



Annual review of Advance HE accredited CPD schemes 2020-21

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Advance HE

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1 Foreword

This seventh annual review of Advance HE accredited CPD schemes pulls together data from 134 reporting institutions in 2020-21 and continues to provide detailed insight into the operational aspects of scheme management as well as the impact schemes have at an institutional level. Our thanks to the member institutions and the accredited scheme leaders within them for the thorough and thoughtful responses they provided.

The report shows that despite the ongoing disruption from Covid-19 in 2020-21, institutions continued to support staff to achieve an appropriate category of fellowship. It was not surprising to see a slight decrease in the number of fellowships awarded during this period by member institutions in comparison to the previous year. In comparison, Advance HE direct application numbers reached a new high in 2020-21 and we were able to celebrate recognising fellows in over 100 countries.

The number of accredited member institutions also continues to grow, with 28 of the 174 accredited institutions in 2020-21 being based outside the UK.

Despite all the difficulties faced during the 2020-21 reporting period, I am delighted to see that institutions' annual reviews clearly show that Advance HE accredited provision and the resulting fellowship are continuing to have a positive impact at an institutional level, with more than half of DVCs/PVCs reporting the use of fellowship within policies around probation/promotion compared with 44% in 2018-19.

It is also really positive to see Senior and Principal Fellows having impact at an institutional level to drive strategy and policy, as well as leading learning and teaching projects and initiatives.

As ever, we remain committed to work with our member institutions to maximise the impact of operating accredited provision by:

- + undertaking the [Professional Standards Framework Review 2022](#). Following extensive stakeholder consultations, a revised PSF will be launched at the end of January 2023. In preparation for any changes following the PSF review outcomes, Advance HE will work closely with accredited institutions to develop appropriate support, resources and transition plans.
- + addressing institution-level impact with a [Collaborative Development Fund](#) project around 'Utilising the Professional Standards Framework for Teaching and Supporting Learning for Strategic Change'. The output of this project will be a series of eight case studies published in October 2022 related to the strategic use of accredited provision intended to support senior leaders to best use their provision to promote institutional priorities.
- + reviewing and evaluating the current (re)accreditation process and enhance its efficiency and effectiveness in ensuring that institutions design and deliver robust quality assured programmes, which are effective in producing fellows who can lead the ongoing improvement in the quality and effectiveness of teaching and learning in higher education, within the context of the institution.

Kathryn Harrison-Graves, Executive Director of Membership, Innovation and Development at Advance HE.

2 Executive summary

2.1 Introduction and methodology

This is the seventh annual review of Advance HE accredited continuing professional development (CPD) schemes and draws on data from 1 August 2020 and 31 July 2021. The data was submitted by 134 higher education providers (HEPs) with an accredited continuing professional development (CPD) scheme; an increase of eight institutions from the 2019-20 review. The purpose of the review is to:

- + provide institutions with a mechanism to support quality assurance, monitoring and enhancement of accredited CPD schemes
- + provide a platform for evaluating the impact and strategic use of Fellowship and accreditation within the organisation
- + identify and facilitate sharing of good practice and potential solutions to common challenges across Advance HE member institutions.

2.2 Methodology

Institutions were required to submit an annual review in a template pre-populated with quantitative data taken from Advance HE records, reporting the number of Fellowships awarded by category through each institution's accredited CPD scheme during the reporting period. HEPs were asked to provide quantitative success rate data in Section 1 of the template and qualitative commentary in Sections 2, 3 and 4 related to CPD scheme impact, scheme operation and management and wider engagement with Advance HE.

Computer Assisted Qualitative Data Analysis Software (CAQDAS) Atlas.ti was used for thematic analysis of the qualitative data. Some numerical frequencies were extracted in relation to some of the themes identified.

2.3 Key findings

2.3.1 Participation and success

Numbers of Fellowships awarded

- + **Overall, 15,291 Fellowships were awarded in 2020-21**; this is a slight decrease of 148 (-0.96%) compared to 15,439 Fellowships awarded in 2019-20.
- + **In 2020-21, 2,014 Fellowships were awarded via direct application to Advance HE**; an **increase** of 238 (+13.4%) on Fellowships awarded via direct application in 2019-20 (1,776) and an increase across all four categories: Associate Fellowship +14 (+7%), Fellowship +179 (+19%), Senior Fellowship +31 (+6%) and Principal Fellowship +14 (+16%).

- + In comparison to the average number of Fellowships (all categories) awarded per year by Advance HE (HEA prior to 2018) across four reporting years 2016-17 to 2019-20, the number awarded in 2020-21 was 38.4% above average (+559). The number of Advance HE 2020-21 direct application awards for all categories were above the four-year 2016-2019 average as follows; Associate Fellowship +19.6% (+35), Fellowship +53.9% (+400), Senior Fellowship +25.7% (+114) and Principal Fellowship +9.9% (+9).
- + **In 2020-21, 13,277 Fellowships were awarded via HEP accredited provision, a decrease** of 386 (-2.8%) from 13,663 awarded in 2019-20. In comparison to 2019-20, in 2020-21 HEPs awarded an increased number of Associate Fellowships (+341; +7.7%) and Principal Fellowships (+7; +13.0%) but a decreased number of Fellowships (-535; -7.1%) and Senior Fellowships (-199; -12.1%).
- + In comparison to the average number of Fellowships (all categories) awarded per year by accredited HEPs across four reporting years 2016-17 to 2019-20, the number awarded in 2020-21 was 5.4% below average (-757). The number of Associate Fellowships awarded in 2020-21 was 7.3% above average (+326) but awards for the other categories were below average: Fellowship -9.8% (-757), Senior Fellowship -17.8% (-313) and Principal Fellowship -15.9% (-12).

Use of accredited schemes

- + In 2020-21 the number of HEP CPD schemes accredited at each category were as follows (2019-20 comparison in brackets): 128 HEPs for Associate Fellowship (+6), 133 HEPs for Fellowship (+7), 127 HEPs for Senior Fellowship (+7), 36 HEPs for Principal Fellowship (-6). This indicates an increase to the number of accredited HEP CPD schemes in 2020-21 at all categories other than Principal Fellowship.
- + Of the number of HEPs accredited at each category (see point above), the percentage of these institutions using their accredited CPD scheme to award Fellowship at each category increased in 2020-21 compared to 2019-20: 86% awarded Associate Fellowship (+5%), 97% awarded Fellowship (+4%), 98% awarded Senior Fellowship (+3%) and 67% awarded Principal Fellowship (+8%).

Success data

- + 2020-21 success rate at first attempt for **accredited HEP CPD scheme** participants remains in line with previous (relatively static) five-year data (Figure 2). In 2020-21, success rates at first submission (with comparison to 2019-20 data in brackets) were: Associate Fellowship 85% (+1%), Fellowship 73% (-2%), Senior Fellowship 66% (-2%), Principal Fellowship 61% (+9%, although in line with data prior to 2019-20).
- + 2016-21 data continues to indicate that first submission success rates at Senior and Principal Fellowship in accredited CPD schemes have remained significantly lower than success rates at Associate Fellowship and Fellowship (Figure 2). This may imply particular challenges with clarity and understanding around the requirements of Descriptors 3 and 4. These two Descriptors will be a focus of the 2022 PSF review and launch of a revised framework in 2023.

- + **Advance HE direct application** first submission success rates have followed a slightly different pattern to those reported in accredited CPD schemes, with an overall decrease in success rates over the last five years (2016-21) for applications for Associate Fellowship and Principal Fellowship, but increased success rates for Fellowship and Senior Fellowship.
- + In 2020-21, direct application success rates showed a slight increase in comparison to 2019-20 across all four categories (Descriptor 1, +4%; Descriptor 2, +4%, Descriptor 3, +4%; Descriptor 4, +1%).

2.3.2 Scheme operation and management

- + For the first time HEPs were asked to comment on support in place for effective operation of accredited CPD schemes in response to feedback from the sector via research undertaken by the University of Plymouth, [Assessing the impact of accreditation on institutions](#) (2020). A number of effective approaches were identified. It was clear that mentors and reviewers continue to play a significant role in ensuring sustainable operation of CPD schemes. Twenty eight of the 134 reporting HEPs mentioned workload allocation in place to support scheme activity.
- + Resource development has always been a key aspect of CPD scheme activity, and the shift to online working as a result of the Covid-19 pandemic was seen by many HEPs as key to ensuring sustainable provision. Many HEPs found this to be highly effective and plan to continue to offer workshops and support online.
- + Workload challenges and resourcing related to operation of CPD schemes has featured in annual review reports over the last five years and, for some HEPs, this continues to be a challenge. However, some HEPs commented on how an appropriately resourced central team ensures effective operation. The majority of HEPs referring to this have operated an accredited CPD scheme for more than eight years, possibly suggesting that appropriate resourcing builds up over time. Workload allocation was referred to by 28 HEPs as being an enabling factor in the sustainable operation of their scheme, either for mentors and reviewers or to provide support for experienced staff participating in the scheme.
- + HEPs were asked to identify the phase of the four-year accreditation cycle they were in during the 2020-21 reporting period and to outline key areas of focus for management and development of the CPD scheme during that time. Regardless of the phase in the accreditation cycle, the main focus cited by HEPs was online working and delivery and the upskilling of staff in this area; this is likely to reflect the pivot to online challenges resulting from the Covid-19 pandemic and it will be interesting to see if this is repeated in future years.
- + The majority of HEPs identified as being mid cycle (12-30 months into cycle) or preparing towards reaccreditation (30 months onwards); for the latter, focusing on reaccreditation and reflecting back on previous cycle was identified. HEPs in the mid- or late- cycle periods also reported focusing some activity around one particular category of Fellowship. Those identifying as early in the accreditation cycle were focusing on embedding newly accredited provision and the recruitment and training of mentors and reviewers.

2.3.3 Evaluation of the institutional impact of Fellowship and accreditation

- + Almost all HEPs (130 of 134) completed the optional DVC/PVC (or equivalent) statement about how the accredited provision and Fellowship is being used to support priorities and strategy around teaching and learning at an institutional level. It is clear from these statements that Fellowship continues to be integral in supporting institutions to deliver high-quality learning and teaching, with accredited provision fully embedded in institutional strategy and policy.
- + Inclusion of Fellowship in probation and promotion criteria continues to demonstrate impact. An increasing number of HEPs are explicitly embedding Fellowship within probationary requirements. In 2020-21, more than half of DVCs/PVCs reported that Fellowship is now a feature of probation compared with 44% in 2018-19.
- + Senior and Principal Fellows were reported to be continuing to be used at an institutional level to drive strategy and policy, as well as leading learning and teaching projects and initiatives.
- + As highlighted in previous annual review reports and the research led by the University of Plymouth, HEPs continue to report difficulties in establishing a clear relationship between accredited provision and wider institutional impact. While challenges were reported by over a quarter of HEPs, this was a slight decrease compared to the 2018-19 review, which could suggest that more HEPs are finding solutions when trying to measure impact. An increasing number of HEPs indicated that a more formal systematic approach to impact evaluation was being developed.
- + For the first time, HEPs were asked to reflect on whether evaluation of institutional data has identified any groups of staff that are underrepresented in Fellowship numbers and participation in accredited provision; and if so, to outline any plans in place to address this. Over a third of HEPs reported that accredited provision is available to all groups of staff and that no underrepresentation had been identified; over half of HEPs identified future actions for further development in this area.

2.4 Summary and Advance HE response

This seventh annual review of accredited CPD schemes continues to provide detailed insight into operational aspects of scheme management as well as the impact schemes are having at an institutional level.

Fellowship numbers continue to grow globally, with more than 148,500 Fellows (all categories) at the end of July 2021 and almost 11,000 of these being based outside the UK in more than 100 countries. The majority of Fellowships awarded continue to be via Advance HE accredited provision and, at the end of July 2021, Advance HE accredited 174 institutions; 146 in the UK and 28 outside the UK (Appendix 2).

The reporting period 1 August 2020 to 31 July 2021 was disrupted by Covid-19 challenges; this affected institutions' ability to operate accredited provision effectively in various ways. Some institutions paused schemes and programmes for a period to focus on the pivot to online delivery, other institutions' accredited provision experienced a peak in demand. Overall, the slight decrease

in Fellowships awarded by accredited HEPs in 2020-21 in comparison to 2019-20 (-3%) is not surprising; this may continue into the 2021-22 reporting period given the ongoing challenges faced. However, despite all the difficulties experienced during the 2020-21 reporting period, institutions' annual reviews clearly articulate that Advance HE accredited provision and the resulting Fellowship are continuing to have a positive impact at an institutional level and are continuing to be used and further embedded within institutional processes and policies.

In contrast to accredited HEPs, Advance HE direct application numbers reached a new high in 2020-21, with 2,516 applications being submitted during the reporting period (an increase of 26.2% on the 1,993 applications submitted between 1 August 2019 and 31 July 2020). As there is an 8-12-week timeline from application to initial feedback (award/refer), the success data on outcomes for applications submitted May to July 2021 will form part of the 2021-22 annual report.

For the second time in 2020-21, HEPs were asked to provide an optional statement of institutional impact written by the DVC/PVC or an equivalent senior leader of learning and teaching. One hundred and thirty of the 134 reporting institutions (97%) chose to provide a statement; an increase compared to 2018-19 when 79% of reporting HEPs chose to comment. It is possible that this might reflect growing engagement in use of Fellowship by senior leaders, which could also increase strategic impact at an institutional level associated with accredited provision. This element will be retained in the 2021-22 annual review to enable longitudinal analysis.

The DVC/PVC statement indicates that Fellowship continues to be linked to promotion pathways and is increasingly being used in probationary requirements for early career and new staff. This section also highlighted the increasing use of Senior and Principal Fellows in line with institutional priorities around learning and teaching.

In the 2020-21 annual review, HEPs identified the phase of the accreditation cycle they were in during the reporting period and the focus of CPD scheme activity during this time. It is clear that the focus of scheme activity differed depending on the phase. Newly accredited CPD schemes and those in early cycle reported a focus on the recruitment and training of mentors and assessors while those mid cycle and preparing for reaccreditation focused on specific categories of Fellowship and reflecting back on the last three to four years. This is an area of work Advance HE will explore further in 2021-22 to support institutions in planning for future accreditation cycles.

Evaluating the impact of Fellowship and accreditation continues to be a challenge, with almost a third reporting this. Despite this, there are signs that some HEPs are finding solutions with an increased number (compared with 2018-19) planning more formal systematic approaches in 2021-22, with 10 HEPs making reference to longitudinal studies of impact.

Following the 2018-19 annual review, it is clear that institutions are increasingly considering ways in which they can provide support for underrepresented groups to achieve Fellowship. However, as the 2020-21 annual review was the first time Advance HE asked HEPs to comment on this it was not surprising that data was limited, with HEPs citing they are planning a more formal evaluation in 2021-22.

Since the 2020-21 reporting period, the sector is continuing to change, with many HEPs now deciding to permanently continue some or all scheme activity online. The points below outline the ways in which Advance HE is planning to work with and support institutions to continue to successfully operate accredited provision in 2022 onwards.

- + Advance HE standardisation activities and the Accredited Programme Leader Network will all continue online in 2021-22. Accreditation guidance events will take place over a number of online sessions and will be followed by drop-in 'surgeries' to ensure continuing support is in place for institutions seeking accreditation/reaccreditation. The Accredited Programme Leader Network site on [Advance HE Connect](#) continues to be the main communication channel for all managers, scheme leads and programme leads working with accredited provision.
- + Low success rates for Principal Fellowship remain a challenge and, to further support Principal Fellow applicants, the [REI Consultancy](#) has been developed to provide 1:1 support as the first phase of the writing process. As Descriptor 4 will be one of the points of focus for the UK Professional Standards Framework Review consultation, any update to guidance will follow after the launch of the reviewed Professional Standards Framework in November 2022. Some other measures in relation to success rates are also identified in Section 4.5.5 of this report.
- + The introduction of a new section of the annual review report asking institutions to evaluate Fellowship data to identify any potential underrepresentation by groups of staff has highlighted that this is an area for institutions to investigate further. The annual review 2021-22 will also include this section and institutions are asked to consider any potential barriers to participation in accredited provision that might be addressed to ensure equity of opportunity for all staff that teach and support learning.
- + Following the publication of the recent research undertaken by the University of Plymouth, [Assessing the impact of accreditation on institutions](#) (2020), and UK Government's anti-bureaucracy directive, Advance HE will investigate possible revisions to the accreditation process itself to continue to enhance strategic impact, maintain credibility and robustness of the award and reduce burden on institutions where/if possible.
- + In response to one of the recommendations by the University of Plymouth's [Assessing the impact of accreditation on institutions \(2020\)](#) a Fellowship and Accreditation Advisory Group was appointed in 2020-21 for the purpose of providing expert advice on matters relating to Fellowship and Accreditation services.

- + Although annual CPD review reports have identified positive impacts, institution-level impact requires further investigation. To address this, Advance HE has recently commissioned a [Collaborative Development Fund](#) project around 'Utilising the Professional Standards Framework for Teaching and Supporting Learning for Strategic Change'. The output of this project will be a series of eight case studies related to the strategic use of accredited provision intended to support senior leaders to best use their provision to promote institutional priorities. These case studies will be released in October 2022.
- + In January 2022, Advance HE launched the [Professional Standards Framework Review 2022](#) and, following stakeholder consultations, a revised Professional Standards Framework will be launched at the end of January 2023. In preparation for any changes following Professional Standards Framework review outcomes, Advance HE will work closely with accredited institutions to develop appropriate support, resources and transition plans.

3 Introduction

3.1 Introduction to the 2020-21 report

Advance HE accredits programmes for the initial and continuing professional development (CPD) of staff that teach and support learning working in higher education providers (HEPs) globally. Advance HE accreditation provides external and independent confirmation that professional development is aligned with the [UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education](#) (PSF) and provides participants with the opportunity to be professionally recognised for their higher education practice through the HEA Fellowship scheme.

From 2014-15 onwards, Advance HE has required institutions with accredited CPD schemes to complete an annual review on the operation of their accredited scheme to ensure that institutional CPD schemes remain in good standing.

This 2020-21 Annual CPD Review is the seventh annual review and draws on data submitted by 134 institutions operating an Advance HE accredited CPD scheme between 1 August 2020 and 31 July 2021 (an increase of eight institutions from the 2019-20 annual review). Institutions within the initial period of operating an accredited CPD scheme (normally within first 12 months) are not required to complete the review.

Please note that the 2019-20 review took a different format as a result of the Covid-19 pandemic, which disrupted normal CPD scheme activity. Despite a formal summary report not being produced, quantitative data from that reporting year will be used as a comparison at relevant points throughout this report.

The purpose of the annual review of Advance HE accredited CPD schemes is to:

- + provide institutions with a mechanism to support quality assurance, monitoring and enhancement of accredited CPD schemes
- + provide a platform for evaluating the impact and strategic use of Fellowship and accreditation within the organisation
- + identify and facilitate sharing of good practice and potential solutions to common challenges across accredited Advance HE member institutions operating accredited CPD schemes.

The annual review template includes quantitative data setting out the numbers of each category of Fellowship awarded through the institution's CPD accredited scheme in the 2020-21 reporting period. Supplementary guidance (Appendix 1) supported completion.

Annual reporting requirements by Advance HE continue to focus on accredited CPD (non-credit bearing) schemes, as institutional quality systems are well established to consider accredited, academic credit-bearing programmes of study. However, for the first time, institutions were asked to consider the full portfolio of Advance HE accredited provision when completing Section 2 of the report in relation to strategic impact.

3.2 Methodology

Higher education providers (HEPs) required to submit an annual review were provided with a pre-populated template with quantitative data taken from Advance HE records reporting the number of Fellowships awarded by category through the institution's accredited CPD scheme during 2020-21 and 2019-20. It also included the percentage of academic staff at the institution holding a Fellowship over the last five years in comparison to the wider sector data. HEPs were asked to provide quantitative success rate data in Section 1 of the template and a qualitative commentary in Sections 2, 3 and 4, related to strategic impact, scheme operation and management and wider engagement with Advance HE.

In total, 134 HEPs completed annual CPD reviews for 2020-21. Computer Assisted Qualitative Data Analysis Software (CAQDAS) Atlas.ti was used to interrogate the data and thematic codes were identified within each section of the review. Some numerical frequencies were extracted in relation to some of the themes identified. As well as analysing scheme activity for 2020-21, comparisons of findings identified in previous reports were also considered.

3.3 Structure of the report

Each section of the completed 2020-21 annual CPD reviews has been analysed and this summary report therefore follows a broadly similar structure to that of the review template. The report is split into three main areas: participation and success, scheme operation and management, and strategic impact of Advance HE accredited provision. Where appropriate, numerical data and anonymised quotes have been provided.

Section 4: participation and success focuses on analysis of the quantitative data provided in the first section of the review. As well as a discussion of the utilisation data at Descriptors 1-4 (as appropriate to each institution), this section also includes data on the number of Fellowships awarded between 1 August 2020 and 31 July 2021 and success rates for both accredited CPD schemes and direct application to Advance HE during the reporting period.

Section 5: scheme operation is concerned with the operational aspects of running an accredited CPD scheme. As well as providing an overview of the support for effective operation of CPD schemes, this section also includes an overview of the focus of scheme management at different stages in the accreditation cycle during the reporting period.

Section 6: strategic impact focuses on institution-level outcomes associated with the full portfolio of accredited provision. As well as providing insight into the impact accredited provision is having at an institution-level, there is also discussion about the approaches HEPs are currently using to measure impact. In addition, for the first time, HEPs were asked to identify any underrepresented staff groups within Fellowship and accredited provision activities and outline their approaches for embedding EDI principles, in line with institutional priorities.

Section 7: summary and Advance HE response draws together the main conclusions from the 2020-21 Annual Review of Accredited CPD Schemes and outlines considerations for the future.

3.4 Demographic groups within the dataset

The analysis software used enabled the data provided by 134 HEPs (118 UK and 16 non UK) to be analysed by mission group, geographic location, Teaching Excellence Framework (TEF)¹ outcome and time operating an accredited CPD scheme. The composition of these demographic groups is shown below.

Mission group	Number of HEPs
UK provider (no mission group)	41
Million Plus	20
The Russell Group	18
Non-UK provider	16
University Alliance	13
Cathedrals Group	10
Small and specialist	10
Guild HE	6

TEF outcome (where applicable)	No. of institutions
Gold	39
Silver	54
Bronze	7
No TEF outcome (some UK and all non-UK HEPs)	34

Length of time running an accredited CPD scheme	No. of institutions
0-4 years (1 accreditation cycle)	13
5-8 years (2 accreditation cycles)	52
More than 8 years (3 or more accreditation cycles)	69

Through comparison of the data between these different demographic groups, it was identified that the only demographic group reporting any notable differences within the review data was that relating to the length of time that an HEP had operated an accredited CPD scheme.

¹ The Teaching Excellence and Student Outcomes Framework (TEF) was introduced by the government in England in 2017. Participation is voluntary; some HEPs in Scotland and Wales have chosen to participate (Office for Students, 2021).

4 Participation and success

4.1 Introduction

One hundred and thirty-four HEPs provided quantitative success data within Section 1 of the Annual Review of Accredited CPD Schemes template. Advance HE direct application data is also provided where appropriate in this section of the report as a point of comparison and some trend data is also included.

Section 4 of this report presents a summary of the utilisation and success data across all 134 reporting institutions. However, it is important to note that each HEP with an accredited CPD scheme is likely to be at a different stage depending on many factors within each unique context; for example, size of the institution, staff demographic, Fellowship numbers, use made of Fellowship within the institutional approaches to learning and teaching and to the professional development of staff, resource available to support scheme, length of time with accredited scheme, etc. Despite the context for accredited CPD schemes being unique to each institution, preventing meaningful direct comparison of data, the summary data in Section 4 should still provide institutions with some opportunity to benchmark and interpret internal data in light of wider sector activity.

Please note that the majority of Associate Fellowships (Descriptor 1) and Fellowships (Descriptor 2) are awarded through accredited taught academic credit-bearing programmes at HEPs; these remain the most common form of professional development in place for early-career academic staff in accredited institutions. These taught programmes sit outside the remit of the annual CPD review and, although numbers are included in Table 1 below, the remaining data and analysis in Sections 4.2-4.5 focuses entirely on activity in accredited CPD schemes and via direct application to Advance HE. Section 4.2 provides a summary of the key findings drawn from Sections 4.3-4.5, which provide the quantitative data from institutions and Advance HE records along with detailed analysis of the data.

4.2 Summary of key findings

4.2.1 Summary key findings: number of Fellowships awarded

- + **Overall, 15,291 Fellowships were awarded in 2020-21;** this is a slight decrease of 148 (-0.96%) in comparison to 15,439 Fellowships awarded in 2019-20.
- + **In 2020-21, 2,014 Fellowships were awarded via direct application to Advance HE;** an increase of 238 (+13.4%) on Fellowships awarded via direct application in 2019-20 (1,776) and an increase across all four categories; Associate Fellowship +14 (+7%), Fellowship +179 (+19%), Senior Fellowship +31 (+5.8%) and Principal Fellowship +14 (+16%).
- + In comparison to the average number of Fellowships (all categories) awarded per year by Advance HE (HEA prior to 2018) across four reporting years 2016-17 to 2019-20, the number awarded in 2020-21 was 38.4% above average (+559). The number of Advance HE 2020-21 direct application awards for all categories were above the four-year average as follows: Associate Fellowship +19.6% (+35), Fellowship +53.9% (+400), Senior Fellowship +25.7% (+114) and Principal Fellowship +9.9% (+9).

- + **In 2020-21, 13,277 Fellowships were awarded via HEP accredited provision, a decrease** of 386 (-2.8%) from 13,663 awarded in 2019-20. In comparison to 2019-20, in 2020-21 HEPs awarded an increased number of Associate Fellowships (+341; +7.7%) and Principal Fellowships (+7; +13.0%) but a decreased number of Fellowships (-535; -7.1%) and Senior Fellowships (-199; -12.1%).
- + In comparison to the average number of Fellowships (all categories) awarded per year by accredited HEPs across the four reporting years 2016-17 to 2019-20, the number awarded in 2020-21 was 5.4% below average (-757). The number of Associate Fellowships awarded in 2020-21 was 7.3% above average (+326) but awards for the other categories were below average as follows: Fellowship -9.8% (-757), Senior Fellowship -17.8% (-313) and Principal Fellowship -15.9% (-12).

4.2.2 Summary key findings: use of accredited schemes

- + In 2020-21, the number of HEP CPD schemes accredited at each category were as follows (with comparison to 2019-20 in brackets): 128 HEPs for Associate Fellowship (+6), 133 HEPs for Fellowship (+7), 127 HEPs for Senior Fellowship (+7), 36 HEPs for Principal Fellowship (-6). This indicates an increase to the number of accredited HEP CPD schemes in 2020-21 at all categories other than Principal Fellowship.
- + Of the number of HEPs accredited at each category (see point above), the percentage of these institutions using their accredited CPD scheme to award Fellowship at each category increased in 2020-21 compared to 2019-20: 86% awarded Associate Fellowship (+5%), 97% awarded Fellowship (+4%), 98% awarded Senior Fellowship (+3%) and 67% awarded Principal Fellowship (+8%).

4.2.3 Summary key findings: success data

- + 2020-21 success rate at first attempt for **accredited HEP CPD scheme** participants remains in line with previous (relatively static) five-year data (Figure 2). In 2020-21, success rates at first submission (with comparison to 2019-20 data in brackets) were: Associate Fellowship 85% (+1%), Fellowship 73% (-2%), Senior Fellowship 66% (-2%), Principal Fellowship 61% (+9%, although in line with data prior to 2019-20).
- + 2016-21 data continues to indicate that first submission success rates at Senior and Principal Fellowship in accredited CPD schemes have remained significantly lower than success rates at Associate Fellowship and Fellowship (Figure 2). This may imply particular challenges with clarity and understanding around the requirements of Descriptors 3 and 4; these two Descriptors will be a focus of the 2022 PSF review and launch of a revised framework in 2023.

- + **Advance HE direct application** first submission success rates have followed a slightly different pattern to those reported in accredited CPD schemes, with an overall decrease in success rates over the last five years (2016-21) for applications for Associate Fellowship and Principal Fellowship, but increased success rates for Fellowship and Senior Fellowship.
- + In 2020-21, direct application success rates showed a slight increase in comparison to 2019-20 across all four categories (Descriptor 1 +4%; Descriptor 2 +4%, Descriptor 3 +4%; Descriptor 4 +1%).

4.3 Number of Fellowships awarded

Between 1 August 2020 and 31 July 2021, 15,291 Fellowships were awarded; of these, 87% were awarded by HEP-accredited provision (taught programmes as well as CPD schemes) and the remaining 13% of applications were awarded via direct application to Advance HE. Overall, across both direct application and HEP-accredited provision, there was a small decrease of 148 Fellowship awards made in 2020-21 in comparison with 2019-20 (-0.96%). However, in comparison to the average number of Fellowships (all categories) awarded per year by Advance HE (HEA prior to 2018) across the four reporting years 2016-17 to 2019-20, the number awarded in 2020-21 was 38.4% above average (+559).

The breakdown of awards by category of Fellowship is shown below in Table 1 and further explored in Sections 4.3.1 to 4.3.4. Table 1 shows the number of Fellowships awarded by category through accredited provision in HEPs (both accredited academic credit bearing routes and CPD schemes) compared to those awarded directly by Advance HE over the past five reporting years. This data is taken directly from Advance HE records and includes Fellowships awarded after resubmission.

In 2020-21, 2,014 Fellowships were awarded via direct application to Advance HE, compared to 1,776 in 2019-20, reflecting an increase of 238 (+13.4%).

However, there was a slight decrease in the number of Fellowships awarded via HEP-accredited provision in 2020-21: 13,277 compared to 13,663 in 2019-20, a decrease of 386 (-2.8%). The slight decrease in Fellowship awarded via HEPs might be at least partially explained by the ongoing challenges presented by the Covid-19 pandemic, as some HEPs suspended scheme activity and/or delayed the start to accredited taught programmes to support staff in pivoting their student-facing practice to online delivery.

Appendix 2 of this report sets out the number of institutions and breakdown of accredited provision by category at the end of 2020-21. This data reflects the increased number of institutions accredited by Advance HE; from 113 institutions at the end of 2015-16 to 174 institutions at the end of 2020-21 (+61 HEPs; 54% increase).

Table 1. Number of Fellowships awarded by category by academic year: HEP data includes awards made through all accredited provision (ie taught provision at Descriptors 1 and 2 plus CPD schemes at Descriptors 1-4)

Category	2016-17		2017-18		2018-19		2019-20		2020-21	
	AHE	HEP	AHE	HEP	AHE	HEP	AHE	HEP	AHE	HEP
Descriptor 1*	150	3,984	204	4,271	162	5,139	200	4,444	214	4,785
Descriptor 2	509	8,078	663	7,634	831	7,725	963	7,516	1,142	6,981
Descriptor 3	352	1,801	414	1,837	482	1,767	527	1,649	558	1,450
Descriptor 4	95	77	88	87	94	72	86	54	100	61
Total D1-4	1,106	13,940	1,369	13,829	1,569	14,703	1,776	13,663	2,014	13,277
Overall	15,046		15,198		16,272		15,439		15,291	

*Descriptor 1 figures for 2019-20 and 2020-21 include Associate Fellow Indigenous awarded through one accredited CPD scheme in Australasia. In 2019-20, 14 awards were made and in 2020-21, 40 awards were made.

4.3.1 Number of Associate Fellowships (Descriptor 1) awarded

Between 2016-2021, a total of 23,553 Associate Fellowships (Descriptor 1) were awarded.

Associate Fellowships awarded through **HEP-accredited provision** generally increased year on year between 2016-17 and 2018-19, but decreased by 14% in 2019-20. In 2020-21 numbers increased compared to the previous 2019-20 year (+341; +7.7%) and were also 7.3% (+326) higher than the four-year annual average 2016-17 to 2019-20.

The trend in greater numbers of Associate Fellowships awarded by institutions year-on-year may be partially explained by a greater focus on the importance of this category for recognising the important role in student learning played by professional learning services staff, part-time/sessional staff/ hourly paid lecturers and postgraduates that teach.

The number of Associate Fellowships awarded through **direct application to Advance HE** has generally increased over the last five years since 2016-17 (+43%). In 2020-21, numbers awarded increased by 7% compared to the previous 2019-20 year (+14) and in comparison to the four-year annual average 2016-17 to 2019-20, the number of Associate Fellowships awarded by direct application in 2020-21 was 19.6% higher (+35).

4.3.2 Number of Fellowships (Descriptor 2) awarded

Between 2016-2021, a total of 42,042 Fellowships (Descriptor 2) were awarded.

In 2020-21 the number of Fellowships awarded via **HEP accredited provision** was 6,981, a decrease of 7.1% (-535) compared to the previous 2019-20 year. The numbers awarded in 2020-21 were also 9.8% down (-757) on the average Fellowship awards per year 2016-17 to 2019-20.

The number of Fellowships awarded each year via **direct application to Advance HE** has more than doubled between 2016-17 and 2020-21. This is likely to be because of an increasing interest in Fellowship from individuals in non-accredited institutions, including those based outside the UK.

In 2020-21, the number of Fellowships awarded by direct application was 1,142, an increase of 19% (+179) in comparison with 2019-20 and an increase of 53.9% (+400) in comparison to the four-year annual average between 2016-17 and 2019-20.

4.3.3 Number of Senior Fellowships (Descriptor 3) awarded

Between 2016-2021, a total of 10,837 Senior Fellowships (Descriptor 3) were awarded.

Numbers of Senior Fellows awarded **via HEP-accredited provision** per year have remained fairly consistent until 2019-20, when a decline in numbers might possibly be linked to the start of the Covid-19 pandemic. Senior Fellowship reflects leadership or influence on the practices of colleagues and it is likely that these individuals were focused on leading the pivot to online learning as institutions locked down from spring 2020 onwards. A decrease of 6.7% (-118) in 2019-20 in comparison to 2018-19 has been followed by a decrease of 12% (-199) in 2020-21 in comparison to 2019-20.

Overall, in comparison to the four-year average 2016-17 to 2019-20, the number of Senior Fellowships awarded in 2020-21 was 17.8% lower (-313).

In contrast to accredited HEP provision, the number of Senior Fellowships awarded via **Advance HE direct application** has increased year-on-year from 352 awards in 2016-17 to 558 in 2020-21; an increase of 5.8% (+31) awards in 2020-21 compared to 2019-20.

In comparison to the four-year average data 2016-17 to 2019-20, the number of Senior Fellowships awarded was 25.7% higher than average (+114).

4.3.4 Number of Principal Fellowships (Descriptor 4) awarded

Between 2016-2021, a total of 814 Principal Fellowships (Descriptor 4) were awarded.

Over the five-year period 2016-2021, the number of Principal Fellowships awarded by **accredited HEPs** has decreased overall by 21%. However, in 2020-21 compared to the previous 2019-20 year, accredited institutions awarded 13% more Principal Fellowships (+7). In comparison to the annual average 2016-17 to 2019-20, the number of Principal Fellows awarded in institutions was 15.9% lower (-12).

In 2020-21, **Advance HE direct applications** awarded 16% more Principal Fellowships (+14) than in 2019-20, and in comparison to the four-year annual average 2016-17 to 2019-20, numbers awarded in 2021-22 were 9.9% (+9) higher.

4.4 Use of accredited CPD schemes

In 2020-21, the number of **accredited HEP CPD schemes** (ie not including accredited taught provision) at each category were as follows (with comparison to 2019-20 in brackets): 128 HEPs for Associate Fellowship (+6), 133 HEPs for Fellowship (+7), 127 HEPs for Senior Fellowship (+7), 36 HEPs for Principal Fellowship (-6). This indicates an increase to the number of accredited HEP CPD schemes in 2020-21 at all categories other than Principal Fellowship.

The use of accredited CPD schemes between 1 August 2020 and 31 July 2021 is shown in Table 2 below and compared with the previous reporting period.

Table 2. Use of accredited CPD schemes in 2020-21 compared to 2019-20

Category	2020-21		2019-20	
	No. HEPs with provision	No. and (%) HEPs used	No. HEPs with provision	No. and (%) HEPs used
Descriptor 1	128	110 (86%)	122	99 (81%)
Descriptor 2	133	129 (97%)	126	117 (93%)
Descriptor 3	127	124 (98%)	122	116 (95%)
Descriptor 4	36	24 (67%)	42	25 (59%)

In 2020-21, 86% of HEPs (110 out of 128 institutions) with accredited CPD schemes at Descriptor 1 used their provision, an increase of 5% in comparison to 2019-20.

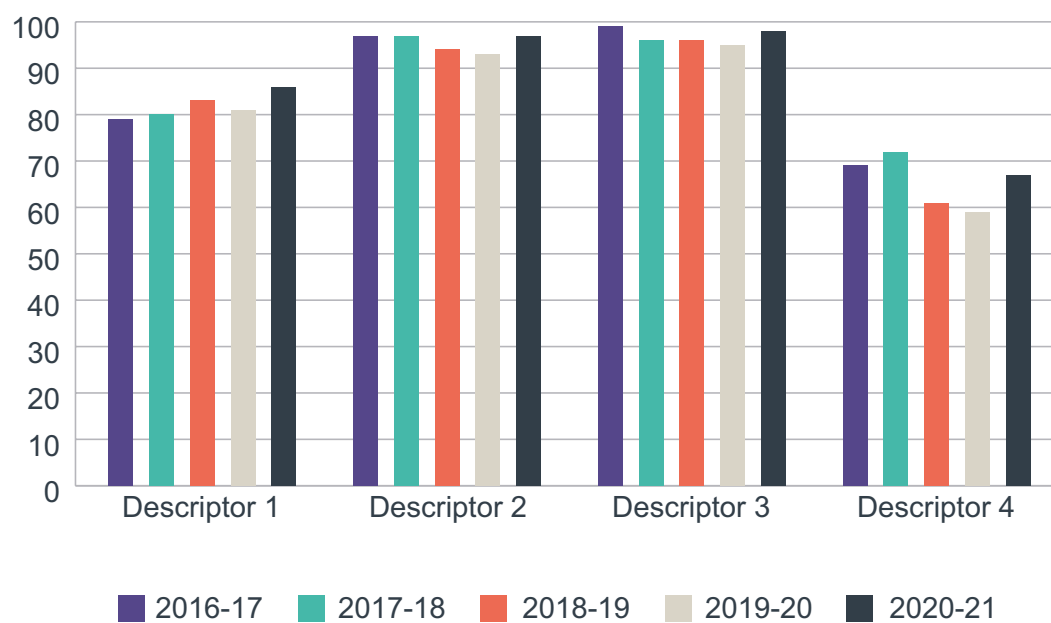
In 2020-21, 97% use at Descriptor 2 (129 out of 133 institutions) and 98% use at Descriptor 3 (124 out of 127 institutions) indicates that almost all institutions with accreditation to award Fellowship and Senior Fellowship made awards. The data indicates an increase of 4% in use at Descriptor 2 and 3% at Descriptor 3 in comparison to 2019-20.

In contrast to increasing numbers of institutions accredited at Descriptors 1-3, in 2020-21 the number of institutions accredited at Descriptor 4 decreased from 42 in 2019-20 to 36 (-6), continuing the downward trend seen in previous years. Only 67% of HEPs (24 out of 36) used their accredited provision to award Principal Fellowship. However, this is an increase of 8% compared to 2019-20.

It should be noted that, in 2019-20, a number of HEPs temporarily paused accredited provision in response to the Covid-19 pandemic, which could be one possible explanation why scheme use in the 2019-20 reporting period is lower than in 2018-2019.

Figure 1 below compares use of accredited CPD schemes over the last five years from 2016-17 to 2020-21 by category.

Figure 1: Percentage of institutions using their accredited CPD schemes between 2016 and 2021

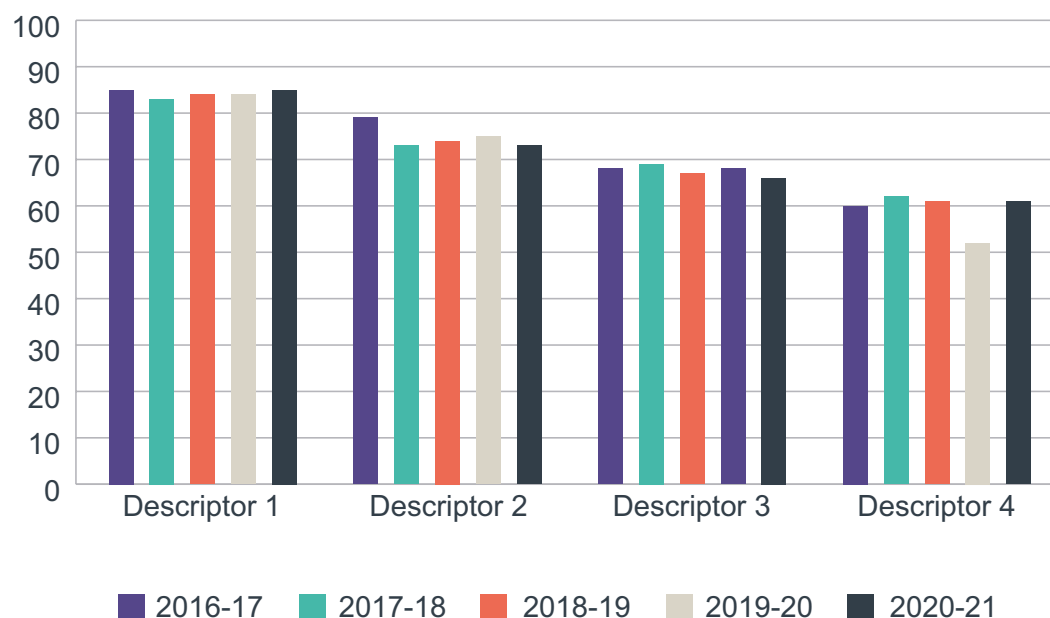


4.5 Success rates

The data provided in this section of the report provides success rates at first attempt for participants in **accredited HEP CPD schemes** and for **direct applicants to Advance HE** (ie not including those successful after resubmission) between 2016-17 and 2020-21. There are likely to be a variety of different factors contributing to an unsuccessful first application in each route. For example, there are generally mechanisms in place to support participants in accredited CPD schemes (eg mentors and workshops), whereas direct applicants may have support provided in non-accredited institutions, may attend Advance HE support events or may be solely reliant on written Advance HE guidance. There are also different formats for applications; direct applications are in a written format, whereas there are a variety of application formats in accredited HEP CPD schemes; for example, submission by portfolio, dialogue, presentation, multimedia, etc, as well as varying formats of written application.

Section 4.5 explores the overall trend in success at first attempt data for participants in accredited CPD schemes and for direct applicants to Advance HE. Sections 4.5.1 to 4.5.4 set out a more detailed analysis per category for participants in accredited CPD schemes. Section 4.5.5 outlines some actions undertaken by Advance HE to promote success at first attempt. Figure 2 below indicates the percentage success rates at first attempt for participants in accredited CPD schemes for the past four years. The data is self-reported by institutions within completed annual CPD reviews.

Figure 2. Percentage success rates at first submission in accredited CPD schemes between 2016-17 and 2020-21



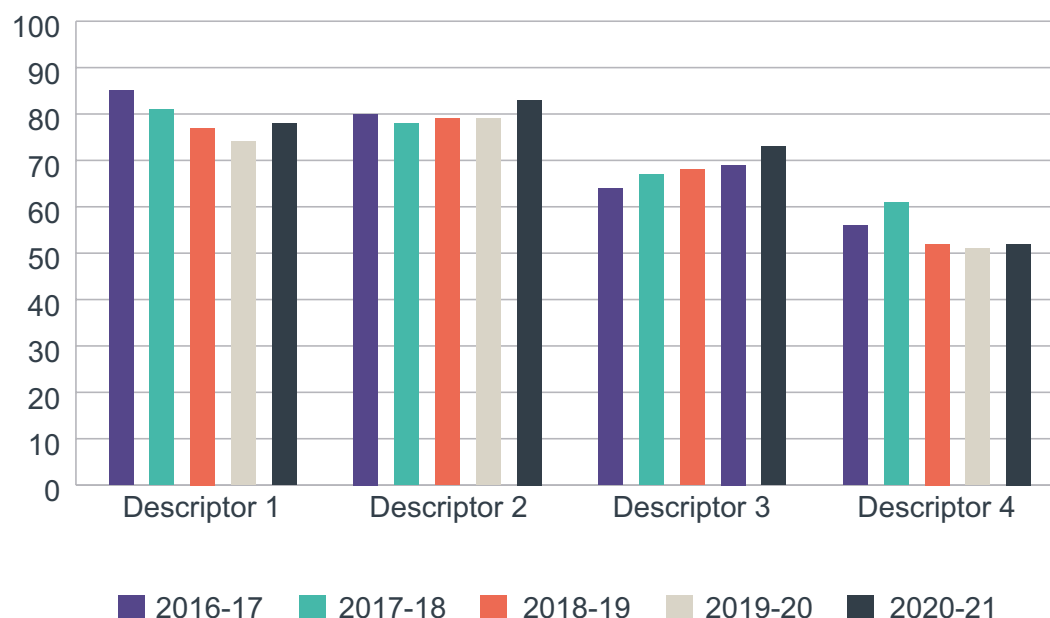
When looking at first submission success rate data for applications to **accredited CPD schemes** over the past five years between 2016-17 and 2020-21 (Figure 2 above), it can be seen for Descriptor 1 that success rates have remained relatively the same (between 83% and 85%). There was a slight decrease (-2%) in 2017-18. However, rates have increased since and now stand at 85% (the same as in 2016-17).

While overall success rate data for Descriptor 2 has decreased overall in the last five years from 79% in 2016-17 to 73% in 2020-21 (-6%), over the last four years from 2017-18 to 2020-21 success rates have remained in the region of between 73% and 75%.

Data from 2016-17 to 2020-21 indicates that first submission success rates at Descriptors 3 and 4 in **accredited CPD schemes** have remained significantly lower than success rates at Descriptor 1 and 2 (Figure 2). In 2020-21, first submission success rates decreased slightly at Descriptor 3 (-2%). However, at Descriptor 4 there was an increase (+9%) in comparison to 2019-20 and success rates in 2020-21 were broadly the same as previous years (between 60% to 62%).

Figure 3 below shows Advance HE direct application success rates at first application per category over the last five years.

Figure 3. Percentage success rates at first submission for direct applications between 2016-17 and 2020-21



From Figure 3, it can be seen that **Advance HE direct application** first submission success rates have followed a slightly different pattern to those reported in accredited CPD schemes over the last five years.

At Descriptors 1 and 4, first submission success rates for direct applications indicate an overall decrease from 85% in 2016-17 to 78% in 2020-21 (-7%) at Descriptor 1 and from 56% to 52% at Descriptor 4. At Descriptors 2 and 3 there has been an overall increase in success rates over the last five years (2016-2021): +3% at Descriptor 2 and +9% at Descriptor 3. All four categories of Fellowship showed increased success rates from 2019-20 to 2020-21.

One possible factor in the Descriptor 3 and 4 success rates being lower than other categories of Fellowship might be that HEPs are increasingly embedding Fellowship in promotion criteria and therefore, in some instances, individuals might be prematurely applying for Senior or Principal Fellowship in order to access career progression opportunities. The data might also imply particular challenges with clarity and understanding around the requirements of Descriptors 3 and 4; these two Descriptors will be a focus of the 2022 PSF review and launch of a revised framework in 2023.

4.5.1 Descriptor 1 CPD scheme success rates

Descriptor 1 requires individuals to demonstrate an understanding of *specific* aspects of effective teaching, learning, support methods and student learning. Individuals are typically in roles that include some teaching and/or supporting learning responsibilities with the majority of Associate Fellowships being awarded through accredited taught programmes, which are not covered by this report.

- + Institutional CPD schemes received 2,013 first applications at Descriptor 1 during 2020-21 review period, which is an increase of 300 from 2019-20.
- + HEPs ranged from having one application to having more than 100 applications during the reporting period; 64 HEPs considered less than 10 applications, which is similar to 2019-20 where 62 HEPs had application numbers in this range. Two HEPs reviewed more than 100 applications. One of the two HEPs reviewing more than 100 applications had a 'holistic' scheme where both taught credit-bearing programme figures and CPD scheme figures are included as CPD scheme data cannot be separated out.
- + During the 2020-21 review period, success rates at Descriptor 1 ranged from 0% to 100%, with 45 HEPs reporting a 100% success, a slight decrease from the 2019-20 review (49 HEPs). Six institutions reported a success rate of less than 10%.
- + The highest mean success rates (97%) during the reporting period were experienced by the two HEPs reviewing more than 100 applications. CPD schemes receiving 25 to 49 Associate Fellow applications had a mean success rate of 88%; reported by nine HEPs. The 64 HEPs that considered less than 10 applications during the reporting period had a mean success rate of 81%.

4.5.2 Descriptor 2 CPD scheme success rates

Descriptor 2 requires an individual to demonstrate a *broad* understanding of effective approaches to teaching and learning support as key contributions to high-quality student learning. Successful applicants are able to provide evidence of broadly based effectiveness in more substantive teaching and learning support roles. Such individuals are likely to be early career academics, experienced academics relatively new to UK higher education or staff with teaching-only responsibilities. As in the case of Associate Fellowship, the majority of Fellowships (Descriptor 2) are awarded through accredited taught programmes, which are not covered by this report.

- + Institutional CPD schemes received a total of 3,503 first applications at Descriptor 2 during the 2020-21 review period, an increase of 111 from 2019-20.
- + HEPs ranged from having one application to having more than 100 applications during the reporting period; 41 HEPs considered between 10 and 24 applications, which was a decrease from the 2019-20 review where 44 HEPs had application numbers in this range. The majority of HEPs (108) considered between 1 and 49 applications with five HEPs considering more than 100 Fellow applications.

- + During the 2020-21 review period, success rates at Descriptor 2 ranged from 0% to 100%, with 21 HEPs reporting a 100% success, a slight decrease from the 2019-20 review (23 HEPs). The mean success rate for Descriptor 2 was 73% across all accredited CPD schemes, which was a 2% decrease from the 2019-20 review. Four HEPs reported a success rate of less than 10%.
- + The highest mean success rates (77%) during the reporting period were experienced by CPD schemes receiving 100+ Fellow applications; reported by five HEPs (likely to be linked to holistic frameworks where taught provision data is also included). The 41 HEPs that considered between 10-24 applications during the reporting period had a mean success rate of 74%.

4.5.3 Descriptor 3 CPD scheme success rates

Descriptor 3 requires individuals to evidence a *thorough* understanding of effective approaches to teaching and learning support as key contributions to high-quality student learning. Such individuals are likely to lead, or be members of, established academic teams and able to provide evidence of a sustained record of effectiveness in relation to teaching and supporting learning (D3.VII). They are experienced staff able to demonstrate impact and influence on the teaching and learning practices of peers through leading and managing programmes, subjects and/or disciplinary areas; they may be subject mentors and staff who support those new to teaching or they may have wider teaching and learning leadership responsibilities within an institution. Advance HE does not accredit taught programmes of study at Descriptors 3 or 4 and the success rates below solely reflect accredited CPD scheme data.

- + Institutional CPD schemes received a total of 1,791 applications at Descriptor 3 during the 2020-21 review period, an increase of 49 applications from the 2019-20 review.
- + HEPs ranged from reviewing one application to 77 applications during the reporting period; the majority (104) considered between one and 24 applications, an increase from the 2019-20 review where 97 HEPs had application numbers in this range. Four institutions considered between 50 and 74 applications.
- + During the 2018-19 review period, success rates at Descriptor 3 ranged from 0% to 100%, with 51 HEPs reporting a success rate of 75% or over at first application, an increase from the 2019-20 review (48 HEPs). Five HEPs reported a success rate of less than 10%.
- + The highest mean success rates (75%) during the reporting period were experienced by CPD schemes receiving 75-99 Senior Fellow applications; reported by one HEP. The 104 HEPs that considered between one and 24 applications during the reporting period had a mean success rate of 66%.

4.5.4 Descriptor 4 CPD scheme success rates

Descriptor 4 requires individuals to demonstrate their *sustained* record of effective strategic leadership in academic practice and academic development as a key contribution to high- quality student learning. These individuals are typically highly experienced and/or senior members of staff with wide-ranging strategic leadership responsibilities in relation to learning and teaching. Similarly, individuals may be staff responsible for strategic leadership and policymaking in the areas of teaching and learning or staff that have strategic impact and influence in relation to learning and teaching that extends beyond their own institution.

- + In total, 36 HEPs had an accredited CPD scheme at Descriptor 4 during the 2020-21 review period and, of these, 24 (67%) HEPs used Descriptor 4 provision. A total of 72 applications at Descriptor 4 were reviewed during this period; an increase of seven applications from 2019-20 review.
- + HEPs ranged from reviewing one application to eight applications during the reporting period; the majority (20) considered between one and four applications.
- + During the 2020-21 review period, success rates at Descriptor 4 ranged from 0% to 100%, with eight HEPs reporting a success rate of 75% or over at first application; one institution had 100% success rate for eight applications. Six HEPs reported a success rate of less than 10%.
- + The mean success rate of HEPs considering between one and four applications (20 HEPs) was 44%.

4.5.5 Advance HE actions to promote increased success rates

In response to the data outlined above and the factors influencing success rates, the Advance HE team has taken the following action during the 2020-21 academic year to promote success rates for both accredited CPD schemes and direct application to Advance HE.

- + As part of the Advance HE membership package for accredited institutions, an increased number of online Fellowship calibration events were held for accredited programme leaders, mentors and reviewers during 2020-21. These included one-hour calibration exercises and half-day events at Descriptors 1-4. These events are designed to support individuals who are making Fellowship judgements and/or supporting participants in accredited provision, promoting consistency and quality in the Fellowship judgement process.
- + Following the launch of the revised guidance for applicants to [Associate Fellowship](#), [Fellowship](#) and [Senior Fellowship](#) in July 2020 and a new accreditor handbook, an increasing number of HEPs have used these documents as a useful resource when supporting internal applicants via their internal CPD schemes. All applicant guidance and resources will be revised in 2022-23 following the launch of PSF 2023.

- + The team continues to use the Accredited Programme Leader Network and other Fellowship-related events to discuss the distinctive nature of each category of Fellowship in order to enhance the shared understanding across the sector. The Accredited Programme Leader Network on Advance HE Connect continues to be a useful online space for scheme and programme leaders to share good practice, collaborate and network. At the end of July 2021, there were more than 500 members of this dedicated invitation-only site.
- + The Fellowship Application Builder programme was launched in March 2021. This is a newly developed online supported programme for participants to build a direct application to Advance HE for Fellowship (Descriptor 2). At the end of July 2021, five cohorts (maximum 20 participants per cohort) had enrolled, and the programmes continued to run during 2021-22. HEPs looking to support a particular group of staff are able to have a dedicated cohort for their institution. While it is too early to see the outcome in success rates, it is hoped that this supported programme will support high-quality Fellowship applications.
- + In 2020-21, Advance HE developed a support package for individuals applying direct to Advance HE. Individual support packages at Descriptors 1-4 provide applicants with the opportunity to engage with a PSF consultant through review and feedback of a full draft submission. In addition, to specifically address challenges related to Principal Fellowship and lower success rates (only 52% of 2020-21 direct applications were successful on first attempt), a Principal Fellow Record of Educational Impact (REI) Support Session has been launched to assist applicants in preparing their Principal Fellow application.
- + Individuals applying direct to Advance HE, and HEPs with accredited provision, continue to use the Fellowship Category Tool to assist them in selecting the most appropriate category of Fellowship. Since the launch (February 2019), more than 48,000 individuals have used the tool.

5 Scheme operation and management

5.1 Introduction

This section of the report relates to the operation of **accredited CPD schemes** only. For the first time, in the 2020-21 review, HEPs were asked to comment on the support in place for effective operation of accredited CPD schemes. The research undertaken by the University of Plymouth, [Assessing the impact of accreditation on institutions](#) (2020), recommended that Advance HE further investigates and shares institutional approaches to manage workload challenges related to the operation of accredited provision and the time required for engaging in teaching-related CPD.

In addition, for the first time, HEPs were asked to identify which phase of the accreditation cycle they were in during the 2020-21 reporting period and the focus of their scheme management during this time. This section was included to help identify a typical timeline of activity to support planning and evolution of schemes in line with institutional priorities.

5.2 Summary of key findings

- + For the first time, HEPs were asked to comment on support in place for effective operation of accredited CPD schemes in response to feedback from the sector via research undertaken by the University of Plymouth, [Assessing the impact of accreditation on institutions](#) (2020). A number of effective approaches were identified and it was clear that mentors and reviewers continue to play a significant role in ensuring sustainable operation of CPD schemes. Twenty eight of the 134 reporting HEPs mentioned workload allocation in place to support scheme activity.
- + Resource development has always been key aspect of CPD scheme activity, and the shift to online working as a result of the Covid-19 pandemic was seen by many HEPs as key to ensuring sustainable provision. Many HEPs found this to be highly effective and plan to continue to offer workshops and support online.
- + Workload challenges and resourcing related to the operation of CPD schemes has featured in annual review reports over the last five years, and for some HEPs this continues to be a challenge. However, some HEPs commented on how an appropriately resourced central team ensures effective operation. The majority of HEPs referring to this have operated an accredited CPD scheme for more than eight years, possibly suggesting that appropriate resourcing builds up over time.
- + HEPs were asked to identify the phase of the four-year accreditation cycle they were in during the 2020-21 reporting period and to outline key areas of focus for management and development of the CPD scheme during that time. Regardless of the phase in the accreditation cycle, the main focus cited by HEPs was online working and delivery and the upskilling of staff in this area; this is likely to reflect the pivot to online challenges resulting from the Covid-19 pandemic and it will be interesting to see if this is repeated in future years.

- + The majority of HEPs identified as being mid-cycle (12-30 months into cycle) or preparing towards reaccreditation (30 months onwards). For the latter, focusing on reaccreditation and reflecting back on previous cycle was identified. HEPs in the mid- or late- cycle periods also reported focusing some activity around one particular category of Fellowship. Those identifying as early in the accreditation cycle were focusing on embedding newly accredited provision and the recruitment and training of mentors and reviewers.

5.3 Support in place for effective operation of CPD schemes

Tables 3 and 4 below provide an overview of the institutional approaches that HEPs reported as underpinning the sustainable operation of their accredited CPD schemes. It was noted that 28 of the 134 reporting institutions mentioned workload allocation as an important support mechanism.

Table 3. Effective institutional approaches that HEPs report underpinning sustainable operation of CPD schemes 2020-21

Effective institutional approaches identified	No. of institutions
Mentors and assessors	49
Online workshops and resources	37
Appropriate resourcing	34
Workload allocation	28
Flexibility	3
Judgement processes	2

Although HEPs were not asked to comment on challenges faced when considering effective operation of CPD scheme, 30 HEPs reported on this (Table 4).

Table 4. Challenges reported by institutions in relation to sustainable operation of CPD schemes 2020-21

Challenges in relation to sustainable operation	No. of institutions
Managing workload	14
Not sufficiently resourced	8
Low numbers registering	8
Recruitment of mentors and assessors	6

5.3.1 Mentors and assessors

The significance of mentors and assessors on the effective and sustainable operation of accredited CPD schemes, highlighted in previous reports, is also seen as one of the most important elements reported here. In 2020-21, 49 (37%) HEPs reported that the involvement of sufficient appropriate mentors and assessors in accredited CPD schemes ensures sustainable operation. Of the 49 HEPs reporting this, almost all (45 HEPs; 92%) had been running an accredited CPD scheme for at least four years.

Regular/ongoing recruitment of new mentors and assessors to create a large pool to draw on was seen by over half (55%) of those who made reference to mentors and assessors as key in ensuring effective operation to deal with demand as necessary. Nine HEPs specifically reported that recruiting successful Fellowship applicants post-award to support CPD scheme activity as mentors and reviewers plays a significant role. Some comments illustrating this theme include:

“We continue to recruit mentors and assessors from our strongest successful applicants.”

“A generous pool of internal evaluators is also maintained, so that spikes in demand can be accommodated without problems.”

“The main approach we use to ensure sustainability of the scheme is through engagement of assessors, and we have a continuous recruitment cycle where we invite suitable applicants after each panel to become assessors.”

“Ongoing recruitment and induction of mentors and assessors for x.”

“There are three recruitment cycles per annum for new Fellowship mentors and assessors. This model is designed to ensure the sustainability of the scheme in line with demand.”

“We continue to operate a model whereby successful applicants are encouraged to become mentors and reviewers, providing sustainability of the provision.”

Nine (18%) HEPs made specific reference to the impact of ongoing training and updating of mentors and assessors in relation to effectively operating CPD schemes:

“We have built self-paced mentor and assessor training to increase our pool of qualified mentors and assessors...we invite fellows to give back to x so we can continue to grow.”

“Our CPD programme for mentors and reviewers helps to ensure effective and sustained running of the scheme.”

“Regular training, mentor forums and calibration workshops ensure they are fully supported and engage with us throughout the year.”

While maintaining a healthy pool of trained mentors and assessors is seen by many HEPs as an effective approach to ensuring sustainable operation, six HEPs reported that the main challenge in relation to sustainable operation of CPD schemes is increasing demand exceeding the number of mentors and assessors available:

“Mentoring has been a significant challenge to maintain with increased numbers.”

“As with other institutions...the main challenge that we face is maintaining the sustainable operation of x in line with demand.”

“While we have a large assessor/mentor pool...there can be challenges in having enough mentors for Senior Fellow, a category of Fellowship we anticipate seeing more applications for.”

5.3.2 Support and guidance

Workshops and guidance were cited by 37 (28%) HEPs as an institutional approach to ensuring sustainable operation of accredited CPD schemes. Unsurprisingly, due to the Covid-19 pandemic and shift to online working (and consistent with previous annual review reports), online support continues to be widely used. Twenty four of the 37 HEPs (65%) cited online workshops and guidance as key to ensuring sustainable operation, with many continuing to operate online on a permanent basis:

“During the 2020-21 academic year the scheme was delivered online...this ensured a more effective and sustainable approach.”

“The switch to online working has taken away some of the logistical challenges that x used to face, particularly engaging colleagues from multiple sites.”

“Having permanently moved all workshops and training events online has allowed us to reach a wider group of applicants, assessors and mentors.”

“The delivery of all induction and support workshops has remained online. This has proven to be popular.”

With the move to online working, seven HEPs cited scheduling additional workshops and sessions to support those applying for Fellowship, with some institutions offering bespoke sessions tailored for specific groups of staff:

“The delivery of the scheme provides multiple sources of support and we are responsive to requests or adding more when there is demand. New webinars are arranged as soon as existing ones are full.”

“We have increased the number of workshops and webinars available for colleagues.”

“We have also developed and ran more bespoke workshops for particular groups of staff (eg programme leaders, staff at partner institutions and staff in student support roles.”

5.3.3 Appropriate resourcing

Workload challenges and resourcing related to the operation of accredited CPD schemes have featured in annual review reports over the last five years. However, 34 (25%) HEPs cited that an appropriately resourced central team supports effective operation. Of the 34 HEPs referring to this, 24 (71%) had operated an accredited CPD scheme for more than three accreditation cycles (eight plus years) which might perhaps suggest that appropriate resourcing builds up over time as an accredited CPD scheme further embeds within the institution. Overall, 15 HEPs referred to a central unit/centre being resourced by a team of educational developers, while 12 stated that the administrative support in place ensures sustainable operation of CPD schemes. Four HEPs referred to the recruitment of new staff to support accredited provision in the future:

“We consider it essential to have a dedicated administrator to support.”

“x is managed through the x team consisting of two FTE colleagues...two part-time colleagues, along with core admin support. This new combined provision provides flexibility and a more sustainable approach.”

“As part of x move to y, the accredited provision has been furnished with additional administrative and staffing support.”

“x is supported by a range of stakeholders, which provides a sustainable approach to operate the scheme. Currently it is supported by five members of the x team.”

“New staff appointments have been advertised for two additional academic developers to work in x and support the x scheme.”

Cross-institutional working is also viewed by some (seven HEPs) as a way of ensuring sustainable operation.

“Thanks to the hard work of this network of colleagues across the x, the scheme is already sustainable.”

“We have some mechanisms in place which allow us to bring staff from across the institution alongside the core team of academic developers and teaching fellows.”

While, for some, resourcing is not raised as an issue, eight HEPs specifically referred to this as a challenge when considering sustainability of CPD scheme activity, particularly where an institutional restructure had taken place:

“Staff changes and restructures within x resulted in changes in personnel within the scheme and some changes to the manner in which provision was offered.”

“There has been considerable disruption during our extended period of restructure.”

5.3.4 Workload allocation

In previous annual review reports, some HEPs reported provision of a workload allowance for mentors, assessors and participants across a range of accredited provision. While Advance HE did not specifically ask this question in the annual review (and therefore it is not possible to identify how widespread it is), 28 (21%) of HEPs made reference to this when commenting on sustainable operation of a CPD scheme; all 28 had been operating an accredited CPD scheme for more than four years. Eleven of these HEPs made specific mention of a workload allocation for mentors and assessors and 20 HEPs identified a workload allocation for scheme participants.

“Those involved in the scheme, including applicants and mentors, have workload allocation points dedicated to the scheme. This is to ensure that staff have the required time to participate in and support our scheme.”

“Colleagues involved in the review process are allocated 15 hours a year – three hours to review, feedback and meet as a review team per application, with ideally no more than four applications per year.”

“We now have workload time allocations to enable staff to apply for Fellowship, and to mentor colleagues and assess applications. We have support for the Fellowship scheme from the highest level.”

As would be expected, some institutions (15 HEPs) made reference to workload as an issue, particularly in relation to the response to the Covid-19 pandemic, increased workloads and less time for mentors and assessors to support CPD schemes and less time for participants leading to non-submission:

“Workload was cited as the reason for non-submission following enrolment in 100% of cases.”

“The pandemic has brought a number of challenges in the way the professional development is prioritised and sustained.”

“Lack of time results in low engagement in key elements of x and support on offer.”

“Staff engagement has been complicated by heavy workloads not only affecting applicants but also mentors and reviewers.”

5.4 Focus of scheme management during 2020-21

For the first time in the 2020-21 review, HEPs were asked to identify the phase of the four-year accreditation cycle they were in during the 2020-21 reporting period and outline the key areas of focus for management and development of the CPD scheme during 2020-21. Institutions were asked to identify if they submitted during 2020-21, early cycle (up to 12-months after accreditation start date), mid cycle (12-30 months into cycle) and preparing towards reaccreditation (30 months onwards). Table 5 below provides an overview of the phases self-identified by HEPs.

Table 5. Phase of accreditation cycle during 2020-21

Phase of the accreditation cycle during 2020-21	No. of institutions
Submitted for reaccreditation 2020-21	24
Early cycle	23
Mid cycle	43
Preparing towards reaccreditation	44

The majority of HEPs identified as either being mid cycle or preparing towards reaccreditation (87 HEPs; 65%), with the remaining HEPs (35%) having either submitted for (re)accreditation during the reporting period or early in the cycle. Table 6 below provides an overview of the key areas of focus that were identified by phase of cycle, identified in the 2020-21 annual CPD review. Please note that the majority of HEPs have had at least one iteration of reaccreditation. The main area of focus cited by HEPs was online working/delivery/operation of CPD schemes and upskilling of staff, with 39 (30%) of HEPs making reference to this. The main reason cited for this focus was the pivot to online working in response to the Covid-19 pandemic.

Table 6. Key areas of focus during 2020-21 by phase in the four-year accreditation cycle

Focus	Submitted for accreditation	Early cycle	Mid cycle	Preparing towards reaccreditation
Online delivery	3	8	18	6
Reaccreditation	3	0	3	20
Mentors/assessors	7	5	8	4
New provision	12	6	2	0
Calibration	6	4	7	2
Senior Fellowship	3	0	5	8
Increase in numbers	1	2	5	8
Format of submissions	0	2	0	3
Embedding new team	2	5	6	3
Admin and reporting	1	1	5	1
Associate Fellowship	1	1	1	5
Principal Fellowship	1	1	4	3
QA processes	3	2	5	5
Reflection	3	0	0	13
Sharing good practice	1	4	2	4

5.4.1 Focus – submitted for accreditation or early cycle

Looking at the data and comments provided by HEPs who had either submitted for accreditation during 2020-21 or identified as early in the accreditation cycle, some key areas of focus differed to those that were at a later stage in the four-year cycle. Unsurprisingly, of the 20 HEPs who reported that their main focus was embedding a newly accredited CPD scheme, 12 (60%) HEPs had submitted for (re)accreditation during the reporting period and six (30%) of HEPs identified as early cycle:

“Reaccreditation of x is being completed at the time of writing. The key area of focus with respect to scheme management has been the work related to this.”

“The x was reaccredited in August 2020, therefore, during the 2020-21 cycle, the focus was on updating materials, resources and communications around the newly accredited scheme.”

“In the first year of reaccreditation, the key area we focused on in terms of management was implementation.”

“Embedding of all the newly accreditation application procedures and processes.”

Linked with embedding a newly accredited CPD scheme, those recently reaccredited or early in the cycle also reported focusing on the recruitment of mentors and assessors (12 HEPs), calibration of judgements (10 HEPs) and embedding a new team to operate accreditation provision (seven HEPs). While some HEPs identifying as mid cycle or preparing for reaccreditation identified some of these areas as a main focus, these types of activities are to be expected as CPD scheme leaders embed CPD schemes within HEPs:

“The key areas of focus for management and development of the scheme during the reporting period included the development of the new scheme leader and associated reviewers.”

“We increased both the number and the development of internal reviewers. This involved the introduction of a revised reviewer training workshops.”

“In 2021 there were some changes to the staffing of the scheme and this required a focus.”

“We continued to build out the core team and added colleagues to the wider team.”

“Following the initial accreditation outcome, our focus turned to addressing aspects... strengthening of calibration.”

5.4.2 Focus – mid cycle or preparing for reaccreditation

HEPs in the later stages of the four-year accreditation cycle reported working towards reaccreditation and reflecting back on the current cycle. Of the 26 HEPs reporting they were focusing on reaccreditation plans, 20 HEPs (77%) were 30 months onwards, with a further three HEPs mid cycle. Similarly, 13 of the 16 HEPs that reported they were engaged in reflecting back on the current cycle were 30 months onwards and working towards a reaccreditation submission in the near future:

“The period from August 2020-July 2021 saw us work on developing our thinking, plans and documentation for reaccreditation.”

“We have been thinking about reaccreditation and have identified a new pathway.”

“The x team have been collaboratively working plans for reaccreditation.”

“The last year has been a period of reflection for the scheme.”

“The focus for 2020-21 was in evaluating the scheme with participants, reviewers and mentors in view of our upcoming reaccreditation.”

“A large part was around reflecting on the scheme which was last accredited in 2018, and acting on those reflections.”

HEPs in the later stages of the accreditation cycle cited focusing on a particular category of Fellowship. Sixteen HEPs cited focusing on Senior Fellowship during the reporting period; of these, 13 HEPs (81%) were either mid cycle or preparing for accreditation. A further nine HEPs focused on Principal Fellowship; again the majority were either mid cycle or preparing for reaccreditation.

6 Strategic impact

6.1 Introduction

In 2020-21, Section 2 of the Annual Review of Accredited CPD Scheme report template was redeveloped to capture additional information relating to impact. Although an impact section was included in the 2018-19 review, it was removed in 2019-20 due to a lighter touch annual review being issued because of the pandemic.

Section 2 of the 2020-21 review consisted of three parts related to:

- + institutional strategic impact
- + evaluating the impact of Fellowship and accreditation
- + participation in accredited provision 2020-21.

Section 6 below presents the findings of these three parts of the review. Where applicable, comparisons are made to previous years but, as the structure of the 2020-21 review was different to the previous years, direct comparisons are difficult. For the first time, HEPs completing this section of the report were asked to comment on the full suite of accredited provision (ie also including accredited taught programmes) and not just CPD scheme activity.

6.2 Summary of key findings

- + Almost all HEPs (130 of 134) completed the optional DVC/PVC (or equivalent) statement about how the accredited provision and Fellowship is being used to support priorities and strategy around teaching and learning at an institutional level. It is clear from these statements that Fellowship continues to be integral in supporting institutions to deliver high-quality learning and teaching, with accredited provision fully embedded in institutional strategy and policy.
- + Inclusion of Fellowship in probation and promotion criteria continues to demonstrate impact. An increasing number of HEPs are explicitly embedding Fellowship within probationary requirements. In 2020-21, over half of DVCs/PVCs reported that Fellowship is now a feature of probation compared with 44% in 2018-19.
- + Senior and Principal Fellows were reported to be continuing to be used at an institutional level to drive strategy and policy, as well as leading learning and teaching projects and initiatives.
- + As highlighted in previous annual review reports and the research led by the University of Plymouth, HEPs continue to report difficulties in establishing a clear relationship between accredited provision and wider institutional impact. While challenges were reported by over a quarter of HEPs, this was a slight decrease compared to the 2018-19 review, which could suggest that more HEPs are finding solutions when trying to measure impact. An increasing number of HEPs indicated that a more formal systematic approach to impact evaluation was being developed.

- + For the first time, HEPs were asked to reflect on whether evaluation of institutional data has identified any groups of staff that are underrepresented in Fellowship numbers and participation in accredited provision and, if so, to outline any plans in place to address this. Over a third of HEPs reported that accredited provision is available to all groups of staff and that no underrepresentation had been identified. Over half of HEPs identified future actions for further development in this area.

6.3 Institutional strategic impact: DVC/PVC statements

Section 2 Part A of the 2020-21 review template was optional and focused on institutional strategic impact. Similar to the 2018-19 review, Advance HE requested that this section be completed by a DVC/PVC or equivalent with responsibility for learning and teaching at an institutional level to provide the perspective of a senior strategic leader within each HEP. Although completion of this section was optional, 97% (130 HEPs) completed it; an increase compared to 2018-19 when Advance HE last asked for a statement of impact and 79% of HEPs completed this section of the review.

The commentary provided by those with senior level responsibility for learning and teaching provided a wealth of data about how each accredited CPD scheme and resulting Fellowship is being used to support institutional priorities and strategies around learning and teaching. It should be noted that the role of the individual (DVC/PVC, etc) providing the statement varied as did the length and detail provided.

The ways in which accreditation and resulting Fellowship is having a positive institutional impact, as identified in the DVC/PVC statements, is broadly the same as the positive impact identified in the [Assessing the impact of accreditation on institutions](#) (2020) report.

Table 7. Institutional impact of Fellowships and accredited provision identified in DVC/PVC statements

Institutional Impact	No HEPs	%
Direct reference to institutional strategic plans and policies	119	92
Use within promotion	114	88
Use of Senior and Principal Fellows	73	56
Cross institutional collaboration (culture change)	72	55
Use within probation	67	52
Institutional targets	59	46
Staff engagement in CPD (culture change)	49	38

6.3.1 Strategy and policy

As shown in Table 7 above, 92% of the 130 HEPs who provided an institutional statement of impact made direct reference to institutional strategy and policy and the ways in which accredited provision and resulting Fellowship are being used to support priorities and strategy around teaching and learning at an institutions level. The number of HEPs (119 of 130) making reference to this is higher than within the 2018-19 review, when 89 HEPs made specific reference to this.

Of the 97% of DVC/PVC statements referring to institutional strategic plans, learning and teaching strategies, student experience plans and human resource policies, almost half (56 of 119) of the HEPs had been operating an accredited CPD scheme for more than eight years (more than three cycles):

“Fellowship is integral to x learning, teaching and assessment strategy for growth, quality assurance and quality enhancement.”

“Our University Learning and Teaching Strategy supports our overarching strategy and the recognition and reward of the learning and teaching practices of our academic staff through Fellowship numbers.”

“X has developed a four to five year strategic plan to increase development and support across its strategic aims. The strategic plan will introduce learning and teaching professional development framework underpinned by the UKPSF.”

6.3.2 Institutional targets

Institutional targets continued to be a theme raised by senior leaders. Similar to the 2018-19 review, within the DVC/PVC impact statements, particularly when referring to strategy and policy, almost of half (59 of 130 HEPs) referred to an institutional target for Fellowship (in 2018-19, 43 HEPs referred to a target and in 2017-18 only 19 HEPs referred to a target). Of the 59 HEPs referring to a target in 2020-21, the majority did not refer to a specific target; nine HEPs referred to a 100% target, three HEPs had a target of between 80% and 95% and two HEPs between 50% and 75%:

“The university has established institutional and school-level key performance indicators relating to Fellowship, with ambitious targets to match and exceed sector benchmarks.”

“We have an ambitious key performance indicator (KPI) expecting that 100% of teaching staff will hold a postgraduate certificate teaching qualification or have Fellowship by 2022.”

“We have set targets for increasing the number of Fellowships in the university, and this forms a pillar of our learning and teaching strategy.”

6.3.3 Probation and promotion

The use of Fellowship in probationary requirements for new staff has been highlighted as established practice in previous annual CPD review reports and continues to feature. Just over half of respondents (52%) specifically referred to Fellowship as a probationary requirement in 2020-21 (67 out of 130 HEPs), an increase from 2018-19 where 44% specifically referred to this; this might indicate that an increasing number of HEPs are embedding Fellowship in HR policies and processes. It is worth noting that over half (54%) of HEPs reporting in 2020-21 had been operating an accredited CPD scheme for more than eight years (three or more cycles), with the majority (81%) operating for more than four years.

The majority of HEPs referring to Fellowship as a probationary requirement require new staff to enrol on an accredited taught programme (eg Postgraduate Certificate in Learning and Teaching in Higher Education) rather than to gain Fellowship via an accredited CPD scheme:

“The taught accredited programme aligns with contractual requirements for all new staff who are required to gain a teaching qualification and Fellowship.”

“We have for several years required new lecturers to register for our Postgraduate Certificate in Academic Practice.”

“At the point of recruitment, staff with little or no experience of teaching in higher education are made aware of the need to complete our PGCert in Education Practice.”

As well as embedding Fellowship in probationary requirements, HEPs continue to list Fellowship as a requirement on job/role descriptions:

“The requirement for Fellowship is embedded in the job specification, which specifies that Fellowship of a professional body or equivalent is required.”

“Job specifications include requirements (essential or desirable) for different categories of Fellowship where appropriate to the role.”

“The new x has been embedded into HR policies and processes including job descriptions.”

Eighty-eight percent of DVC/PVC statements (114 of 130 HEPs) linked Fellowship (particularly at Descriptors 3 and 4) to promotion pathways; in 2018-19, 88% also made reference to this (85 out of 97 HEPs). The majority (61 HEPs) referred to Fellowship being a *requirement* within promotions policies and criteria. Almost all of these HEPs had been operating a CPD scheme for more than four years. While not an essential criterion for promotion, 21 HEPs referred to Fellowship as an expectation and nine HEPs specifically referred to a current review of promotion policies to strengthen the requirement around Fellowship:

“The promotion criteria for the institution have undergone significant review...the relationship between Fellowship and progression has been strengthened.”

“At the end of 2020-21 academic year a new academic progression policy was adopted which clearly identifies Fellowship as an esteem indicator (eg Senior Fellowship for those wishing to progress beyond senior lecturer.”

“Promotion routes are also aligned to the PSF with the expectation that to process for either a category of Fellowship must have been achieved.”

6.3.4 Use of Fellows at an institutional level

Seventy three of 130 DVC/PVC statements commented on the proactive use of Senior and Principal Fellows in line with institutional strategy and priorities related to learning and teaching. It is clear that HEPs are continuing to do this in various ways, as highlighted in Table 8 below. The ways in which HEPs use Senior and Principal Fellows appears to be broadly similar to those outlined in the 2018-19 annual review, where 67 of 97 DVC/PVC statements commented on this.

Table 8. Use of Senior and Principal Fellows identified in DVC/PVC statements

Use of Senior and Principal Fellows	No HEPs
Champions and mentors	35
Leading L&T projects and initiatives	20
Leadership responsibilities	15
Driving strategy and policy objectives	15
Sharing good practice/raising the profile of L&T	16

Of the 73 institutions making reference to their use of Senior and Principal Fellows, 24 HEPs are accredited at Descriptor 4 and almost two thirds (46 HEPs) had been operating an accredited CPD scheme for more than eight years (3+ cycles). Six HEPs specifically referred to how Senior and Principal Fellows had been crucial in supporting the institution and staff during the Covid-19 pandemic and the pivot to online working.

The following quotes are just a selection of the many provided:

“Colleagues who are Principal Fellows are regularly involved in institutional strategic projects designed to develop and enhance learning, teaching and assessment.”

“Principal and Senior Fellows have been used to lead reviews of teaching and learning related policies across the institution and they have had considerable input into strategies and developments through Covid.”

“The role of our SFHEA staff in mentoring other colleagues leads to innovations and developments in pedagogic practices, which has been crucial in adapting to the Covid circumstances.”

“I continue to engage with our internal PFHEA Network, with whom I consult on strategic and policy issues.”

“Support, mentorship and peer feedback from our SFHEA and PFHEA colleagues around learning and teaching (particularly online approaches) has therefore been essential.”

6.3.5 Culture change

The impact of Fellowship and accredited CPD schemes on institutional culture change around learning and teaching has increasingly been referred to in annual review reports over the last five years. In the 2020-21 annual review, positive impact on changing the culture around learning and teaching was referenced in annual review report templates, with almost all HEPs making reference to how accredited provision has influenced/changed institutional culture. For the first time in the 2020-21 annual review, 72 HEPs (55%) referred specifically to an increase in cross-institutional collaboration and culture change in the DVC/PVC statement of impact. As might be expected, 56% of HEPs reporting an impact on increasing cross-institutional collaboration had been operating an accredited CPD scheme for eight or more years.

“x has contributed to the creation of a culture of CPD in relation to teaching and learning at x.”

“Our research-informed approach to learning and teaching is founded on a culture of development through evidence-based practice which aligns with Advance HE’s similar objectives.”

“Our CPD scheme has helped to ensure we have a culture which promotes excellence in teaching, supports staff to develop pedagogical expertise, and rewards outstanding teachers and leaders in teaching and learning.”

“The x scheme has a strong impact on institutional culture for learning and teaching.”

6.4 Evaluating the impact of Fellowship and accreditation

Feedback from the sector via the 2018-19 annual CPD review and the research undertaken by the University of Plymouth on [Assessing the impact of accreditation on institutions](#) (2020), recommended that Advance HE investigates effective approaches to provide support for institutions in undertaking longitudinal approaches to the evaluation of impact. Given the challenge in measuring the impact of accredited provision, the 2020-21 review asked HEPs to outline any approach(es) they were taking to evaluating the impact of accreditation (taught and experiential routes) and Fellowship in order to enable Advance HE to share practice around this.

6.4.1 Difficulties associated with evaluating impact

In line with previous annual review reports and the University of Plymouth 2020 research, HEPs continued to report difficulties in establishing the clear relationship between accredited provision, resulting Fellowship and wider institutional impact. Institutions report that it is hard to disaggregate

what might be because of achieving Fellowship and what might be because of other factors or a combination of several factors, and that any impact identified tends to be anecdotal. Difficulties associated with evaluating impact were referenced in 27% of reports (37 out of 134 HEPs). However, this was a decrease in comparison to the 2018-19 annual review where 35% of HEPs (39 of 123) reported this. This could suggest that more HEPs are attempting different approaches when trying to measure impact:

“It is a challenge to measure the direct impact of the accredited scheme and Fellowships alone as they form part of a wider culture of quality enhancement.”

“It is difficult to evaluate direct impact of Fellowship on institutional performance metrics and outcomes.”

“It is challenging to disaggregate the impact of x on the student experience as our impact evaluations are holistic for all staff.”

Despite challenges continuing to be reported, 56 (42%) HEPs indicated that they were planning more formal systematic approaches to impact evaluation, compared to just over a third of institutions in the 2018-19 annual review. Unlike the 2018-19 review, the majority of HEPs reporting that they are planning a more formal approach to impact evaluation gave more detail. Ten HEPs made reference to a planned longitudinal impact study:

“We are undertaking a longitudinal evaluation to understand longer term benefits gained through engagement with x and the x. From January to June 2022 an evaluation programme is being undertaken using a combination of stakeholder questionnaires and focus groups.”

“x is committed to the evaluation of x and is currently examining mechanisms to do so on a yearly basis but also a longitudinal study which will include both soft and hard outcomes.”

“An evaluation has been developed that looks at the intentions of those enrolling in the scheme, what their experiences are and then returning to participants two years after submission to consider the impact.”

Fourteen HEPs indicated they planned to use institutional data and metrics, with seven HEPs indicating they planned to work more closely with Human Resources to explore promotion and PDR data in more detail and three HEPs stated they planned to develop a Theory of Change model to inform an evaluation strategy:

“We are starting to work more closely with our colleagues in x services to ensure that the Fellowship scheme is in alignment with policies and practices regarding academic staff development, such as Fellowship goals discussed during staff reviews.”

“We will soon be in a position to generate data about staff members unsuccessful for promotion due and disengagement with the scheme.”

“We will consider creating a Theory of Change to identify short, medium and long-term impact measures.”

6.4.2 Current approaches to impact evaluation

Although difficulties were identified as outlined above, HEPs also reported many ways in which they currently evaluate impact. Several methods were identified, as outlined in Table 9 below. However, it should be noted that some of the comments related to investigating participant experience on accredited provision as opposed to systematic approaches to evaluation of the wider impact of accredited provision and resulting Fellowship on the institution. Despite this, it is clear that HEPs continue to have processes in place to evaluate impact, with many reporting this tends to be after award of Fellowship.

Table 9. Methods used to evaluate impact

Method	No HEPs	%
Participant feedback	43	32
Data/metrics	30	22
Institutional QA mechanisms	24	18
Bespoke research projects	6	5

6.5 Participation in accredited provision

To identify, disseminate and promote best practice approaches to equality, diversity and inclusion (EDI) in relation to Fellowship and the use of accredited provision, an additional section was included in the 2020-21 annual review. HEPs were asked to reflect on whether evaluation of institutional data has identified any groups of staff that are underrepresented within accredited provision and, if so, any plans in place to address these. HEPs were not required to provide quantitative data if this was not available. However, they were asked to explore this as a point of action and report in the 2021-22 annual review.

Despite some institutions reporting difficulties in accessing staff data in relation to Fellowship and accreditation, over a third (45 HEPs; 34%) reported that accredited provision is inclusive to all staff and that underrepresented groups have been identified:

“HR returns confirm that there is no significant underrepresentation of groups within x successfully engaging with the x scheme.”

“At present there are no specific groups of staff who are underrepresented – the successful fellows are a mix of ages, gender, ethnic backgrounds and subjects.”

“The learning and teaching community at x is relatively diverse and includes staff from a range of countries. This is reflected in the x scheme; mentors are actively sought and supported from a range of backgrounds.”

“We have worked hard to ensure that our scheme is inclusive and have no evidence that any group is underrepresented.”

“Based on findings, we do not feel that x is currently encountering issues relating to under-represented groups.”

Support for underrepresented groups was an area identified for further development in the 2018-19 annual review and it is clear that institutions are considering ways in which they can do this. Fifty two percent (70 HEPs) stated that they are currently planning ways in which to formally monitor data to ensure equity of opportunity for all staff and will be in a position to provide further data and analysis in the 2021-22 annual review:

“The university is currently doing work in relation to EDI and underrepresentation. This will be developed as an action point for 2021-22.”

“This issue is being addressed and should be resolved after discussions with central services for the coming academic year to gain access to EDI data for improved analysis to monitor inclusivity of underrepresented groups.”

“Over the next academic year, we intend to undertake a deep dive into our EDI data.”

“This is not something we have reviewed up until now but intend as a point of action in 2021-22 and in preparing our next iteration of x.”

Of those planning to formally monitor and evaluate staff data to promote EDI principles, almost a third (20 of the 70 HEPs) specifically referred to working with Human Resources to access the relevant information and to ensure processes are followed:

“As we increase the number of staff going through x, the scheme lead will liaise with HR to get a breakdown of protected characteristics in order to identify any potential barriers for colleagues.”

“We are in the process of discussing this with colleagues in our Human Resources team in order to gather relevant demographic data.”

“Discussions are also being progressed with the university’s Human Resources department to explore how more routine and comprehensive analysis of x’s impact from an equality and inclusion perspective can be achieved through enhanced data sharing between teams.”

Ten HEPs stated that analysis of data was ongoing, and seven HEPs have recently introduced equal opportunities monitoring forms as part of the Fellowship application process and will therefore be able to provide further insight in 2021-22.

6.5.1 Underrepresented staff

While accredited provision continues to be inclusive to a wide range of staff who teach and support learning, 29 (22%) HEPs cited that analysis of data has identified that professional services staff are underrepresented within their accredited provision; several measures identified to address this include recruiting mentors and assessors from professional services to support accredited provision, developing bespoke guidance for those in learning support roles, working more closely with central departments to offer bespoke workshops and encouraging those from professional services to access taught credit-bearing provision if they have sufficient appropriate learning and teaching practice:

“Non-academic staff are currently underrepresented, we are currently working on targeting then supporting non-academic staff who meet the requirements...through positive promotion and choice of language used to encourage participation, we would hope to see an increase.”

“We have found that professional service staff are underrepresented and have addressed this in the new scheme by having a professional services UKPSF coordinator who targets publicity and recruitment. We are also reviewing the scheme handbooks to make the content easier to relate to if you are in a student-facing support role.”

“Our new and recently accredited PGCert has a first module which is now open to professional services colleagues who are involved in teaching/supporting learning within their role.”

Reference to underrepresentation in specific discipline areas was referenced by 14 HEPs and underrepresentation for those on certain employment contracts was also referenced by 14 HEPs. It is recognised that more evaluation of the data is needed to explore this area further:

“The major area of underrepresentation remains subject based...the humanities and social sciences remain underrepresented at D3 and D4 compared to the natural and health sciences.”

“There is stronger engagement from some disciplines...and less from others. However, without cross-referencing this with size of school, we don't know whether this is significant.”

“Since anyone on a contract of less than 0.4FTE is not required to achieve Fellowship, it can be difficult to include these colleagues.”

“Associate lecturers represent a group which is significantly underrepresented within out Fellowship numbers.”

“From our observations there is need to encourage more casual (sessional) staff to participate.”

Underrepresentation in relation to ethnic background was also cited by HEPs but limited data was provided. However, 22 HEPs commented that staff from minoritised ethnic groups seemed less likely to have Fellowship, particularly at Descriptors 3 and 4; those making reference to this recognised that further data and analysis is required to fully explore this:

“Our ethnicity data reflects the general trend at the university that fewer GEM [global ethnic majority] staff have roles at a more senior level...there is some evidence that GEM staff are not always supported by line managers to obtain SFHEA.”

“Academics from BAME [Black, Asian and minority ethnic] groups are slightly underrepresented on the x, during 2021-22 we will look into the reasons for this and come up with an action plan.”

“There are significantly lower numbers of staff from GEM backgrounds holding SFHEA or PFHEA. However, 43% of this cohort hold Senior Lectureship, Reader or Professor indicating they are established academics. It would be useful to carry out more in-depth analysis for patterns in ethnicity and nature of promoted roles.”

In relation to gender underrepresentation, comments were varied. Twenty HEPs provided data in relation to gender and of those, 10 HEPs felt the gender balance was representative of the gender split at the institution; nine HEPs stated that more female staff applied for Fellowship, while one HEP stated that more males accessed provision than females. No commentary was given on whether (and if so how) institutions are tackling gender underrepresentation and further work is needed in this area.

“In terms of gender, females continue to outnumber male applicants on a ratio of approximately 2:1.”

“The number of teaching staff with recognition, as defined by gender, is very equivalent... currently the data does not discern the differences between descriptor of recognition and it would be worth noting this for future analysis.”

“Two thirds of applications this year were from women. Stronger engagement from women has been consistent throughout the lifetime of the scheme.”

In terms of disability and age, limited commentary was provided.

This is the first time that the annual CPD review has asked institutions to explicitly comment about their approach to ensuring equity of opportunity for all staff that teach and/or support learning and to evaluate the effectiveness of the approaches taken. This will be a consistent theme in future annual reviews.

7 Summary and Advance HE response

This seventh annual review of accredited CPD schemes continues to provide detailed insight into operational aspects of scheme management as well as the impact schemes are having at an institutional level.

Fellowship numbers continue to grow globally, with more than 148,500 fellows (all categories) at the end of July 2021 and almost 11,000 of these being based outside the UK in more than 100 countries. The majority of Fellowships awarded continue to be via Advance HE accredited provision and, at the end of July 2021, Advance HE accredited 174 institutions; 146 in the UK and 28 outside the UK (Appendix 2).

The reporting period 1 August 2020 to 31 July 2021 was disrupted by Covid-19 challenges; this affected institutions' ability to effectively operate accredited provision in various ways. Some institutions paused schemes and programmes for a period to focus on the pivot to online delivery, other institutions' accredited provision experienced a peak in demand. Overall, the slight decrease in Fellowships awarded by accredited HEPs in 2020-21 in comparison to 2019-20 (-3%) is not surprising; this may continue into the 2021-22 reporting period given the ongoing challenges faced. However, despite all the difficulties experienced during the 2020-21 reporting period, institutions' annual reviews clearly articulate that Advance HE accredited provision and the resulting Fellowship are continuing to have a positive impact at an institutional level and are continuing to be used and further embedded within institutional processes and policies.

In contrast to accredited HEPs, Advance HE direct application numbers reached a new high in 2020-21, with 2,516 applications being submitted during the reporting period (an increase of 26.2% on the 1,993 applications submitted between 1 August 2019 and 31 July 2020); as there is an 8-12-week timeline from application to initial feedback (award/refer), the success data on outcomes for applications submitted May to July 2021 will form part of the 2021-22 annual report.

For the second time in 2020-21, HEPs were asked to provide an optional statement of institutional impact written by the DVC/PVC or an equivalent senior leader of learning and teaching. One hundred and thirty of the 134 reporting institutions (97%) chose to provide a statement; an increase compared to 2018-19 when 79% of reporting HEPs chose to comment. It is possible that this might reflect growing engagement in use of Fellowship by senior leaders, which could also increase strategic impact at an institutional level associated with accredited provision; this element will be retained in the 2021-22 annual review to enable longitudinal analysis.

The DVC/PVC statement indicates that Fellowship continues to be linked to promotion pathways and is increasingly being used in probationary requirements for early career and new staff. This section also highlighted the increasing use of Senior and Principal Fellows in line with institutional priorities around learning and teaching.

In the 2020-21 annual review, HEPs identified the phase of the accreditation cycle they were in during the reporting period and the focus of CPD scheme activity during this time. It is clear that the focus of scheme activity differed depending on the phase. Newly accredited CPD schemes and those in early cycle reported a focus on the recruitment and training of mentors and assessors, while those mid

cycle and preparing for reaccreditation focused on specific categories of Fellowship and reflecting back on the last three to four years. This is an area of work Advance HE will explore further in 2021-22 to support institutions in planning for future accreditation cycles.

Evaluating the impact of Fellowship and accreditation continues to be a challenge, with almost a third reporting this. Despite this, there are signs that some HEPs are finding solutions with an increased number (compared with 2018-19) planning more formal systematic approaches in 2021-22, with 10 HEPs referring to longitudinal studies of impact.

Following the 2018-19 annual review, institutions are increasingly considering ways they can provide support for underrepresented groups to achieve Fellowship. However, as the 2020-21 annual review was the first time Advance HE asked HEPs to comment on this, it was not surprising that data was limited, with HEPs citing they are planning a more formal evaluation in 2021-22.

Since the 2020-21 reporting period, the sector is continuing to change, with many HEPs now deciding to permanently continue some or all scheme activity online. The points below outline how Advance HE is planning to work with and support institutions to continue to successfully operate accredited provision in 2022 onwards.

- + Advance HE standardisation activities and the Accredited Programme Leader Network will all continue online in 2021-22. Accreditation guidance events will take place over a number of online sessions and will be followed by drop in 'surgeries' to ensure continuing support is in place for institutions seeking accreditation/reaccreditation. The Accredited Programme Leader Network site on [Advance HE Connect](#) continues to be the main communication channel for all managers, scheme leads and programme leads working with accredited provision.
- + Low success rates for Principal Fellowship remain a challenge and, to further support Principal Fellow applicants, the [REI Consultancy](#) has been developed to provide 1:1 support as the first phase of the writing process. As Descriptor 4 will be one of the points of focus for the PSF Review consultation, any update to guidance will follow after the launch of the reviewed PSF in November 2022. Some other measures in relation to success rates are also identified in Section 4.5.5 of this report.
- + The introduction of a new section of the annual review report asking institutions to evaluate Fellowship data to identify any potential underrepresentation by groups of staff has highlighted that this is an area for institutions to investigate further. The annual review 2021-22 will also include this section and institutions are asked to consider any potential barriers to participation in accredited provision that might be addressed to ensure equity of opportunity for all staff that teach and support learning.
- + Following the publication of the recent research undertaken by the University of Plymouth [Assessing the impact of accreditation on institutions](#) (2020) and UK Government's anti-bureaucracy directive, Advance HE will investigate possible revisions to the accreditation process itself to continue to enhance strategic impact, maintain credibility and robustness of the award but reduce burden on institutions where/if possible.

- + In response to one of the recommendations by the University of Plymouth's [Assessing the impact of accreditation on institutions \(2020\)](#), a Fellowship and Accreditation Advisory Group was appointed in 2020-21 to provide expert advice on matters relating to Fellowship and Accreditation services.
- + Although annual CPD review reports have identified positive impacts, institution-level impact requires further investigation. To address this, Advance HE has recently commissioned a [Collaborative Development Fund](#) project around 'Using the Professional Standards Framework for Teaching and Supporting Learning for Strategic Change'. The output of this project will be a series of eight case studies related to the strategic use of accredited provision. These are intended to support senior leaders to best use their provision to promote institutional priorities. These case studies will be released in October 2022.
- + In January 2022, Advance HE launched the [Professional Standards Framework Review 2022](#) and, following stakeholder consultations, a revised PSF will be launched at the end of January 2023. In preparation for any changes following PSF review outcomes, Advance HE will work closely with accredited institutions to develop appropriate support, resources and transition plans.

Appendix 1

Guidance for completion of the Advance HE Annual Review of Accredited CPD Schemes 2020-2021

Introduction

From 2014-15 onwards, Advance HE has required institutions with accredited continuing professional development (CPD) schemes² (experiential routes to Fellowship) to complete a brief annual review on the operation of their accredited scheme to ensure that institutional CPD schemes remain in good standing and are considered through institutional quality systems. Advance HE analyses and shares the information provided by institutions in annual summary report(s); institutions are kept anonymous and cannot be identified in either the qualitative commentary or quantitative data within the summary reports. Previous annual reports are available on the [Advance HE website](#).

Please complete each section of the review referring closely to these guidance notes and to the [Advance HE accreditation policy](#) (as necessary). Advance HE requires all institutions with accredited CPD schemes to do this in order to maintain accredited status for their provision.

Reporting period and deadline for completion of 2020-21 annual CPD review

The reporting period for this annual review is 1 August 2020 to 31 July 2021.

These guidance notes accompany the **Annual Review of Accredited CPD Schemes 2020-21 template** which is issued pre-populated with the institution's data (further details are provided in Appendix 1).

Please submit your completed review template to cpdreview@advance-he.ac.uk by **Monday 20 December 2021**.

Purpose of the Annual Review of Accredited CPD Schemes 2020-2021

The purpose of the annual CPD review is to:

- + provide institutions with a mechanism to support quality assurance, monitoring and enhancement of accredited CPD schemes
- + provide a platform for evaluating the impact and strategic use of Fellowship and accreditation within the organisation
- + identify and facilitate sharing of good practice and potential solutions to common challenges across Advance HE member institutions.

2 Institutions within the initial period of operating an accredited CPD scheme (normally within first 12 months) are not required to complete this review

Guidance Notes

Each section of the template has a word limit. Please provide **succinct information and specific examples**; please use bullet points or lists as appropriate.

In Sections 1 and 3 we are requesting a review of the **accredited CPD scheme only** and accredited taught programmes (eg credit-bearing programmes) are not part of these sections of the report as they are normally subject to an institution's quality monitoring cycle within faculty/department. In the case of a holistic scheme/framework (where Fellowship judgements for both experiential and taught pathways/programmes are made by one central body), the Fellowship data pre-populated in the institution's template (Figures 1 and 2) will include participants on all pathways to Fellowship, as data cannot be disaggregated in this model. In this instance, please focus your responses on the pathway for experienced staff participating on the CPD non-credit bearing pathway.

Please note that in Section 2 we are requesting a review of the full portfolio of Advance HE accredited provision at your institution.

Each institution's personalised review template will also include data tables within the appendix (Figures 3-5) which provide a breakdown of the number of fellows at the institution and comparison of institutional data with that of mission group and sector data for the same period to enable benchmarking.

Section 1. Analysis of institutional data

Section 1 Part a. Brief analysis of the data presented in Figures 1 and 2

300-word limit

Drawing on the data included in Figures 1 and 2 provide a brief analysis and evaluation of the data, please consider the following points:

- + the number of participants registered at the start and end of the year (eg related to retention/ completion rate)
- + how completion at each category of Fellowship in 2020-21 relates to previous years; any factors influencing this (including the pandemic) and any emerging issues/trends
- + broadly how the data relates to the institution's staff profile your institutional priorities
- + any insight gained from comparative data (mission group/sector).

Appendix 1 of this guidance document includes exemplar graphs and specific details about how the data has been collated. Note: the data contained within the exemplar graphs is illustrative only and does not reflect any individual institution's data.

The data presented in Figures 1-5 is taken from the Advance HE database for the reporting period and reflects the employment status self-reported by individuals on their MyAdvanceHE portal and information received from the institution. We have provided the last two years' data as a point of comparison. All data presented has been compiled with confidentiality in mind and any trends that are shared will be anonymised.

As noted above, where institutions have accredited a holistic (over-arching) CPD framework (ie only the CPD framework itself is accredited and not each individual pathway to Fellowship within it), Advance HE is not able to disaggregate data to provide numbers relating purely to the experiential pathway(s); ie Figure 1 will provide data for all pathways (credit bearing/non-credit bearing, etc.). In this instance, institutions are asked to provide a data table and/or alternative Figure 1 to provide their record of two-year data, drawn from the same twenty-four-month period, relating only to the award of each category of Fellowship within the experiential (aimed at experienced staff) route(s) within the framework.

Section 1 Part b. Success rates at first attempt

300-word limit

Please complete this section to report the number of successful applicants at first submission for each Descriptor accredited within your scheme over the period 1 August 2020 – 31 July 2021. Please **do not** estimate numbers; if exact details are unknown, explain why the data is not available. Information provided by institutions will be anonymised and collated to share in the annual success rate data report, which enables benchmarking.

Please provide the following information for each category of Fellowship (**numbers not** %):

- + total number of applications processed within the reporting period 1 August 2020 to 31 July 2021
- + number of applications successful at first attempt
- + please complete all sections of the table. Please do not leave any blanks. If you are not accredited for all four categories of Fellowship, please write N/A in the appropriate space for any Descriptors that do not apply to your scheme.

After entering numbers within the table, please provide a brief analysis in the section below. Comments in this section might include, for example (but not limited to):

- + any specific trends you have seen in review process
- + any specific issues/strengths relating to different modes of assessment (if applicable)
- + any institutional priorities which may affect the data
- + any comments on quality/success of the second submissions seen by the reviewers/assessors.

Section 2. Strategic impact of Advance HE accredited provision

In responding to Section 2, please consider the full portfolio of Advance HE accredited provision at your institution and how Fellowship is used for staff at different career stages; for example, Fellowship awarded through taught provision for early career teaching staff, clinical education programmes (where appropriate) and the accredited scheme that recognises experienced (both academic and professional services) staff.

Section 2 Part a. Institutional strategic impact

500-word limit

Section 2 Part a should be completed by a **DVC/PVC (or equivalent)** with responsibility for the strategic leadership of learning and teaching at your institution.

This section draws on accreditation criteria 1a and 1b (please refer to the [Accreditation Policy, p.3](#) and the [Guide to addressing the criteria for accreditation](#), p6) in relation to how the institution is using accreditation and the resulting Fellowship within its strategic approach to learning and teaching to address current institutional priorities and how staff development is designed accordingly.

Please comment on how/the extent to which Fellowship and accreditation have enhanced teaching and learning at an institutional level and impacted on student learning/outcomes.

In this response, some relevant areas to consider might include (but not be limited to):

- + how accredited provision (CPD schemes and taught programmes) and resulting Fellowship are being used to support priorities and strategy around teaching and learning at institutional level
- + whether any additional/wider initiatives have arisen as a result of staff achieving Fellowship/participating on accredited provision
- + use of fellows (particularly Senior and Principal Fellows) to support/lead initiatives in line with strategy and institutional priorities
- + extent to which the scheme has influenced the institutional culture around learning and teaching. To give some examples (but there are many others), whether cross-institutional collaboration has increased, whether the profile of learning and teaching has been raised, whether staff engagement in CPD has increased, whether students are informed about the value of Fellowship, whether any impact on student learning and outcomes has been identified/ evaluated, the extent to which career pathways embed opportunities for teaching track progression with Fellowship used as an esteem indicator, etc
- + the use of Fellowship within talent development and management processes and in staff career progression.

Section 2 Part b. Evaluating impact of Fellowship and accreditation on institution, staff and students

300-word limit

Feedback from the sector via recent research undertaken by the University of Plymouth [Assessing the impact of accreditation on institutions](#) (2020), has recommended that Advance HE investigates effective approaches to provide support for institutions to undertake longitudinal approaches to evaluation of impact.

Please use this section to outline the approach(es) the institution is taking to evaluate the impact of the accredited provision (taught and experienced routes) and Fellowship; please comment on the effectiveness/limitations of this/these approach(es) along with any findings to date.

Section 2 Part c. Participation in accredited provision 2020-21

500-word limit

The purpose of this section is to identify, disseminate and promote best practice approaches to equality, diversity and inclusion (EDI) in relation to Fellowship and use of accredited provision, in line with institutional priorities for embedding EDI principles. Any actions identified might involve collaboration with colleagues across the institution, such as professional services, EDI colleagues (eg those leading work related to Race Equality Charter/ Athena Swan, etc), faculty heads, line managers, etc.

Within this section, please reflect on whether evaluation of your data has identified that any groups of staff are underrepresented within scheme activity. If so, please explain whether this is something you are planning to address/are already working to address, and (if so) what measures are being taken/are planned. Consideration of any barriers to participation experienced by some staff might relate to some of the following (but not limited to):

- + ethnicity, disability, gender, age
- + contract type, mode of employment, campus location, faculty/department
- + discipline, career stage, job role (eg academic/professional staff), career break (eg maternity/paternity).

There is no requirement to include any quantitative data in your response and we appreciate that as a scheme leader you may not have easy access to this type of data, but this might be something that you explore as a point of action in 2021-22. If you do have relevant data available, then it would be helpful to use this to illustrate your response. Any data included will be anonymised and collated before inclusion in the annual summary report.

The annual review 2021-22 will also include this section and provide opportunity to reflect on any changes identified between reporting periods.

Section 3. CPD scheme operation and management

Section 3 relates to the operation of the accredited CPD scheme only.

Section 3 Part a. Support for effective operation of the scheme

250-word limit

This section is included as feedback from the sector via recent research undertaken by the University of Plymouth [Assessing the impact of accreditation on institutions](#) (2020), recommends that Advance HE further investigates and shares effective institutional approaches to manage workload challenges related to the operation of accredited provision and time required for engagement in teaching-related CPD.

Where you have effective institutional approaches that underpin the sustainable operation of your scheme in line with demand, please outline these. Different approaches might include workload/time allocation, sabbatical opportunities, link to career development, faculty/ department initiatives, additional resources, administrative support, cross-institutional collaboration/working, etc.

Section 3 Part b. Focus of scheme management during 2020-21

250-word-limit

This section asks you to identify the phase of the accreditation cycle your scheme was in during the reporting period and to outline the key areas of focus for management and development of the scheme during this period. This information will help to identify/define a typical timeline of activity to support planning and evolution of schemes in line with institutional priorities.

For the purpose of this review, early cycle can be defined as up to 12 months after accreditation start date (or 12 months after completion of initial review for institutions new to accreditation), mid cycle ~12-30 months into cycle and Preparing towards Reaccreditation as 30 months onwards.

Include whether your scheme is in its first cycle of accreditation or how many iterations of reaccreditation the scheme has undergone.

Section 3 Part c. External reviewers/assessors/mentors involved in the scheme in 2020-21 and any staff changes

Please complete the table to provide details of all individuals actively involved with the CPD scheme in 2020-21 that are external to your institution.

In the final column for 'Role', add brief details of any activities that these individuals have undertaken as part of their involvement with your scheme; for example, acting as an independent reviewer, providing external moderation and QA, providing mentoring support for Senior or Principal Fellowship, etc. (Please refer to the [Advance HE accreditation policy](#) Section 4.6 for the requirements relating to externality within CPD schemes).

Staff changes – where relevant, please complete the table to provide details of any staff changes or new staff engaged in delivery/management of your scheme; include Fellowship status and brief details of any relevant previous experience and initial training undertaken as appropriate to their role.

Section 4. Engagement with Advance HE

300-word limit

Please do comment about how useful you find engagement with our events and resources. Some suggested points for further comment include (but are not limited to) the following:

- + support from Advance HE for the development of Fellowship and/or accreditation within the institution
- + engagement of the institution's team/mentors/reviewers with the annual cycle of standardisation events offered by Advance HE as part of the support provided to members (free one-hour standardisation activities/ subsidised longer standardisation events)
- + engagement with the Accredited Programme Leader Network events and/or resources (on website/Advance HE Connect site)
- + any further opportunities/resources Advance HE could provide to support the scheme and any suggestions for future Advance HE developments/events, etc.

Submitting your report

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

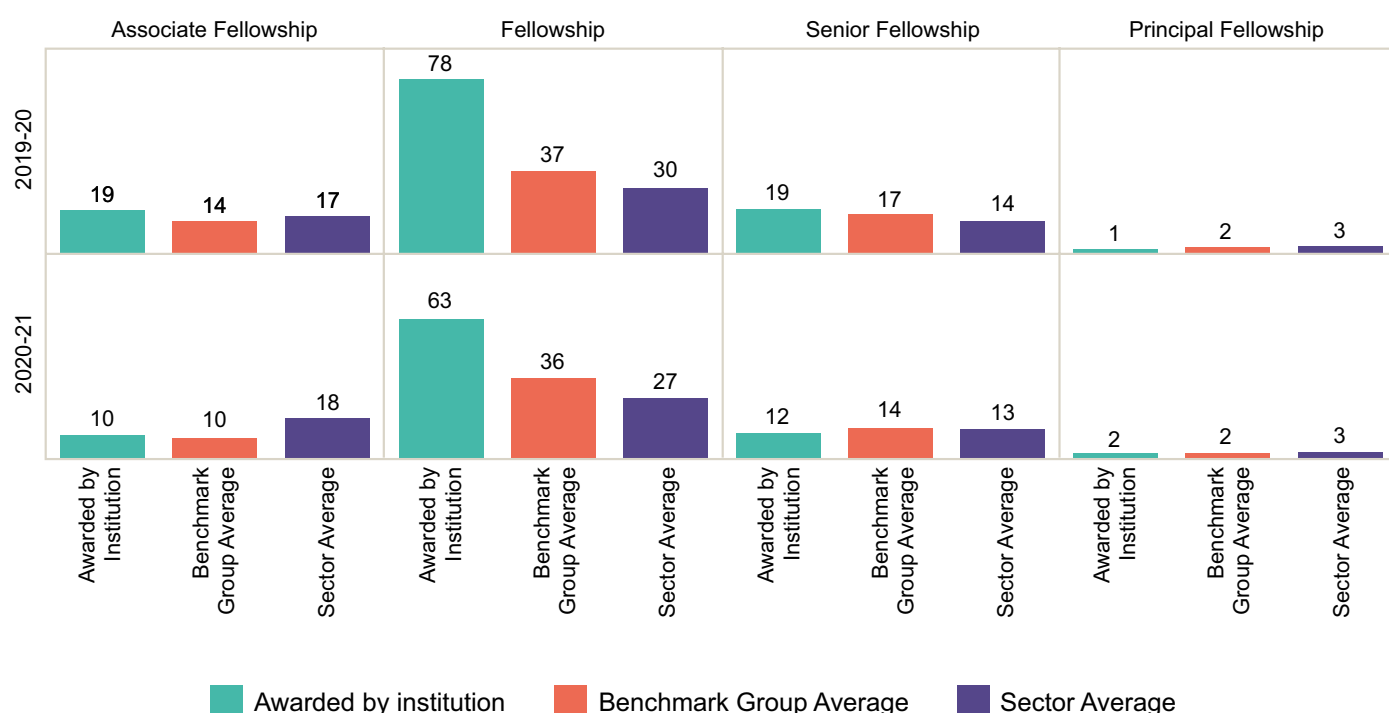
The completed review should be returned as a Microsoft Word document (to provide ease of access for the information to enable analysis – please do not send as a pdf file). Please email to cpdreview@advance-he.ac.uk by the final deadline of **Monday 20 December 2021**.

Appendix 1

Figure 1: Fellowship awarded by category through the Advance HE accredited CPD scheme between 1 August 2019 – 31 July 2020 and 1 August 2020 – 31 July 2021

Fellowships awarded via CPD scheme: Poppleton University

Average fellowships awarded by benchmark group – University Alliance



Calculation of institutional data

- Figure 1 is generated from Advance HE data and shows the number of individuals (by category) who have been **awarded Fellowship** during that academic year via an accredited CPD scheme run at your institution. This differs from data available via the institutional portal which reports the number of course completers during that academic year.

Calculation of averages

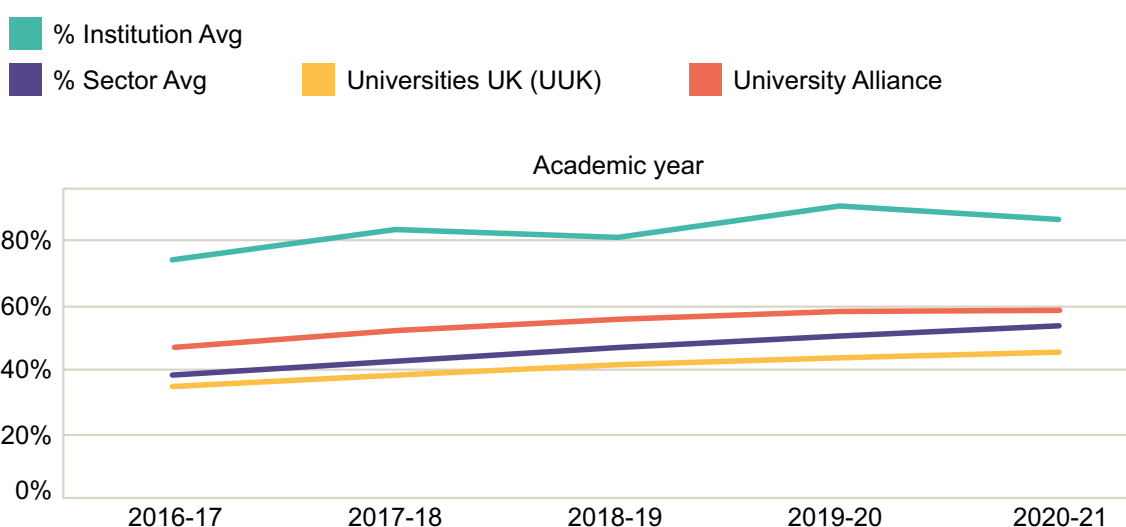
- The average figures displayed in Figure 1 reflects the mean for each group. For example, the Benchmark Group Average reflects the mean from institutions with CPD schemes within that benchmark group. The Sector Average is produced by taking the mean of all institutions with a CPD scheme globally.
- If an institution is part of a benchmark group that has not awarded a particular category of Fellowship in a particular academic year, the Benchmark and Sector Averages are not displayed.

New schemes

- 4 Institutions undertaking their Annual Review of Advance HE accredited CPD schemes for the first time are only required to review their 2020-21 data and are not required to undertake a review of 2020-21.

Figure 2: Percentage of academic staff with Fellowship by year

% of Academic staff at Poppleton University



% Institution Avg	74.4%	83.3%	80.9%	90.7%	86.2%
% Sector Avg	39.1%	43.4%	47.3%	50.3%	53.7%
Universities UK (UUK)	35.2%	38.7%	41.7%	43.8%	45.7%
University Alliance	47.5%	52.8%	56.0%	58.0%	58.4%

Calculation of institutional data

- 5 Figures 2, 3, 4, and 5, differ from figure 1 as they include all Fellows employed at your institution during the relevant academic year, not just those awarded via your CPD scheme.
- 6 The number of staff reported as holding Fellowship reflects those who have identified your institution as their employer on their individual 'My Academy' record for the relevant reporting period. To further improve the accuracy of data provided, we have recently conducted an extensive data cleansing exercise as part of the HESA report process. The dataset now excludes any historical employment relationship records that were not confirmed as still relevant to the academic year 2020-21. As a result, the number of Fellows understood to have been employed at your institution might be lower than previously reported.
- 7 The percentage of staff with Fellowship is calculated by dividing the number of individuals holding any category of Fellowship (as held by Advance HE) by the total number Full Person Equivalent Academic staff (excluding atypical) reported by the Higher Education Standards Agency (HESA) on UK institutions.
- 8 All graphs will contain the UK sector average. If your institution does not return data to HESA, your commentary should reflect this.
- 9 Previously only institutions who were Advance HE members were included in the UK sector average data. This has now been updated to data from all institutions who report to HESA.
- 10 As **HESA data for 2020-21 is not available until spring 2022** this report uses the most recent 2019-20 HESA data on the number Full Person Equivalent Academic staff to calculate the percentage of staff with Fellowship for 2020-21. Likewise, the 2019-20 data displayed in the reports last year (which was a duplication of the 2018-19 data), has now being updated with the 2019-20 data as reported by HESA.

Calculation of averages

- 11 The benchmark group averages provided are calculated by dividing the total number of Fellows for the benchmark group by the total number of academic staff within that group. This includes all institutions not just those with CPD schemes. Where an institution belongs to more than one benchmark group, all of these benchmark group averages are provided in figures 2 and 4.

Data tables

The following figures 3, 4, and 5, are calculated as per figure 2 above.

Figure 3: Total fellows employed at some point during the academic year awarded through all routes

Total fellows employed: Poppleton University

Total fellows employed at some point during the academic year awarded through all routes.
Number of fellows employed as a percentage of Academic Staff recognised.

	2016-17	2017-18	2018-19	2019-20	2020-21
Grand Total	651	737	728	757	720
Associate Fellowship	49	66	53	66	71
Fellowship	474	524	530	534	496
Senior Fellowship	99	117	119	134	132
Principle Fellowship	29	30	26	23	21
Academic Staff	875	885	900	835	835
% Academic Staff	74.4%	83.3%	80.9%	90.7%	86.2%

Figure 4: Total fellows employed at benchmark group at some point during the academic year awarded through all routes

Benchmark group for Poppleton University

Total fellows employed at benchmark group at some point during the academic year awarded through all routes.
Number of fellows employed at benchmark group as a percentage of Academic Staff recognised.

		2016-17	2017-18	2018-19	2019-20	2020-21
Universities UK (UUK)	Total	71,172	80,167	88,257	94,893	98,998
	Associate Fellowship	14,876	17,460	19,836	21,809	23,544
	Fellowship	49,595	54,213	58,407	61,824	63,272
	Senior Fellowship	6,061	7,734	9,153	10,340	11,232
	Principle Fellowship	640	760	861	920	950
University Alliance	Total	8,496	9,618	10,295	10,567	10,630
	Associate Fellowship	1,255	1,653	1,857	1,883	2,039
	Fellowship	5,990	6,463	6,763	6,917	6,824
	Senior Fellowship	1,125	1,352	1,520	1,610	1,624
	Principle Fellowship	126	150	155	157	143
% Academic Staff		2016-17	2017-18	2018-19	2019-20	2020-21
Universities UK (UUK)	Number of Fellows	71,172	80,167	88,257	94,893	98,998
	Academic Staff	202,000	207,160	211,795	216,675	216,675
	% Academic Staff	35.2%	38.7%	41.7%	43.8%	45.7%
University Alliance	Number of Fellows	8,496	9,618	10,295	10,567	10,630
	Academic Staff	17,870	18,225	18,380	18,215	18,215
	% Academic Staff	47.5%	52.8%	56.0%	58.0%	58.4%

Figure 5: Total fellows employed in UK sector (HESA organisations) at some point during the academic year awarded through all routes

Sector benchmark

Fellows employed in UK sector (HESA organisations).

	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Fellows	80,814	91,954	102,683	112,348	119,956
Academic Staff	206,825	211,945	217,030	223,255	223,270
% Academic Staff	39.1%	43.4%	47.3%	50.3%	53.7%

Appendix 2

Institutions with Advance HE accredited provision (September 2021)

Number institutions accredited	174
UK institutions accredited	146
International institutions accredited	28

Number schemes*/programmes** accredited	Total	UK	International
CPD scheme: Descriptor 1	150	131	19
CPD scheme: Descriptor 2	151	132	19
CPD scheme: Descriptor 3	145	128	17
CPD scheme: Descriptor 4	35	33	2
Programme: Descriptor 1	148	135	13
Programme: Descriptor 2	169	155	14
Overall	798	714	84

*CPD scheme refers to a route to recognition for experienced staff.

** Programmes are generally structured credit-bearing programmes aimed at the development of early career staff.



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We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address systemic inequalities and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector. We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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