with the PSF and have Senior or Principal Fellowship.

Case study six: using the PSF to value individuals and build capability in community

The University of Roehampton exemplifies how to embed Advance HE accredited CPD within institutional processes and culture. The PSF is central to the enhancement of teaching: all educational CPD is explicitly aligned to the PSF and is embedded in its staff development framework, Enhance. Consequently, engagement with the PSF is considered important for formal learning and teaching roles. Communities of practice have emerged because of engaging with the PSF, where colleagues continue discussions about learning and teaching beyond their usual disciplinary groups.

Case study seven: making parity of esteem a reality: rebalancing teaching and research within a research-intensive university

The University of Warwick has made a clear strategic, institutional and resource commitment to staff educational development and embedded the PSF framework across a range of strategic areas. It is clear that the institutional culture recognises excellence through its criteria for progression, Fellowships are championed by senior leaders and there has been a sustained increase in engagement in educational CPD at this research-focused institution.

Case study eight: recognising and rewarding excellence in inclusive teaching and student support

The University of Wolverhampton has successfully aligned a complex matrix of activity and its Advance HE-accredited provision to progress its strategic goal to be a fully inclusive institution. It has significantly reduced ethnicity awarding gaps by using the PSF to support all involved in learning and teaching in a bid to understand and develop its practice and educational leadership in the context of Wolverhampton's Inclusive Framework for curricula design and development.

Case studies

Case study one:
Voluntary but irresistible: owning the PSF to incentivise great teaching

Tashmin Khamis, PFHEA
The Aga Khan University, Pakistan, Kenya, Tanzania, Uganda and the UK

1.   Situation

1.1   A brief profile of the Aga Khan University

Established in 1983, the Aga Khan University (AKU) positions itself as "a university of, and for, the developing world". Guided by its core principles of Quality, Access, Relevance and Impact, it functions as one single global university with integrated campuses distributed across three continents and six countries: Pakistan, Afghanistan, Kenya, Tanzania, Uganda and the UK. The University supports core disciplines: Health Sciences, Teacher Education, Muslim Cultures and Civilizations, and Media and Communications at undergraduate and postgraduate levels. Despite its large geographic spread as a private, not for profit university, it has a total student body of 3500, a faculty size of 600+ and approximately 50 staff supporting teaching and learning. As stated in its mission, AKU aims "to offer programmes of international quality; prioritising teaching and research that underpin intellectual innovation and change; and developing leaders through its educational programmes." In 2018, AKU became the first, and only, Advance HE-accredited institution in Pakistan and East Africa to offer HEA Fellowships through the Teaching Enhancement Accredited Certification of the HEA or the Teaching Enhancement Accredited Certification (TEACH) continuing professional development (CPD) scheme for Associate Fellow (D1) and Fellow (D2). Today 61 academic staff have gained Fellowships across all four Descriptors (D1-D4).

2.   Task

2.1   Transformational teaching for engaged learning

AKU's commitment to the provision of quality teaching and learning is evident with the establishment of the Network of Quality, Teaching and Learning (QTL_net) in 2014. Rather than a 'centre', this university-wide, global distributed support 'network' was created to respond to the large geographic spread of AKU. QTL_net reports directly to the Provost through the Vice Provost (Quality, Teaching and Learning) and is made up of a small team of 12 staff that includes two quality assurance officers, four educational developers, three educational technologists, one instructional designer and two administrators. QTL_net aims to promote the highest quality of teaching and support excellence in the student learning experience by transforming teaching. AKU believes teaching must be both learning centred and research led with teaching excellence recognised and rewarded across the Academy.

As set out in the QTL_net strategic plan 2020-25, a range of services, resources and programmes are offered, in safe, inclusive and interdisciplinary spaces, to faculty and academic units on pedagogical practice, teaching excellence, teaching with technology, scholarly teaching and the scholarship of teaching and learning (SoTL). This is integrated with support from QTL_net for periodic programme and curriculum reviews to create a quality culture of continuous improvement.

3. Action

3.1 The PSF as a lever for teaching culture change

The PSF is embedded institutionally as a benchmark for teaching effectiveness and excellence through the continuum of policy, professionalising practice, reward and recognition of teaching.

3.2 Embedding the PSF in policy and practice

The AKU Teaching and Learning Framework aligns with the PSF. One of its aims is to ensure the efficacy and accountability of faculty development activities based on the Dimensions of the PSF. QTL_net has a global team that facilitates a range of professional development activities for faculty members and for those who support teaching and learning at AKU through face to face, blended and online approaches. Despite the geographic spread of its campuses, 95% (380) of AKU's 400 faculty have engaged in QTL_net programmes with 88% (352) returning for other support, showing the value added. When advertised, these programmes highlight how the Dimensions of the PSF are aligned to each related professional development activity. At AKU it is important that Fellowships are not just seen as 'another qualification to gain' but rather are transformative to teaching through reflective practice, often a new concept to staff as they engage in the application process, benchmarking against the PSF.

Prior to the TEACH CPD scheme, academic promotions needed no evidence of effective teaching practice. However, the Academic Promotion Policy now requires the submission of a mandatory teaching dossier that aligns to the PSF as an essential criterion for academic promotion. This initiative is a significant achievement in a research-led university, ensuring that teaching is seen as a scholarly activity.

3.3 Recognising and rewarding teaching through fellowship

The Haile T Debas Teachers' Academy, established in 2020, is the first interdisciplinary Teachers' Academy in the developing world. It is made up of outstanding AKU teachers recognised for their excellence in teaching and leadership in higher education who peer-mentor other faculty to enhance teaching practice. The PSF was used as a guide to develop an application template for membership, benchmarking teaching practice against an international standard. Out of 19 members, 16 have already gained their HEA fellowship. The members acknowledged that the process of applying for the HEA fellowship gave them the confidence to write reflectively for the Teachers' Academy membership application and demonstrate their excellence in teaching.

Since 2020, engagement in TEACH CPD and gaining HEA fellowships have been set as conditions for the most prestigious university-wide award on teaching, which is recognised at annual graduation ceremonies. The prestigious Award of Excellence in Teaching and Teaching Leadership specifies that applicants must have engaged in applied learning from CPD in their teaching practice, including within AKU's TEACH scheme and have benchmarked their teaching practice internationally (eg HEA Fellowships).

4.   Result

4.1   The impact of the PSF: on faculty practice, student learning and creating an institutional teaching culture

An external unit review of QTL_net's first five years concluded that the PSF led to institutionalising a teaching culture at AKU:

> "QTL_net has been remarkably successful in raising the profile of the importance of teaching and learning within AKU in a very short amount of time. The number of faculty who have taken advantage of the (TEACH CPD) programs and who have very positive outcomes based on their experience is exceptional" (Dawson, Quinney and Welch, 2019).

The majority of faculty who gain annual teaching awards or membership of the Teachers' Academy have also gained Fellowship and are recognised as Teaching Champions within their academic entities.

AKU won the Award of Excellence for Disruptive Education, of the inaugural Zairi International Award in Higher Education 2022, supported by UNESCO and Advance HE. AKU was selected from 90 applications received from 31 countries and acknowledged for its uptake of the PSF as a lever of change.

Spowart et al's (2020) study of institutional impact of accreditation showed the impact on of the Teach scheme aligned to the PSF on students:

> "There is a lot of difference in the [lecturers] who are really trying, who are trying, who are upgraded, who are really working on their educational methods, going to conferences …. who knows what works better .... [compared to] those who are not upgraded. We can see a visible difference in their [teaching] styles."
>
> *(Students' Union representative 2)*

> "I can say there are some changes because I am in contact with some alumni…. we normally talk [about] how they were taught, how we are taught [now] and they are saying 'You are lucky these days, you are getting this, we didn't get this, we didn't get that' so I can say there are some changes that are happening in the teaching and learning processes."
>
> *(Students' Union representative 1)*

5.   Reflection

Dr Jane Rarieya, SFHEA, Interim Dean, Institute for Educational Development and Director of Teaching and Learning

As a Dean, the PSF has provided me with a framework to advocate for teaching effectiveness among my faculty. It indicates the professional teaching competencies and values required for a faculty to aspire to and be recognised against. It also demonstrates that teaching is a scholarly activity and that the scholarship of teaching and learning is an important educational research area to contribute to. The PSF has not only improved individual faculty's teaching practice but has brought prestige to teaching in a university where faculty felt they were either financially rewarded for their clinical practice or promoted based on their research outputs. Today, the PSF guides teaching dossiers that are a part of academic promotion and the basis for application to the elite Haile T Debas Teachers' Academy.

6.   Peer reflection

6.1   Dr Gelareh Roushan, SFHEA, Head of Centre for Fusion Learning Innovation and Excellence, Bournemouth University, UK

The Aga Khan University (AKU) clearly values teaching quality and teaching effectiveness and has applied the PSF to develop an institutional culture of teaching excellence. Although a different context to my own institution, Bournemouth University, a UK university with international reach, AKU's use of the PSF to recognise and reward staff in their learning and teaching practice resonates with our own strategy of excellence in education. AKU has used a systematic approach to embedding the PSF in its policies and practice across its entire portfolio, which is incentivising and rewarding teaching enhancement and innovation. As a step to maintain a high standard of teaching and learning, the university may consider monitoring and review of the PSF at discipline level and create more opportunities for cross-disciplinary sharing of practice. This is an approach we have used at Bournemouth University by creating an ecosystem of educational enhancement for student success, and by embedding the PSF within our university's mission, policies and processes.

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Case study two:
A 'one institution' approach to staff development and recognition

Juliet Eve
University of Brighton, UK

1. Situation

The University of Brighton is a University Alliance institution, with a focus on applied, professional and vocational education. We have approximately 18,000 students across seven schools, including significant apprenticeship provision. Our mission is "to realise potential and shape futures through high-quality, practice-based learning, teaching, research and enterprise" via values which underpin our 2025 strategy, including our Putting Students at the Heart of Everything We Do (PSATH) Education and Student Experience workstream. Institutional accreditation includes our Professional Recognition and Development (PRD) scheme, which awards Associate (D1), Fellow (D2) and Senior Fellow (D3), a Postgraduate Certificate in Academic Practice (PGCert), which awards Fellowship (D2), with an exit point after module one awarding Associate Fellow (D1), and specialist provision within our School of Sport and Health Sciences (at Associate D1 and Fellow D2).

2. Task

PSATH focuses on empowering students to succeed and gain graduate-level employment through developing their confidence and capacity to make a difference and strengthening engagement in their own learning. This is leveraged via our fourth priority – developing and valuing staff. We have ambitious institutional key performance indicators (KPIs) for teaching qualifications and professional recognition, which have been translated into school-specific targets. Recent data shows that approximately 76% (715) staff have a teaching qualification, with 50% (470) currently holding Fellowship.

3. Action

We have taken a 'one institution' approach to developing all staff who teach and support student learning, ensuring that appropriate continuing professional development (CPD) opportunities are available and well promoted. These are coordinated by the Learning and Teaching Hub (L&T Hub), supported by Learning and Teaching Leads in Schools (part of the newly established School leadership framework), who have developed plans outlining how they will meet School-level KPIs and raise the profile of professional recognition.

3.1   Professional recognition and development (PRD) scheme

Established in 2012, the scheme enables staff to gain Associate Fellowship (D1), Fellowship (D2) or Senior Fellowship (D3). Flexibility of format allows colleagues to submit a written application or apply via an e-portfolio and dialogue route. Development offered by the Learning and Teaching Hub includes initial briefing sessions, an online application builder, detailed handbooks with examples from successful submissions, and popular bootcamps providing focused writing sessions. One participant told us, "the whole process had a really positive impact on the way I think about my teaching". This is complemented by a mentoring system, empowering existing Fellows to support colleagues and be eligible to join the assessor panel, which participants appreciate: "the assistance one provides for other staff via mentoring is valuable in terms of developing both people skills as well as enhancing the environment itself". Mentors and assessors benefit from initial training, shadowing opportunities and at least one annual calibration event.

3.2   Postgraduate Certificate in Academic Practice (PGCAP)

The PGCAP, leading to Fellowship, is a formal requirement for all new staff who do not hold an existing qualification. The course consists of two modules, and provides collaborative opportunities for participants to enhance practice, with a particular focus on the values articulated in the PSF.

3.3   Introduction to Learning and Teaching in HE workshops (ILTHE)

This workshop has supported PhD students since 2014 and, during 2021, it became a policy that they should take the workshop prior to teaching and be supported to achieve Associate Fellowship via our PRD Scheme.

A version has been designed for technical staff and the first iteration in June 2022 has attracted over 20 signups. This opportunity was embedded in our Technician Commitment in 2021 where post-course workshops support technicians to gain Associate Fellowship/Fellowship.

3.4   Promotion and celebration

Colleagues are celebrated at an awards event at the annual Education and Student Experience Conference, PGCAP completers attend graduation and all those gaining Fellowship receive a specially designed pin badge. Regular news items highlight those gaining Fellowship and additional stories feature individual journeys and the benefits of engaging with the PSF.

4. Result

An evaluation during 2019-20 found that engagement with the PGCAP or PRD scheme is perceived by senior leaders as significantly contributing to enhancing learning and teaching: "the major part of change that's happening in the school is through staff doing the PGCert". Other comments indicate impact on teaching culture:

> "It's not just that they're doing a PG Cert course but they're using the course to help others. For example, we've got a project going on and we've been talking about that process of research around the teaching of sensitive subjects. We've done a lot of work on that, and it's now being fed into university policy."

Colleagues with Fellowship/Senior Fellowship are extremely likely to hold one of a range of School Education and Student Experience lead roles established in 2021:

+ PGCAP participants are strongly represented (in two Schools, four out of the seven roles are held by recent PGCAP graduates),

+ Six out of seven Associate Deans have Fellowship or Senior Fellowship,

+ Each School has a Learning and Teaching Lead with Fellowship/Senior Fellowship.

Those engaging with Fellowship are often awarded recognition in other ways, for instance winning University teaching awards:

+ In 2021 both winners held Senior/Fellowship and one has been put forward for an NTFS,

+ The group award was won by a library team, including two members holding a category of Fellowship,

+ The 2022 winner is a holder of D2; out of three team awards, one was led by a Principal Fellow, one by a Senior Fellow and the final team included three lecturing staff, two of whom have Fellowship.

5. Reflection

Dr David Walker, PFHEA, Associate Pro Vice Chancellor (Education & Students)

The University's engagement with the PSF embodies our institutional values of inclusivity and partnership, providing development opportunities and focused guidance for all colleagues engaged in teaching and/or the support of learning, with the aim of providing our students with the highest quality education, supporting all our students to succeed and achieve their individual goals.
Our inclusive approach is reflected in the undertakings we have made as part of our Technician Commitment and opportunities to seek professional recognition for our doctoral students.
The importance of the PSF to the University in shaping our education offer and the wider student experience is evidenced by the growing prevalence of individuals in leadership roles holding teaching qualifications and Fellowship. There is, however, still more to do, reflected in ambitious KPIs set at institutional and school level consistent with our stated objective to develop and value our staff in terms of learning and teaching excellence and innovation.

6.   Peer reflection

6.1   Jo Peat, FSEDA, PFHEA, Head of Educational Development in the Learning and Teaching Enhancement Unit, University of Roehampton, UK

University of Roehampton is a post-1992 university in southwest London with approximately 10,000 students, studying across six schools: Life and Health Sciences, Psychology, Education, Humanities and Social Sciences, Arts and the Faculty of Business and Law. Roehampton is a member of the Cathedrals Group and gained university status in 2005. Although Brighton is larger than Roehampton, there are significant commonalities between the two PSF schemes. Most striking is the emphasis on a holistic approach to staff development, considering the institution as a learning place for all. The development of all staff features in both narratives, from doctoral students through to those on an academic contract. I was very struck by the development of a PSF-related opportunity into the Brighton Technician Commitment, which is a clear indication of the holistic approach taken at the university.

There is much in Brighton's provision that would be of benefit to Roehampton. Foremost is the flexible approach to recognition, where applicants can choose written submission or an oral route with accompanying e-portfolio. Acting as the external advisor to the Brighton PRD until 2020, I assessed applications via both routes and was struck by the richness of the oral submissions. This route allows for more personal insights and brings good practice 'to life,' particularly when facilitated by the highly experienced assessors. The level of support available to PSF applicants is impressive, and the online application builder is a feature that would benefit most schemes and would remove the need for such intensive one-to-one mentoring.

Case study three:

Enhancing the quality of our learning and teaching: using the PSF as a driver for strategic change

Martyn Polkinghorne and Gelareh Roushan
Bournemouth University, UK

1. Situation

1.1 A brief profile of Bournemouth University

Bournemouth University is a UK university founded in 1992, with origins as a place of higher education (HE) dating back to the early 1900s. The population of the university exceeds 18,000 students studying across four faculties: Bournemouth University Business School, the Faculty of Health and Social Sciences, the Faculty of Media and Communication and the Faculty of Science and Technology. From 750 academic staff, approximately 67% (500) have Fellowship in an appropriate descriptor.

1.2 Institutional strategy

Bournemouth University's institutional strategy (BU2025) is based on the values of excellence, inclusivity, creativity and responsibility. Our vision is for Bournemouth to be recognised worldwide as leading inspiring learning, advancing knowledge and enriching society through our 'Fusion' learning, a pedagogic approach that integrates education, research and practice.

2. Task

2.1 Strategic actions for education

We incorporate our Fusion learning approach consistently into our entire educational portfolio. We seek to excel in measures of teaching quality, learning environment and student outcomes, and to improve attainment, retention and completion rates for all students.

To implement our BU2025 Strategy, we need our staff who are involved in educating students to fully embrace Fusion learning to innovate and excel in the delivery of their learning and teaching activities. To do this, we established the Centre for Fusion Learning Innovation and Excellence (FLIE), which provides our Advance HE accredited provision aligned to our academic principles. This includes a taught Postgraduate Certificate in Education Practice (PGCert) which awards Fellow (D2), and a CPD Fellowship programme awarding Associate (D1), Fellow (D2) and Senior Fellowship (D3).

2.2   Using the PSF as a driver for education enhancement

We use the PSF as the foundation for defining good pedagogic practice and as a lever for continuous enhancement and professional growth. Within the first year of joining the university, new academic staff with little experience of teaching in HE are offered the opportunity to complete our Advance HE-accredited PGCert in Education Practice. Staff with prior teaching experience are encouraged to apply through our CPD route to Fellowship. Gaining Fellowship is monitored across the probationary period for new academic staff and discussed at annual appraisals for all academic staff. As the next step in developing their education practice, staff can also apply to our Doctorate in Education (fees waived).

We continue to support Associate Fellows, Fellows and Senior Fellows in the development of their academic practice, and to stay in good professional standing, through a range of internal development and educational enhancement opportunities delivered by FLIE, including sessions developing effective digital learning environments, leadership, assessing and providing feedback to students, appropriate teaching methods for different cohort sizes and equality of opportunities for learners.

Senior Fellows, who have gained Fellowship through our CPD pathway, are invited to submit an expression of interest to become mentors for colleagues applying, and/or assessors to reviewing applications received. Before they can be mentors or assessors, interested staff need to undertake training. In the case of assessors, they also need to attend an assessment panel meeting to ensure that they understand the assessment process.

2.3   Embedding the PSF in educational enhancement and teaching practice

FLIE uses academic staff who are Senior Fellows as Educational Enhancement Theme Leaders to address institutional strategic priorities. Activities undertaken are in the form of workshops, advice and guidance, and/or briefing updates at relevant committees. The work of the Theme Leaders ensures that the PSF is continuously embedded within the educational practice and considers all academic staff.

Based on their case studies, staff recently awarded Fellowship or Senior Fellowship are invited to contribute to FLIE's education enhancement workshops. This is a valuable mechanism to enable the sharing of best practice across the institution and elevate the standing of great educators at our institution.

2.4   Celebrating and rewarding Fellowship

The university's Academic Career Framework describes indicative outputs expected from staff at different stages in their careers. While not a condition of progression, there is explicit reference to Fellowship within this framework. The university encourages all academic staff to include applying for an appropriate Fellowship descriptor in their personal development plan (PDP), which is a record of their continuous achievement. Fellowship is recognised at the highest level as being an important progressive achievement. New Fellows (all Descriptors) receive a personal congratulatory letter from the Vice-Chancellor and are invited by Organisational Development to an annual university-wide event celebrating staff-qualifications which is hosted by the Vice-Chancellor.

3.   Result

3.1   Harnessing the PSF as a driver for change

Bournemouth University has a visible and tangible commitment to supporting educational enhancement, which is making a material difference to the staff and student experience. Informed by the PSF, we have consolidated our educational development offerings to staff through the development and provision of a digital pedagogies framework, and we have created a new platform to provide training, guidance and support materials. This is important in presenting staff with examples of different teaching practices and for their development of learning activities which respect students from diverse learning communities.

Staff are also helped to recognise methods for evaluating the effectiveness of their teaching, to understand the need for, and what constitutes, an effective learning environment, and how their subject material can be best presented. We have introduced an annual Vice-Chancellor's award, 'Inspiring Learning', to recognise staff excellence in this regard.

The university's commitment to reflect the PSF in its institutional BU2025 Strategy ensures that it remains prominent and relevant across the university. As a result, the percentage of our staff with Fellowship – 67% (500 staff) – is significantly above the sector average (54%).

4.   Reflection

Professor Tim McIntyre-Bhatty, Deputy Vice-Chancellor, Bournemouth University

High quality learning and teaching is a priority for Bournemouth University and at the core of our BU2025 strategy. We invest heavily in supporting staff in the development of their education practice to ensure the provision of an excellent student learning experience.

Our Advance HE accredited programmes have been invaluable in enabling us to create an ecosystem of educational enhancement for staff and for students.

Embedding the use of the Professional Standards Framework within our strategy and university policies ensures that it maintains a high profile, and staff gaining any Fellowship descriptor are rightly proud of their achievement.

5.   Peer reflection

5.1   Professor Tashmin Khamis, PFHEA, Vice Provost (Quality, Teaching and Learning), the Aga Khan University, Pakistan, Kenya, Tanzania, Uganda and the UK

Bournemouth University is obviously committed to a high-quality learning experience and a student-centred approach. This is evident from the high percentage of faculty to have gained Fellowship and the acknowledgement of benchmarking to the PSF through avenues such as appraisals and sharing of best practices across departments.

The monitoring of Fellowship also indicates to academic staff the high expectations of the university and its alignment to the PSF. As the majority of faculty gain Fellowship, the institution may need to consider how it distinguishes and incentivises those demonstrating teaching excellence and educational leadership, such as those engaged with educational development through FLIE.

This is an approach we recognise as effective at the Aga Khan University, an intercontinental institution with campuses in East Africa, Pakistan and the UK. We do this through gaining membership of the prestigious Haile T Debas Teachers' Academy, where excellent pedagogues are recognised for their teaching mentorship of other faculty.

Case study four:
Co-creating an accredited CPD scheme with stakeholders

Nathan Roberts and Stephen Rutherford
Cardiff University, UK

1.   Situation

1.1   A brief profile of Cardiff University

Cardiff University is a member of the research-intensive association of UK universities, the Russell Group, and aims to blend its teaching and research excellence to provide an exceptional, world-class student experience. Cardiff University is the largest university in Wales and has 33,190 students (QAA, 2020) and around 7,000 staff, including approximately 3,000 FTE academic staff and a substantial number of professional services staff in roles related to the support of learning and teaching.

2.   Task

2.1   Committing to valuing and promoting teaching excellence

Cardiff University's Education and Students sub-strategy makes a commitment to value and promote teaching excellence including actions to:

+   provide a programme of initial and continuing professional development that supports the improvement and enhancement of leadership, management and delivery of teaching

+   support staff who teach and support learning and teaching to work towards internal and external recognition

+   recognise the important role played by graduate tutors and demonstrators, and support them to develop high-quality teaching practices, and provide structured and well-supported opportunities to be part of our teaching community.

These aims emphasise supporting new staff, established staff and postgraduates who teach. We then committed to developing a suite of Education Fellowship Programmes designed to meet these aims.

3.   Action

3.1   Building the Education Fellowship Programmes with stakeholders

The opportunity to build an entirely new educational continuing professional development (CPD) programme is rare. We wanted to take a step back to consider and reflect on 'What do our teaching staff actually need to know in order to thrive in their role and provide the learning experiences we wish for our students?'. Starting from this position within the Cardiff Learning and Teaching Academy (the university's hub for educational development and specialist teams in learning and teaching), we ran a large-scale, wholly collaborative exercise with stakeholders of all kinds to understand the developmental needs and preferences of our specific learning community. The outcome was a new, comprehensive, accessible framework that could support staff throughout their careers and which combined individual needs, institutional strategic priorities and the Dimensions of Practice established in the PSF.

As a first step, we assembled a large group of 40+ staff comprised of early career and established lecturers, learning technologists and information specialists, Directors of Learning and Teaching, Directors of Research, Heads of School, lab technicians and National Teaching Fellows. They collaboratively devised what became our 'commandments': a set of principles that we were to commit to throughout the subsequent design process.

Table 1. The core 'commandments' for educational CPD gathered from stakeholders

Principle *Our Fellowship programmes will be:*	Implications
Valued and recognised	Celebrated, resourced, Advance HE accredited, senior managers and line managers positive and supportive. Recognised in workload allocations.
Supported	Participants feel supported and can access coaching, advice and guidance. Developing a community of practice.
Well designed and delivered	Represent good practice, provide a coherent journey through the PSF Descriptors, not boring.
Not burdensome or overwhelming	'Reflection-rich and assessment-light', practice-focused. The ability to build assessments 'little and often'.
Practice focused	Theory aligned to practice, aimed at enhancing the educational skills across the university.
Inclusive	Inclusive curricula and inclusive opportunities for multiple career pathways (academic and professional services) to engage.
Flexible	Granular, with journey 'stop-offs'.

These were handed to three equally professionally diverse working groups organised along PSF descriptor lines, separate design groups for Associate Fellow (D1), Fellow (D2) and Senior Fellow (D3), and an overall steering group. These gathered wider input, had extensive discussions, and devised curricula and core themes for the new programmes. Proposals were further refined through exercises such as 'Arena, Blended, Connected' sessions (rapid, hands-on, visual storyboarding workshops), to ensure that strategic elements were appropriately embedded. Content was also shaped by 'Student Champions' (current students who worked with the Learning and Teaching Academy) who were asked to identify key issues and devise resources for use in the programmes.

The result was a new suite of Advance HE-accredited Education Fellowship Programmes for Associate (D1), Fellow (D2) and Senior (D3) Fellowships, including fully facilitated D1 and D2 'programmes' of five to seven monthly workshops for people new to teaching and semi-facilitated 'schemes' for each Fellowship Descriptor, aimed at more experienced colleagues. To ensure accessibility and open up opportunities for participation, blended and fully online options were made available.

Table 2. The CU Education Fellowship Programmes

Facilitated workshop programmes	Bespoke support for experienced staff
	Fellow Development Scheme (Senior Fellow)
Fellowship Programme New academic staff, PS staff with leanring support roles	**Fellow Development Scheme** (Fellow)
Associate Fellowship Programme PGRs teaching, PS staff with some learning support	**Fellow Development Scheme** (Associate)
Mentors and community of practice	

To avoid overloading participants, assessment is centred around a portfolio of bite-sized pieces that can be produced as they progress through the programmes. Mini thematic blogs are linked by a narrative and each Senior Fellow portfolio includes case studies aligned to institutional priorities. Engagement with a supportive and reflective 'peer review' exercise is aimed at encouraging cross-fertilisation of ideas between disciplines and each participant is allocated a mentor to support their progress. Each element of the portfolio, and all workshops and activities, are explicitly aligned with specific Dimensions and Descriptors of the PSF. Importantly, a supporting business case was approved that enabled the sustained resourcing of an expanded delivery team and workload allocation for participants, mentors and assessors.

4.   Result

4.1   Introducing a new Education Fellowship Scheme at scale

We first piloted our programmes in March 2021, so at the time of writing 14 months on, we are a work in progress. To date, we have 177 Associate Fellow, 168 Fellow and 49 Senior Fellow participants, with high demand evident across all levels. Gaining Fellowship is a probationary requirement for new lecturers but many others are choosing to embark on the programmes voluntarily as a result of the visible, collaborative, inclusive and supportive ethos that began at the design phase. Participant satisfaction levels have been consistently high and qualitative feedback emphasises the positive impact of the workshops, support, peer-review process and reflective assessment. For example, from a Fellow pilot participant:

> "The tutors and my mentor, in particular, were fantastic. I've learned so much from the course, all of which I'll be able to put into practice as I develop a new module this year. I could not recommend it highly enough."

Perhaps the most valuable outcome from the collaborative co-design approach is the sustained community support and buy-in. We have around 50 mentors and assessors from 17 Schools supporting the programmes, and these numbers are increasing. Successful participants frequently offer support as mentors or assessors for subsequent cohorts and contribution and participation in the programme is workload allocated. Through this integrated and structurally embedded approach, we are continuing the collaborative ethos and changing practices across the institution.

5.   Reflection

Claire Morgan, PFHEA, Pro Vice-Chancellor, Education and Student Experience

The redesign of our academic CPD was part of a portfolio of projects aimed at valuing and promoting teaching excellence at Cardiff University. This was a valuable opportunity for co-creation and colleagues from across the university were invited to be part of this, shaping the design and delivery of the Education Fellowship Programmes. The PSF provided a crucial framework for our thinking and enabled us to shape our CPD offering to meet the needs of all staff who teach or support learning and teaching. It was important to give this work time and support. For long-term success, we also needed to get the structures and resources right: a new delivery team was established and workload allocation approved for participants, mentors and assessors. We are already seeing the benefits of taking this approach as staff progress through the programmes and describe how their practice has been transformed.

6. Peer reflection

6.1 Gemma Witton, SFHEA, Educational Developer and Dr Phil Gravestock, PFHEA, Dean, College of Learning and Teaching, University of Wolverhampton, UK

The collaborative methods adopted by Cardiff University has prompted the University of Wolverhampton to consider the opportunities that Cardiff's process provides as we approach reaccreditation of our Fellowship scheme. The University of Wolverhampton is a modern university in the UK, with a strong widening participation agenda and around 20,000 students. While we have quite a different strategic focus, we find the Cardiff approach inspiring.

We are particularly interested that Cardiff reached out to 'Student Champions' and asked what was important to them in relation to teaching and learning – a reminder that the student perspective can easily be lost in initiatives aimed exclusively at staff. If we use our forthcoming reaccreditation as an opportunity to reimagine our existing scheme, then taking time to reflect on what elements of our scheme are working, and the evidence of impact that we have for this, as well as seeking out feedback from colleagues and students, will be of crucial importance to meeting our strategic aim of excellence in inclusive teaching and student support.

The community-produced 'commandments' reinforced the importance of creating spaces and protecting time for colleagues to engage in CPD in a meaningful way. The assessment strategy using PSF-focused workshops and associated activities has highlighted that there is scope for us to explore a more scaffolded route to fellowship for colleagues who would not traditionally engage with our accredited Postgraduate Certificate in Academic Practice in Higher Education (accredited to award Associate and Fellow and to support those with existing fellowship as they work towards recognition as Senior or Principal Fellows).

7. References

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Case study five:

Investing in academic leadership for positive change

Alison Nimmo
Glasgow Caledonian University, UK

1.   Situation

Glasgow Caledonian University (GCU) has more than 21,000 students studying at our main campus in Glasgow, at our satellite campus in London and, globally, on our Transnational Education (TNE) programmes. We have three academic Schools: The Glasgow School of Business for Society; School of Engineering and the Built Environment; the School of Health and Life Sciences. We are a modern university grounded on strong organisational values and committed to our vision of the University of the Common Good.

Our Advance HE-accredited CPD includes the Post Experience Certificate in Supporting Student Learning (30 M, accredited to award Associate Fellow (D1), Post Graduate Certificate in Academic Practice (PGCAP) programme (60 M, accredited to award Fellow (D2) and the experiential Accelerate Pathway to professional recognition, which awards Associate (D1) Fellow (D2) and Senior Fellowship (D3).

2.   Task

2.1   Transformative education in a values-based culture

In 2020, GCU produced a new strategic approach to learning and teaching in the form of the Strategy for Learning (SfL) 2030. The SfL aims to deliver 'transformative education' through excellence in learning, teaching and assessment, outstanding student experience, research-led and enquiry-based pedagogies and practice, aligning with the values and principles of the PSF.

3.   Action

3.1   From culture to structure

Over many years we have developed a positive culture around teaching in the university. Over the past five years, we have acted at a structural level and embedded a university key performance indicator (KPI) for fellowship and teaching excellence in our university strategies and in our school annual operating plans. This has signposted the strategic contribution of a professionally recognised teaching community in creating a high-quality student learning experience.

We used professional recognition through Fellowship as a key design feature in realising this KPI by weaving the PSF through existing institutional structures. Our Senate approved an Academic Development Framework, underpinned by our Advance HE-accredited CPD, which provides developmental pathways for staff across the academic career lifecycle. Those on the new to teaching pathway engage in the PGCAP (D2) as the baseline expectation for professionalism in teaching at GCU. The complementary experiential Accelerate Pathway for more experienced teachers embeds the expectation for staff to continue and extend their professionalism as Senior Fellows.

Our university strategies expect growth in staff digital skills. The two Fellowship pathways have been woven through with embedded opportunities for staff to produce digital artefacts as part evidence for Fellowship for all Descriptors

Our experienced staff on the experiential Accelerate Pathway mentor and observe new teachers on the PGCAP and staff on each pathway present their engagement in peer support as evidence of Fellowship. A consistent mentoring approach has been adopted across our teaching, research supervision and Aurora (Advance HE's leadership development initiative for women) programmes, meaning staff mentors contribute to many cross-institutional developments. This mentoring model aligns to, and champions, the PSF and Vitae (a national professional development framework for supporting the development of researchers in HE) frameworks. This year we were delighted to be the first university to receive the Scottish Mentoring Network Quality Award.

4.   Result

4.1   Academic leadership and institutional success

GCU has had an Advance HE CPD framework for more than 15 years and this maturity sees more engagement and success in professional recognition as staff develop from Fellows to Senior or Principal Fellows. In 2019-20, we had great success with 37 staff achieving Senior Fellow against a sector average of 13. We feel that it is important to communicate this conversion success as annual reporting mechanisms and benchmarking tend to be less granular.

This high conversion rate is creating value in building academic leadership. In 2019, our teaching staff initiated a Senior Fellow Network, which actively seeks opportunities to engage in institutional discussions on key learning and teaching priorities.

Many Senior Fellows became reviewers for our Accelerate Recognised Prior Learning (RPL) Pathway and/or offer peer support and observation to new teachers on the PGCAP. This helps Senior Fellows maintain evidence of currency and good standing, and embodies that distributive leadership ethos of our Senate approved university CPD policy. They have become a valued stakeholder group in strategy consultation and the development of new learning and teaching pilots.

The sense of agency afforded by this Senior Fellow recognition is one of the less visible, or intangible, assets of Fellowship as this professional recognition creates change agents in our teaching communities and among those supporting student learning. These change agents are committed to delivering an excellent student experience.

Having Senior Fellow as a promotion criterion has also meant that Heads of Department are confident that newly promoted Senior Lecturers have the skills and experience to develop their colleagues and build programme teams and are committed to leading practice enhancement beyond their own individual practice context. This has resulted in supporting collaborative and collegiate working in our departments.

In September 2020, GCU climbed 21 places in The Times and Sunday Times Good University Guide, due to improvements in the National Student Survey (NSS) scores on teaching quality and student experience, degree completion and graduate prospects. We would like to think that there is a strong correlation between our students' appreciation of their programmes of study, their academic success and the academic leadership we have nurtured through our use of the PSF.

4.2   Strong staff/student relationships

GCU is one of the few universities that promotes the engagement of the Students Association, with elected officers participating in our accredited provision to achieve Associate Fellowship. These elected officers participate as students and report how they develop an empathic insight into the challenge of teaching. This insight informs their expectations as a Students' Association of how the university can continue to enhance the student learning experience. In turn, this strengthens the student-staff partnership approach that is embedded in all GCU practices and processes.

This year, as before, the majority of staff nominated for Student Association Teaching Awards hold Fellowship. It is clear that our students also value staff who are committed to continually developing their learning and teaching practice; though unfamiliar in name, the UKPSF ethos is recognised by the student body.

However, there is a challenge in making this investment in our staff and their continual development as visible to our students and other stakeholders as investment in the bricks and mortar, technology and software. HEA fellowship statistics can be presented as tangible evidence of our investment in a skilled and professional teaching community that cares about, and can deliver, an engaging and rewarding learning experience for our students.

5. Reflection

Professor Alastair Robertson, PVC Learning and Teaching

External professional recognition of teaching remains a key aspect of our institutional strategic approach to providing a high-quality student experience here at GCU. This is reflected in the requirement for our academic schools to embed targets for fellowship in their annual operating plans. Success in fellowship has been reported annually at Senate for a number of years. However, this year we have extended formal annual monitoring reporting at Programme Board and through the university's academic governance structure to include the Accelerate Pathway as well as the PGCAP. This ensures the full value of the university's engagement with the PSF is visible and transparent to all key stakeholder groups.

The increasing percentage of staff gaining professional recognition provides the institution with a growing, engaged community of practice who are committed to delivering an excellent student experience. The university is committed to raising the profile of learning and teaching and enhancing recognition of excellence. For example, this academic year we have introduced a new Strategy for Learning innovation fund to build capacity in the scholarship of learning and teaching and project leads are expected to have HEA Fellowship. In 2022, we are refreshing our teaching awards to provide exciting new opportunities for individuals and teams to evidence and gain recognition for impact.

6. Peer reflection

6.1 Dr Letizia Gramaglia, Reader, Head of Academic Development and Director of Warwick International Higher Education Academy (WIHEA), University of Warwick, UK

While strategic focus may differ, both Warwick and GCU share a strong alignment with the values and ethos of the PSF and are committed to providing transformative education underpinned by enquiry-based pedagogies and practices. The University of Warwick is a campus-based, research-intensive university with a reputation for excellence in education. We have a devolved structure with high degrees of departmental autonomy, resulting in a richness of signature cultures and approaches.

GCU has successfully implemented a consistent mentoring approach across a range of areas. We are inspired by the way in which it supports Student Officers to achieve Associate Fellowship through its accredited provision and we see this as a model that would be suitable to our own context to further enhance our student-staff partnerships.

We would be able to build on established engagement channels with our elected Student Officers, and extend this support to our WIHEA student fellows. Fellows are selected through an application and nomination route and commit to making an institutional contribution to learning and teaching at Warwick. This would be a very effective way to socialise the PSF among the student community and enable students to develop an understanding of, and appreciation for, the standards embodied by the Fellowships.

Case study six:

Using the PSF to value individuals and build capability in community

Jo Peat
University of Roehampton, UK

1. Situation

The University of Roehampton is a member of the Cathedrals Group (an association of UK universities founded as teacher training colleges by the Church of England, Roman Catholic Church or Methodist Church). It is a post-1992 university (a technical college given university status through the UK's Further and Higher Education Act, 1992) in southwest London with approximately 10,000 students across six schools: Life and Health Sciences, Psychology, Education, Humanities and Social Sciences, Arts and the Faculty of Business and Law. The university is made up of four colleges, including Whitelands College, the first higher education institution (HEI) in the UK to admit women.

2. Task

Our values are built on our belief that we can help all students realise their ambitions. Roehampton's mission is to change lives by helping our students to develop the confidence, knowledge and adaptability they need for a successful graduate career and fulfilling life; to understand and help improve our world through a spirit of curiosity and discovery; and to support, encourage and challenge each other in a friendly and inclusive community that values people as individuals.

Roehampton's staff development framework, Enhance, includes our Advance HE-accredited CPD, our taught programmes, Recognition for New Academics (R4NA) accredited to award Fellowship (D2), Staff and Educational Developers Association (SEDA) Introduction to Supporting Learning and Teaching, accredited to award Associate Fellow (D1) and University of Roehampton Reflective Account of Practice (URRAP) which awards Associate (D1), Fellow (D2), Senior (D3) and Principal (D4) Fellowships.

According to Advance HE statistics for 2020-21, the university has 108% (555) of staff with PSF recognition; this figure includes staff not on an academic contract but percentages are calculated against the number of staff on academic contract, hence being over 100%. This is against a sector average of 53.7% and a Cathedrals Group average of 72.7%.

3. Action

The Learning and Teaching Enhancement Unit (LTEU) leads staff development, informed by the university's Enabling Strategies. The LTEU works collaboratively, taking a holistic approach to staff development across professional services, academics and doctoral students hoping to teach. The Head of Educational Development has a critical link role with Human Resources, enabling the PSF to be embedded in all staff development.

3.1 The PSF and staff development

The PSF is central to the enhancement of teaching and all pedagogic CPD is explicitly aligned to the PSF. Recognition against the PSF has been built into strategic aims and processes and the Dimensions inform learning and teaching from Level three to Level eight.

Engagement with the PSF is a formal expectation outlined in probation and promotions documentation. R4NA is compulsory for all inexperienced colleagues. Our SEDA- accredited programme is mandatory for doctoral students wishing to teach and open to professional services colleagues, providing them with added credibility when working with academics and helping to bridge the gap between the two groups. The LTEU runs a mandatory programme for doctoral supervisors in conjunction with the Graduate School, using Taylor (2016) and the VITAE framework (a development framework that articulates the knowledge, behaviours and attributes of successful researchers and encourages them to realise their potential) to ensure alignment with the PSF. Taylor (2016) demonstrated how the Descriptors could be interpreted in terms of doctoral supervision. Linking the PSF to those focusing on research helps an institutional nexus between research-active colleagues and those focusing on pedagogic practice.

All academics must engage in annual peer review of teaching and the peer review template references the PSF, providing a common language for the process. This allows colleagues to develop a good working knowledge of the framework and an understanding of how to use it to gauge the quality of performance and as a scaffold for improvement and identifying relevant CPD.

3.2 The PSF and career development

The PSF is embedded in the university's academic framework. Successful recognition as Fellow in the first year of employment at Roehampton is a condition of probation. To retain the PSF's developmental nature, colleagues not initially successful are deemed not to have 'failed' but to require further support to reach the required threshold. Fellowship is a criterion for promotion beyond senior lecturer, promotion to Principal Teaching Fellow requires Senior Fellowship, promotion to Chair requires colleagues to demonstrate that they are actively working towards Principal Fellowship. This helps to engender high engagement with the PSF.

Senior Management actively supports the PSF. The Pro Vice-Chancellor (Education) sits on recognition panels, giving him an insight into pedagogic practices across the university. Deans encourage colleagues with recognition to become mentors and assessors, which is recognised on workload allocation. This engagement provides evidence of good standing and further embeds the PSF. Fellows present at the annual Learning and Teaching Festival and successful applicants are celebrated in the LTEU newsletter and School meetings.

4. Result

Impact of the PSF is seen variously, including through a trajectory through the different categories of Fellowship, which leads to escalating positions of responsibility. Of the colleagues who engaged in R4NA and were awarded Fellow three to five years ago, 26% (17) have, or are applying for, Senior Fellow. Many then work as informal mentors with junior colleagues to help develop their pedagogic practice.

Engagement with the PSF is considered important for formal Learning and Teaching roles. All School Learning and Teaching Leads have Senior Fellowship. Four Principal Fellows have gained promotion to Professor because of their excellence in Learning and Teaching and their championing of pedagogic developments.

A further example of impact is the innovative practice emerging from case studies submitted by colleagues for PSF recognition. This is disseminated via the VLE and showcased at our Festival. This: allows otherwise potentially undiscovered good practice to be surfaced

+ enables wide dissemination of good practice

+ builds credibility and esteem for colleagues

+ raises the profile of learning and teaching across the university.

Engagement with the PSF has created communities of practice beyond the usual disciplinary silos. These include colleagues applying for recognition who meet for workshops, peer mentoring and to discuss applications. Mentors meet to share experiences and take part in bespoke CPD. Panellists report the benefits of assessing, helping reflection on practice and on what constitutes 'good' teaching. These communities of practice provide space and legitimacy for discussions about learning and teaching.

5.   Reflection

Dr Stephen Driver, Pro Vice-Chancellor (Education)

I am proud that recognition still exceeds the sector and benchmark averages. This reflects our continued and unequivocal commitment to the recognition of excellent teaching. Through our accredited provision we have developed a community of practice focusing on high-quality teaching. Colleagues with recognition have become champions for the scheme. They support others through their work as mentors, and act as assessors and advisers to further develop Enhance.

The value that Enhance brings to learning and teaching at Roehampton cannot be underestimated. We have had pedagogic CPD in place for many years, our key focus being on the quality of teaching and student academic outcomes. Enhance has formalised this and is fully embedded in institutional processes. It will certainly be a key element in our next Teaching Excellence Framework (TEF) submission.

6.   Peer reflection

6.1   Juliet Eve, PFHEA, Head of the Learning and Teaching Hub, University of Brighton, UK

The University of Roehampton has a similar mission to the University of Brighton in terms of developing the confidence of students within an environment that values diversity and inclusive practice. While it is considerably smaller than the University of Brighton and has an educational portfolio different to our vocational focus, there are clear similarities between both institutions' approach to coordinating development opportunities for staff at all levels of their career, and these have evidently been very successful in enabling Roehampton to achieve high levels of Fellowship. I was particularly impressed by the building of communities of practice and the approach taken to disseminating best practice arising from the case studies submitted by applicants for Fellowship and this is an aspect of work that would be particularly beneficial to expand at Brighton. There are other aspects of Roehampton's provision that would be both desirable and possible to achieve at the University of Brighton. For instance, the clear embedding of the PSF in development and promotional structures is an aspect that would strengthen engagement with the PSF in our institution. In particular, it would be useful to pursue the strategy at Roehampton of linking the PSF to the work of those who are focused on research, in order to strengthen research-teaching links across the university, and we are already beginning to explore ways we can draw on the experience of professors who have engaged with our Professional Recognition and Development (PRD) scheme to promote the benefits to other colleagues.

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Case study seven:

Making parity of esteem a reality: rebalancing teaching and research within a research-intensive university

Letizia Gramaglia
University of Warwick, UK

1. Situation

1.1 A brief introduction to the University of Warwick

Established in 1965, the University of Warwick is a research-intensive university with a reputation for excellence in education. We have almost 30,000 students across 30 academic departments and we guarantee a high degree of departmental autonomy, fostering a richness of signature cultures and approaches. Our mission is to enable excellent educational experiences that are transformative and enriching for our students and their impact on society. We are among the top 10 in UK league tables and the highest-placed Russell Group university for student satisfaction with teaching quality.

2. Task

2.1 Warwick in 2030: excellence with purpose in research and education

Our strategy foregrounds Warwick's core purposes of research and education, with a strong explicit commitment to excellent teaching that is research-informed, international in outlook and interdisciplinary.

To enable consistent, high-quality educational experiences for all students, our staff engage in continuous enhancement of teaching and learning through partnership with students, communities of practice, teaching-related research and wider continuing professional development (CPD) schemes.

2.2 Reward and recognition of teaching

Our efforts to mitigate the impact of the pandemic focused on pedagogies of care and the student experience. Warwick's exceptional performance in the National Student Survey (NSS) this year and our recognition as Times Higher University of the Year for Teaching Quality are a testament to this approach and to the high standards of teaching across the institution. We continue to build a culture of parity of esteem between teaching and research through reward and recognition and, as shown below, our use of the PSF in this process has been highly impactful.

3.   Action

3.1   Championing Fellowships

We champion awareness of, and engagement with, the PSF as a recognised national/ international benchmark and have embedded the framework across a range of strategic areas.

3.2   Fellowships

We have made a clear strategic, institutional and resource commitment to staff development.

Reaccreditation in 2015-16 provided a timely opportunity to further focus our institutional commitment to teaching enhancement and align our provision to the PSF in ways that were tailored to our context. We adopted a holistic approach to educational development with a view to achieving meaningful, long-term culture change. We redesigned all our accredited CPD provision around the PSF and introduced four Academic and Professional Pathways (APPs): for Teaching Excellence (APPTE), Postgraduate Researchers (APPPGR), Technology Enhanced Learning (APPTEL) and Experienced Pathway (APPEXP), intentionally placing the emphasis on the journey, not the destination. These Pathways are each specifically designed to meet the needs and ambitions of different colleagues (respectively new staff on probation, postgraduate students who teach, staff interested in using technology to enhance learning, and experienced staff at various career stages).

Key practical steps included:

+   moving away from the traditional PGCert as a requirement for new academic staff on probation and replacing it with a 12-month learning programme aligned to Fellowship (D2). We adopted a resource-intensive model to support this, with an emphasis on pedagogy and quality of learning rather than on set targets

+   diversifying assessment on our experiential pathway, offering a choice between written and dialogic route. To support this, we invested in building and maintaining expert mentoring and reviewing capacity

+   focusing our initial efforts on Senior Fellowship (D3) recognition to socialise the PSF among those colleagues who operate in a wider sphere of influence

+   capitalising on the expertise of Fellows across all Descriptors (D1-D4) by inviting them to contribute to a range of CPD

+   engaging senior leadership in our pathway for experienced staff at Principal Fellowship (D4) to signal institutional commitment.

Most importantly, we enhanced the quality of our programmes by modelling good practice and creating opportunities for meaningful engagement with scholarship and reflection on/in practice. The pathways enable participants to engage critically with the Dimensions of the PSF and to reflect on the connections between their practice and Warwick's strategic directions: student research, interdisciplinarity, internationalisation and disciplinary excellence. By championing teaching as a process of enquiry, our Pathways centre participants' individual exploration of teaching in their disciplinary context, scaffolding their engagement with educational research relevant to their discipline.

This year, in preparing for the reaccreditation of the scheme, pathway leads within the Academic Development Centre (ADC) met regularly over a period of six months to reflect on current approaches, share ideas and critically interrogate each other's practice. The process itself became an enriching and valuable developmental opportunity for both staff and the fellowship pathways.

3.3 Celebrating excellence

Alongside our focus on quality and engagement, we recognise and celebrate exceptional contributions to learning and teaching through our Warwick Awards for Teaching Excellence and the tailored support we provide to applicants for National Teaching Fellowships. Both processes at Warwick build on the Dimensions of the PSF with a distinct emphasis on Professional Values.

Fellowship awards are reported to Senate every year and are regularly celebrated and disseminated within the wider Warwick community through internal communication and intranet spotlight features, thus contributing to raising the profile and status of teaching.

A proven record of achievement in learning and teaching enables academic staff, professional service staff and students to apply to become fellows of our Warwick Academy (WIHEA). The WIHEA fellowship scheme complements institutional provision aligned to the PSF by providing opportunities to lead educational policy research and institutional transformation in areas such as academic promotions, peer dialogue on teaching, review of assessment, inclusive pedagogies and module evaluation.

3.4 Academic probation and promotions

We purposefully reference the PSF dimensions across a range of academic processes and established markers of esteem.

Fellowship is integral to career advancement for new Assistant Professors on probation, who are supported through our accredited Pathway for Teaching Excellence to evidence their competencies and gain promotion to Associate Professor.

The integrated approach to practice that underpins the PSF is central to our new promotion criteria. Relevant Fellowship categories are embedded into academic promotion guidance and carry currency for colleagues across all career tracks and at all levels. (Our new promotion criteria, fully introduced in 2017, enables progression to Professor for teaching, research and research/teaching focused staff). However, true to our ethos of inclusion, we firmly resisted the trend to prescribe fellowship as a condition to progression, recognising that this could result in a misperception of its value as an instrumental and necessary attainment rather than a thoughtful, personal and rewarding achievement.

Opportunities to mentor and assess on our experiential pathway to Fellowship also enable colleagues to evidence collegiality and claim institutional impact in their case for promotion.

4. Result

4.1 Increased engagement in teaching-focused CPD

Socialisation of the PSF as a sector-wide standard and alignment of reward and recognition processes with the framework have resulted in increased engagement with CPD. We have been on a sustained upward trajectory in the number of staff with Fellowship: from 12.2% (318) in 2015 to 49.2% (1,555) in 2021, placing us considerably above our mission group average (reported by Advance HE at approximately 35%). We are confident that these figures stand for high-quality teaching as our emphasis is not on short-term gains but on meaningful and transformative engagement through dialogue, criticality and reflection.

The institutional impact of this model has been recognised, internally and externally, and has served as a model for the development of similar accredited provision at Monash University in Australia.

Fellowship is championed by our senior leadership. Our Pro Vice-Chancellor (Education) and four members of his Executive have gained Principal Fellowship, thus leading by example and signalling the importance of teaching-related professional recognition. Three members of the Education Executive are also National Teaching Fellows.

Since 2014, 10 Warwick colleagues have been awarded a National Teaching Fellowship, bringing the total of Warwick-related National Teaching Fellows to 27. We also have 15 Principal Fellows in strategic leadership positions across the university.

The Academic Development Centre (ADC) makes a significant contribution to the delivery of the Education Strategy and the development of a culture that holds learning and teaching in high esteem, supporting reward and recognition of teaching, championing inclusive and learner-centred education, and encouraging the critical and effective incorporation of technology to enhance learning. ADC became an academic department in August 2020, which better reflects its expertise and function, recognises growing credibility among staff and signals wider institutional endorsement of educational development.

5.   Reflection

Professor Chris Hughes, PFHEA, Pro Vice-Chancellor/Vice-President (Education)

Our strategic commitment to educational excellence is underpinned by core principles and values akin to those inscribed in the PSF.

Our Academic Development Centre drives engagement with the PSF and champions its strategic embedding across a range of important processes, including academic promotion, curriculum design and policy developments for pedagogic enhancement. Our accredited pathways are a core element of our staff development strategy and have enabled Warwick to demonstrate a strong commitment to the enhancement of learning and teaching.

A majority of our WIHEA fellows, who engage in disciplinary, policy and pedagogic enquiry to inform institutional debates, have achieved recognition aligned to the PSF.

Adopting the PSF as a benchmark allows us to ensure alignment with the wider sector and our use of the PSF has made a strong contribution to the development of a culture which holds learning and teaching in high esteem and supports reward and recognition of teaching.

6.   Peer reflection

6.1   Dr Alison Nimmo, Head of Academic Development, Glasgow Caledonian University, Scotland, UK

Reflecting on this case study reveals that the similarities are greater than the differences in the engagement with the PSF in our distinctly different institutions. While Warwick is clearly positioned as a research-intensive university and Glasgow Caledonian is a post-92 university (a technical college given university status through the UK's Further and Higher Education Act 1992), both clearly see the value in designing the PSF to provide strategic leverage in realising our strategic aims to provide excellent teaching and scholarship. Both universities have adopted a structured CPD framework based on a distributive leadership model, each with distinct developmental pathways aligned to fellowship. The flexibility of the PSF to provide a consistent set of criteria while allowing for local customisation is perhaps one of its greatest design strengths.

The potential to create parity of esteem between research and teaching activity is a keystone in Warwick's approach and offers inspiration to any institution invested in their staff.

At Glasgow Caledonian University we are aiming to enhance academic leadership capacity and we have developed a number of networks and communities to achieve this, which are working well. A new Strategy for Learning Innovation fund has been launched this year to build capacity in the scholarship of learning and teaching, and project leads are expected to have HEA Fellowship. In 2022-23 we will be refreshing our teaching awards to provide exciting new opportunities and a developmental pipeline to the national teaching awards. We see clear potential in the Warwick Academy model to enhance and extend our current networks of senior fellows, educational research communities and wider development activities. We are already exploring how the Academy model could inform how we further raise the prestige of achieving fellowship and of taking academic leadership action to enhance the student learning experience. Importantly, we would borrow from Warwick the focus on creating a community of practice that breathes our organisational values and is inclusive to all staff and students who achieve Fellowship.

Case study eight:

Recognising and rewarding excellence in inclusive teaching and student support

Phil Gravestock and Gemma Witton
University of Wolverhampton, UK

1.   Situation

1.1   The University of Wolverhampton context

The University of Wolverhampton is in the West Midlands of the UK. We make significant contributions to improving educational, social and economic outcomes in a region that has suffered disproportionately from industrial restructuring. We do this by prioritising education, skills, business engagement and employment. Relative to other universities, most of our students are recruited from the region and remain here on graduation.

The university has around 20,000 students studying across three faculties and three main campuses: 51% (10,226) of our students are from Black, Asian and Minority Ethnic communities; 71% (14,237) from the most disadvantaged backgrounds (based on the Index of Multiple Deprivation, which divides geographical regions into five quintiles, with 1 being the most deprived. Quintiles 1 and 2 are used for the number of students quoted here). In addition, 48% (9,625) of our students are mature. A significant proportion (68%, 13,635) of our students are the first within their family to enter higher education (HE), which is far higher than the UK sector norm (45%).

2.   Task

2.1   Inclusivity and equity of outcome

Our priority is the success of all those who wish to study with us. Our focus is to ensure inclusivity and equity of outcome and this commitment allows us to focus on who is participating and how they achieve. We are committed to removing barriers so that all can participate in higher education and achieve their potential.

3.   Action

3.1   Inclusion for all

The Knowledge, Understanding, Development, Opportunity and Standing (KUDOS) scheme is the university's accredited continuing professional development (CPD) scheme for recognising Associate (D1), Fellow (D2) and Senior Fellow (D3) and is delivered by the College of Learning and Teaching. Since its launch in September 2015, the Kudos scheme has recognised more than 400 members

of staff with Fellowship. Many of the applications are from staff with existing Fellowship gaining recognition as Senior Fellows: 59% (247) of all applications have been for Senior Fellowship, compared with 38% (157) Fellowship (D2) and 3% (14) Associate Fellowship (D1).

The university has a strong inclusivity agenda that we apply to staff as well as students. When the university's KUDOS scheme was first accredited, staff could only apply through a written submission. We recognised that this was not inclusive to all staff and, as part of the reaccreditation in 2019, we introduced a dialogue route. Approximately one third of our submissions are now through this route (with an average of 125 Fellowship submissions per year, dialogue accounts for approximately 42).

The KUDOS scheme has always been open to all staff who teach and/or support learning, whatever their job role. We believe that it is important to recognise the work of all staff contributing to enhancing students' learning experiences. The KUDOS scheme has recognised staff from the Library, Careers Service, Registry, External Engagement and Estates and Facilities.

In July 2020, the university launched its 'Inclusive Framework: curriculum design and delivery' (IF) (Figure 1). The IF supports staff to develop an inclusive curriculum for students. Although aimed primarily at academics, it is applicable to all staff, recognising that inclusivity is an issue that extends beyond the classroom.

Figure 1. Wolverhampton Inclusive Framework: curriculum design and development
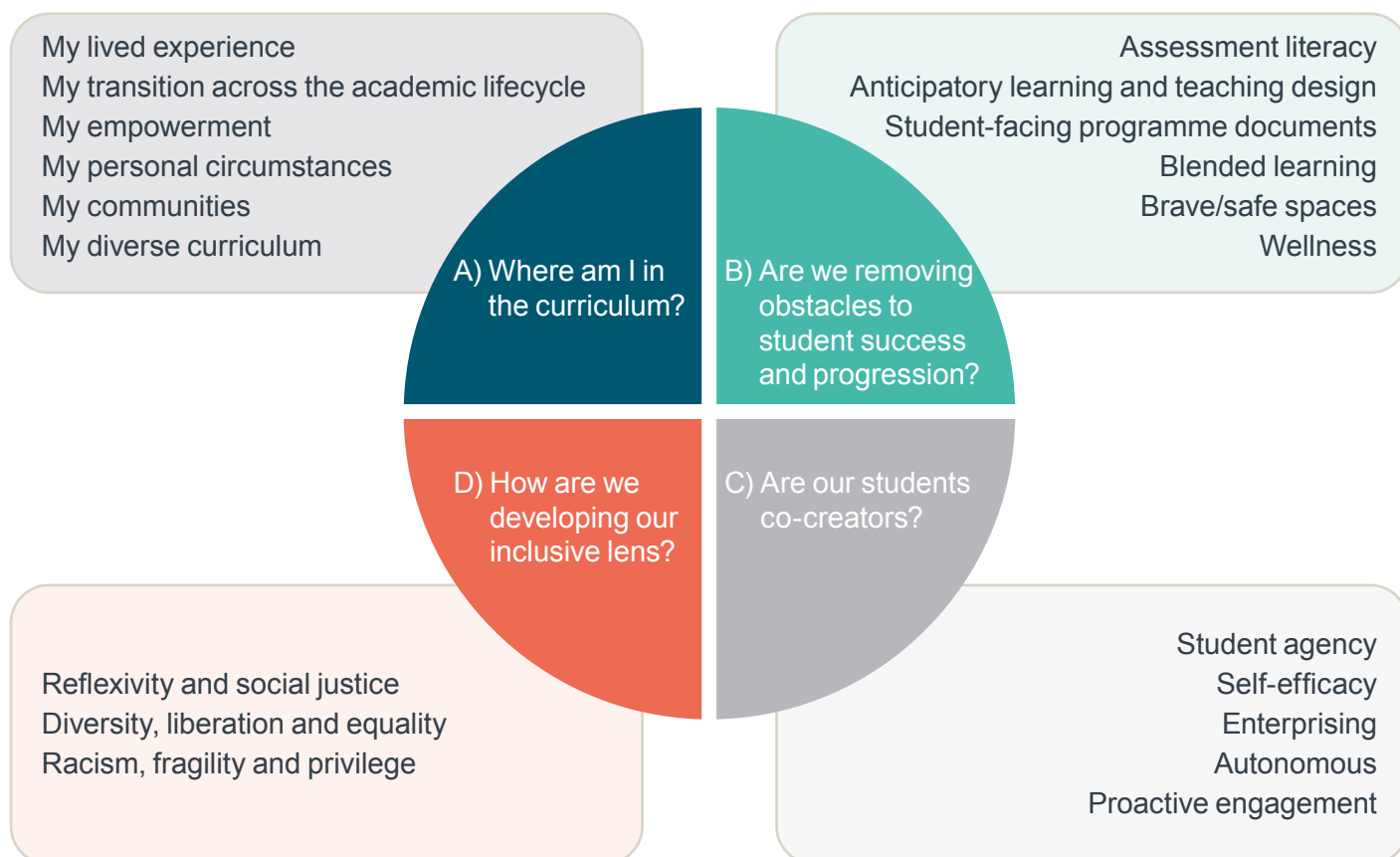
3.2 Strategic linking of the PSF

Two important elements of our Students and Education Sub-strategy are 1) the development of an inclusive curricula and 2) the recognition and reward of excellence in teaching. Our conferment process for those wishing to be promoted to Associate Professors and Professors of Learning and Teaching is aligned with the PSF, so that Senior Fellowship is a requirement for these roles and Principal Fellowship is a recommendation for Professorship.

Explicit linking of the IF and the PSF has been achieved through:

+ identifying relevant PSF dimensions and IF priorities on the university's Observation of Teaching scheme recording and feedback form

+ providing resources on the KUDOS virtual learning environment site, linking advice on addressing specific PSF dimensions with the IF

+ restructuring the university's Staff and Educational Development Association (SEDA) Professional Development Framework courses (Learning to Tutor Online; Digital Transformations) to align with the PSF and the IF

+ requiring all applications for funding through the Wolverhampton Learning and Teaching (WLT) awards to be led by a Fellow, Senior Fellow or Principal Fellow, and to align proposed projects explicitly to institutional inclusivity priorities.

4. Result

4.1 Impact

The obvious impact of the linkage between the IF and PSF has been an increase in references to activities addressing the IF in Fellowship applications, particularly in case studies supporting evidence for Senior Fellowship (through the written and dialogue routes). This has allowed us to identify colleagues for membership of relevant task and finish groups (eg decolonisation) and/or submitting case studies to our monthly inclusivity podcasts, quarterly inclusivity newsletter and annual inclusivity conference.

Effective inclusive practice identified through the Observation of Teaching Scheme has been highlighted through faculty learning and teaching dissemination events.

More than £145,000 has been awarded through the Wolverhampton Learning and Teaching (WLT) Awards to support enhancement of our inclusivity agenda.

At an institutional level, we have seen an impact of the IF in our award gap between white students and students from Black, Asian and Minority Ethnic communities (decrease from 19.9% in 2017-18 to 16.3% in 2019-20), and also from student feedback. For example, in the 2021 JISC Digital Insights survey, 71.8% (1,067) of students who responded to the survey agreed their learning materials were accessible. We appreciate that there is more work to do, but the alignment between university initiatives has helped to ensure effectiveness and impact.

One KUDOS colleague noted that:

> "Developing an inclusive curriculum was always my intention for the modules I took over, as this improves student performance and ensures their progression. Learning about that [...] gives me good insight to factors that I might have not considered, as well as how the university considers inclusivity in its programs. Moving forward, I want to incorporate different approaches which would lift the barriers from even more students and allow them to progress."

5.   Reflection

Professor Julia Clarke, PFHEA, Deputy Vice-Chancellor

The university recognises the importance of aligning priorities to ensure that they are enacted effectively. When responding to internal and external drivers, it is important to highlight the linkages between actions. Staff need to see the relevance and importance of these activities to their academic practice when responding to multiple, often overlapping, action plans.

One of the ambitions in our students and education sub-strategy is for 'all our students and staff to believe they belong'. To meet this ambition, we have committed to recognise and reward excellence in inclusive teaching and student support. The primary ways in which we do this is through the KUDOS scheme and through our conferment process. Ensuring that these initiatives are aligned (eg through explicit reference in the conferment criteria to the PSF and our Inclusive Framework), highlights their importance from a senior management perspective.

6.   Peer reflection

6.1   Dr Nathan Roberts SFHEA, Programme Manager and Professor Stephen Rutherford SFHEA, Head of the Education Division, Cardiff University, UK

The University of Wolverhampton has created an immensely useful framework for understanding inclusive practice in curriculum design. In breaking down a complex and multifaceted issue into four key areas, it is easy to see how the Inclusive Framework can support colleagues to quickly understand why aspects such as assessment literacy and individual lived experiences should be part of the conversation on inclusive design. It can be challenging for those involved in teaching and supporting learning to grapple with the values 'respect individual learners and diverse learning communities' (Values 1) and 'Promote participation in HE and equality of opportunity for all learners' (Values 2) of the PSF: Appreciating the complex intersectionality inherent to diverse learning communities and how to respond in module and programme design. It is not surprising that this has been picked up and used so readily throughout the University of Wolverhampton.

Cardiff University, a large research-focused institution in Wales, UK, shares many of these challenges and the themes are familiar. We often ask ourselves, how do we build a culture around programme design that sees student co-creation, reflexivity and well-thought-through blended learning as fundamental? As well as surfacing the Inclusive Framework to those working towards Senior Fellowship and promotion by embedding it in institutional accredited provision, it would be great to see the Framework and institutional accredited provision formally embedded as part of programme development and review processes. This is where institutions such as ours could scale up the use of valuable tools such as a curricula framework and assertively aligned CPD and Advance HE-accredited academic taught programmes. By supporting programme development teams to engage with the Framework or equivalent as part of programme development, we would also be in a good position to chart the longer-term impact on students as they progress through provision that has been inclusively designed from the outset, and the impact of our institutional accredited provision.

Summary and recommendations

Utilising the PSF for strategic transformation: evidence-based principles and practice

Jenny Lawrence, Mary Fitzpatrick, Adam Craik

It is evident from the diverse array of institutions contributing to this collection that the PSF can be used to further institutional strategy and realise institutional vision and mission in many HE contexts.

> "Having an external sector standard saves a lot of legwork and gives you agreed standards. The PSF maps to a HESA 'qualifications to teach' metric and this is valuable for high-level strategic discussions and targets. The PSF gives an opportunity to frame work in this area very positively."
>
> *Dr Nathan Roberts (SFHEA) Programme Manager, Cardiff University*

This collection suggests making explicit how the PSF's dimensions of practice underpin institutional education strategies (for example, curricula models) and strategic priorities (for example, inclusive practice). Throughout, a portfolio of Advance HE-accredited provision affords staff making connection between the dimensions, institutional strategy/priorities and their own practice. Realised through the reflective process of applying for Fellowship, this connection might indeed "foster dynamic approaches to T&L through creativity, innovation and continuous development in diverse academic and/or professional settings" (PSF, 2011, p2). Fellowship offers much more than a recognition scheme; it affords a developmental process where staff might correspond their practice to institutional aspirations.

> "The PSF is broader than transforming an individual's teaching practice. It actually is a framework that transforms the teaching culture."
>
> *Professor Tashmin Khamis (PFHEA), Vice Provost of Quality, Teaching and Learning, The Aga Khan University*

However, leadership, investment and infrastructure are necessary if the PSF is to be deployed meaningfully for strategic transformation. Institutions that celebrate Fellowship, incentivise staff to apply for fellowship and ensure all relevant staff continuously engage with educational CPD are those institutions that progress their strategic aspirations.

> "Senior management buy-in is essential, and this needs to filter down through the management structure."
>
> *Professor Phil Gravestock (FSEDA, PFHEA, NTF), Dean of the College of Learning and Teaching, University of Wolverhampton*

Institutions that invest in a dedicated department or centre for educational or academic development are more likely to effectively deploy the PSF strategically. These centres afford a depth of understanding and facilitate a breadth of engagement across an entire institution, which we recognise as crucial to its strategic deployment.

> "It is important for an organisation wishing to deploy the PSF to drive strategic change that they understand what it represents, and see the meaning behind the words."
> *Dr Martyn Polkinghorne (FCMI, MIET, MInstKT, SFHEA), Principal Academic and Education Excellence Theme Leader, Bournemouth University*

Of the top 25 institutions, all have Centre's of academic or educational development (two mission groups that commonly do not have HE-focused centres for educational CPD did not reach our grading threshold for inclusion). The educational CPD centres are the keepers of Advance HE-accredited CPD schemes. They use the PSF dimensions of practice (activities, knowledge and values) as the foundation of their entire development offer; foster close connection to organisational development and HR offices to support embedding the PSF Descriptors/Fellowship in Academic Career Frameworks and promotion/performance policies and practice; and manage the logistics of ensuring a cost effective yet rigorous CPD scheme. While there might be concern around the resources necessary to run accredited CPD (Spowart et al, 2020), our case studies exemplify how schemes can be, to a degree, self-sustaining: Fellows support accredited provision as mentors, reviewers and facilitators, and consider this service a privileged esteem factor which can be integral to professional growth and progression. This has the added value of encouraging progression through the Descriptors. Institutions that invest in educational leadership, and award Senior and Principal Fellows, are well represented in our top 25. This suggests a correlation between realising strategic goals and educational leaders who understand the foundations of good teaching manifested in the dimensions of practice.

We hope this collection highlights the potency of the PSF in realising positive transformation and helps *"get top management buy-in by presenting clear evidence of what value fellowship offers to the university"* (Dr Allison Nimmo, Head of Academic Development, Glasgow Caledonian University, UK).

Principles and practices for utilising the PSF for strategic transformation

The following evidence-based principles and practices for using the PSF for strategic transformation are borne from the case studies, thematic analysis of the top 25 scoring institutions of the 134 institutions reviewed, and the collective wisdom of contributing authors – all educational leaders that have successfully brokered positive change. The principles and practices offer guidance to institutions in using the PSF for strategic transformation. We hope they will make the learning community's engagement with the PSF "irresistible" (Professor Tashmin Khamis, PFHEA, Vice Provost of Quality, Teaching and Learning, the Aga Khan University) and might ensure understanding of, and commitment to, an institution's education strategy. The index (on page 75) will lead the reader to examples of the practices outlined.

1 **Lead institutional engagement with the PSF**

+ Champion and promote understanding of the power of the PSF as a locus for strategic enhancement:
  — at the most senior, strategic level (VC/PVC/Deans)
  — for those with line management responsibilities (heads of department, schools or institutes)
  — across departments focused on staff (eg HR) and organisational development (eg staff learning and development).

+ Embed the PSF in institutional strategy.

+ Develop infrastructure to facilitate engagement with the PSF and Fellowship.

+ Inspire and sustain educational leadership: Fellows serve on education committees and cross-institutional educational enhancement working groups.

2 **Invest in the strategic deployment of the PSF**

+ Create a dedicated centre, or team, with responsibility for educational CPD and expertise in the PSF and Advance HE accreditation.

+ Use the PSF as the foundation for the entire academic or educational development offer.

3 **Strategically align Advance HE accredited provision to institutional priorities**

+ Credit-bearing accredited provision should directly respond to strategic priorities.

+ Educational CPD should make explicit how it serves the education strategy and should be aligned to the PSF.

+ Fellowship applications evidence understanding of and working to strategy/strategic priorities.

+ Fellowship applications can be used as practical assets/developmental resources: they are examples of institutionally specific good practice and raise the profile of authors across an institution.

4 **Raise the profile and esteem of Fellowship**

+ Celebrate Fellowship at institutional level (celebration events, letters from VC, graduations announcements in newsletters, badging).

+ Embed Fellowship in promotion criteria.

+ Make teaching enhancement funding available to Fellows.

+ Provide opportunity for professional stretch to Fellows eg working on cross-university strategic initiatives or supporting Advance HE-accredited CPD (esteem factors that enhance professional standing and enrich pleas for career progression).

5 **Enable everyone involved in learning and teaching to engage with the PSF throughout the academic year and lifecycle**

+ Embed Fellowship in probation.

+ Embed the PSF dimensions of practice in:
  — annual professional development and review
  — peer observations schemes.

+ Allow for a sensible CPD workload allocation.

6 **Invest in Senior and Principal Fellows**

+ Encourage and enable travel through the Descriptors.

+ Trust in Senior and Principal Fellows to instigate and lead strategic transformation using their knowledge and understanding of the PSF to realise positive transformation.

Recommendations

There is scope for Advance HE to work with the sector to further develop a dialogue around the impact of the PSF on progressing institutional strategic transformation. To support the sector in working to the principles and practices for strategic transformation outlined, we make the following recommendations:

1   Continue to demonstrate the critical importance, and showcase the value, of the PSF to higher education providers in the dynamic context of higher education. There is a need to focus on ensuring that the sector is fully committed to the professionalisation of teaching.

2   Establish formal opportunities for institutions to share good practice in their use of the PSF in progressing strategic goals. This might inspire more institutions to adopt the PSF in a strategic way.

3   Promote awareness of the impact and value of the PSF amongst HE senior leaders, for example, Presidents, Provosts and Governing Bodies, across the national and the international HE sector. This could be organised via international networks and governing bodies to raise the profile and benefits of the PSF across contexts.

4   There remains a body of work around the alignment of the PSF to the various relevant regulatory frameworks such as, for example, quality assurance bodies, student representatives and international HE commissions. This could allow for simplified institutional engagement and potentially encourage additional valuable networks to be established.

5   Explore the value, impact and, if appropriate, guidance on student-staff co-creation of Advance HE accredited CPD provision.

6   Develop a method for tracking the impact of Fellowships on teaching excellence, a strategic goal for all higher education, through consultation and engagement with critical stakeholders, including students.

7   Provide guidance on how accredited provision might be sustained and supported by scheme graduates, for example, Senior and Principal Fellow mentors and assessors.

8   Consider how to support small, specialist, college-based HE providers, and institutions without specific centres for educational development, in using the PSF for strategic transformation.

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Appendix

Case study exemplar

Achieving uplift: an integrated strategic approach to using the PSF

Jenny Lawrence
University of Hull, UK

1. Situation

1.1 Briefly profile your institution, vision and / or mission

The University of Hull has 14,000 students studying across four faculties: the Faculty of the Arts and Humanities; Faculty of Business, Politics and Law; Faculty of Health Sciences and the Faculty of Science and Engineering. It is the UK's 14th oldest university and has a proud heritage of academic excellence and life-changing research. Our mission is to advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society. Advance HE-accredited CPD includes PCAP (D2), a 20-credit module Professional Practice in T&L in HE (D1) and Fellowship scheme (D1-4). Of 800 academic staff, approximately 450 have Fellowship.

2. Task

2.1 Refer to your institutional or education strategy and what you aim to achieve.

The vision set out in the 2020-2025 Education Strategy is for the University of Hull to provide high-quality, relevant and attractive courses for our graduates to thrive in a global community with the skills and competencies for a fairer, brighter and carbon-neutral future. The Education Strategy sets out a clear goal to exceed all our previous league table standings by our 100th birthday in 2027.

3. Action

3.1 How did you use the PSF to lever change? You might wish to outline a number of initiatives, as we have here, or look in depth at one or two strands of activity that helped you realise your strategic aim. This section should make up the majority of your case study.

In support of the Education Strategy, the Teaching Excellence Academy was established in 2019. The Academy celebrates, develops and promotes excellent teaching and has put the PSF at the heart of our integrated, cross-university work: the Academy supports other offices across the university in effectively and appropriately embedding the PSF in strategic and operational planning and writing it into policy and procedures.

We aim to achieve our strategic goals by encouraging colleagues to conceive of excellent teaching as defined by the knowledge, actions and values outlined in the PSF. To do this we use the PSF dimensions to shape academic and professional development and the PSF Descriptors, that is Fellowship, as integral to career advancement.

3.2 The PSF informs all academic and professional development

The Teaching Excellence Academy's Academic and Professional Development Framework (APDF) includes Advance HE-accredited and non-Advance HE-accredited provision. To encourage familiarity with PSF we make explicit how each activity/resource aligns to both the dimensions of practice and, where appropriate, the Descriptors. The APDF supports the university's Education Strategy by developing academic practices sympathetic to institutional priorities, exemplifying University of Hull's distinctive competency-based HE and building staff competence in higher education. For example:

Case studies written for Fellowship application (Descriptors 1 – 4) are routinely translated into blog posts, case studies and conference papers. Reviewers are invited to flag where case studies might be suitable for such dissemination.

The Post Graduate Certificate in Academic Practice (D1 accredited) includes a module where staff take a SoTL-based approach to enhance professional practice in line with institutional priorities. For instance, a project was used in the participant's university-wide committee work and role analysing staff reflections on module evaluation questionnaires (MEQ). It was used for a video presentation at the Advance HE Surveys and Insights 2021 conference by our MEQ system provider, EvaSys, and the participant subsequently invited to write a blog post (Carter, 2021), repurposed for their web pages, and 'fireside chat'. This professional service staff feels FHEA gives them academic credibility.

3.3 The PSF is integral to academic practice, professional stretch and progression

The PSF is central to our understanding and definition of good pedagogic practice and educational leadership.

The Core Knowledge, Areas of Activity and Professional Values of the PSF are embedded within our peer observation of teaching process. This supports staff understanding of great teaching, recognition of areas for development and, given all developmental resources and activities are aligned to the PSF dimensions of practice, identification of relevant resources/events.

The Programme Directors Network aims to develop educational leadership, it is aligned to D3. Programmes led by regular attendees to the Network enjoy NSS uplift; some Programme Directors have been promoted and most of the 31 SFHEA awards made in 2019/20 are from our 175 Programme Director population.

We capitalise on the expertise of all HEA Fellows in a number of ways. This recognises and celebrates those with expertise in teaching and learning and presents opportunity for professional stretch, useful for those making a bid for promotion. For example: a PVC Advisory Group of NTFs and PFHEAs meet quarterly to discuss emerging issues. Members take strategic responsibilities, which support organisational and individual development and provides evidence for successful bids for promotion to Professor or national awards.

We invite newly awarded Fellows to support Academy work. For example, our 2021 international teaching and learning conference included University of Hull presenters with PFHEA (2); SFHEA (6); FHEAs (8); chairs were PFHEA (1); SFs (3); F (1); AF (1). Five reviewers were SFHEA.

Since the introduction in 2020 of the Professional Practice in T&L in HE, (D1) AFHEA peer review resources and contribute to Academy blogs. For early career academics, this presents a significant opportunity to enhance their portfolio of academic skills and evidence academic citizenship, which has helped secure teaching contracts here and at other HEIs.

Our Academic Careers Framework clearly articulates our vision and recognises great teaching. The Education, Research and Knowledge Exchange pathways (Lecture to Professor) are designed so all academic staff achieve Fellowship HEA. Those on the Education pathway are supported to achieve SFHEA as they progress. Roles with strategic responsibility for teaching and learning have PFHEA or SFHEA as essential criteria, for example: PFHEA: Director and Head of the Teaching Excellence Academy; SFHEA: Director of Student Success; Associate Deans Education: SFHEA or FHEA

4. Result

4.1   What changed? Provide evidence of the success of your approach using learning analytics, student evaluations, staff progression and other quantitative and qualitative data. This ideally evidences how you are realising the strategic priority mooted in the 'Task' section.

The elevated profile of the PSF Dimensions of Practice as the model for good teaching and Descriptors as accurate recognition for teaching and learning expertise has increased engagement with educational development across the institution exponentially: from 430 in 2017-18, to 970 in 2018-19 to an average of 1080 in 2019-20, 2020-21 (counted by event attendance or course/Fellowship-cohort completion, excluding use of our VLE). In 2020-21 we awarded 128 fellowships, up 30 since 2019-20. Further, the Academy's collaborative success was recognised in the 2021 CATE award.

Our Advance HE-accredited provision enhances strategic priorities, develops talent and enhances student satisfaction, ultimately contributing to the rising standing of the university. We are now 53rd in the Guardian University Ranking (42 place uplift over two years) of which the UK National Student Survey is a key metric: 80.6% of students said they were satisfied with their course, with 82.2% satisfied with teaching.

5.   Reflection

5.1   150 words (maximum) from a senior leader with strategic responsibility for teaching and learning at your institution: what did they learn that other senior leaders might find useful?

Name, title and role of the senior leader with strategic responsibility for teaching and learning at your institution

Taking an integrated approach to realising strategic objectives is crucial to our success. We deployed a number of initiatives to facilitate colleagues' understanding and adoption of the core knowledge, activities and values outlined in the dimensions of the PSF and embracing the PSF Descriptors as integral to advancing an academic career. These factors are mutually informative and, we think, have led to a clearer understanding of what constitutes good teaching across the organisation. Involving academic staff in the design and development of the Academic and Professional Development Framework was crucial to our successfully building greater understanding and recognition of the PSF as a model for good teaching practice. Similarly bringing staff from the Teaching Excellence Academy to the Education Committee ensures a number of initiatives, such as the revised Peer Observation Scheme, supported the PSF. Encouraging educational leaders to achieve Fellowship facilitated their understanding, so championing both the Descriptors and Dimensions of the Framework.

6.   Peer reflection

6.1   Name, Title, Role and Institution of the peer reflecting on your case study

250 words (in addition to the 1,000-word case study) from an author peer. How is your institution different to the one outlined in the case study? Is there anything you find particularly inspiring about this case study? Could you adopt this approach in your specific, yet distinct setting? Would you need to change anything? What would that be? Co-editors will broker introductions.

Anonymous University is young, research-intensive, multi-campus university with 60,000 students and 5,000 staff, located in the Global South. Our mission is to conduct research to further the greater good. Although different in size and strategic focus, we consider the work of the University of Hull relevant to us. Anonymous University's research profile is a draw for students, who enjoy being taught by leaders in their chosen discipline. We are keen to develop the teaching practice of staff whose expertise lies in research. We particularly appreciate the use of the PSF in encouraging understanding of good teaching, and how Fellowship can be embedded in research focused academic career progression. Framing Fellowship case studies as academic outputs is sympathetic

to our research-focused culture and will also provide examples of how research-focused staff might connect their research and curricula. To adopt this approach at Anonymous University we would work closely with academic staff to better understand how Fellowship is imagined as integral to their career progression and which descriptor (Fellowship, Senior Fellowship etc) aligns with our academic roles and promotion criteria.

7.   References

Any texts used in the case study.

Index

Practice	Case study/institution
UKPSF aligned to promotion criteria	+ Case study one: The Aga Khan University + Case study two: Bournemouth University + Case study six: University of Roehampton + Case study seven: University of Warwick + Case study eight: University of Wolverhampton
Achieving Fellowship as a requirement of probation	+ Case study two: Bournemouth University + Case study three: University of Brighton + Case study four: Cardiff University + Case study five: Glasgow Caledonian University + Case study six: University of Roehampton + Case study seven: University of Warwick
Targets set in relation to number of HEA Fellows	+ Case study three: University of Brighton + Case study five: Glasgow Caledonian University
UKPSF aligned to performance appraisal/ performance development	+ Case study one: The Aga Khan University + Case study two: Bournemouth University + Case study six: University of Roehampton + Case study eight: University of Wolverhampton
Celebration of Fellowship (events, letters from VCs)	+ Case study one: The Aga Khan University + Case study two: Bournemouth University + Case study three: University of Brighton + Case study six: University of Roehampton + Case study seven: University of Warwick
Opportunities open to Fellows (eg funding, leadership, serving committees)	+ Case study two: Bournemouth University + Case study six: University of Roehampton + Case study eight: University of Wolverhampton
Fellows supporting Advance HE-accredited CPD schemes	+ Case study three: University of Brighton + Case study four: Cardiff University + Case study five: Glasgow Caledonian University + Case study six: University of Roehampton + Case study seven: University of Warwick

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