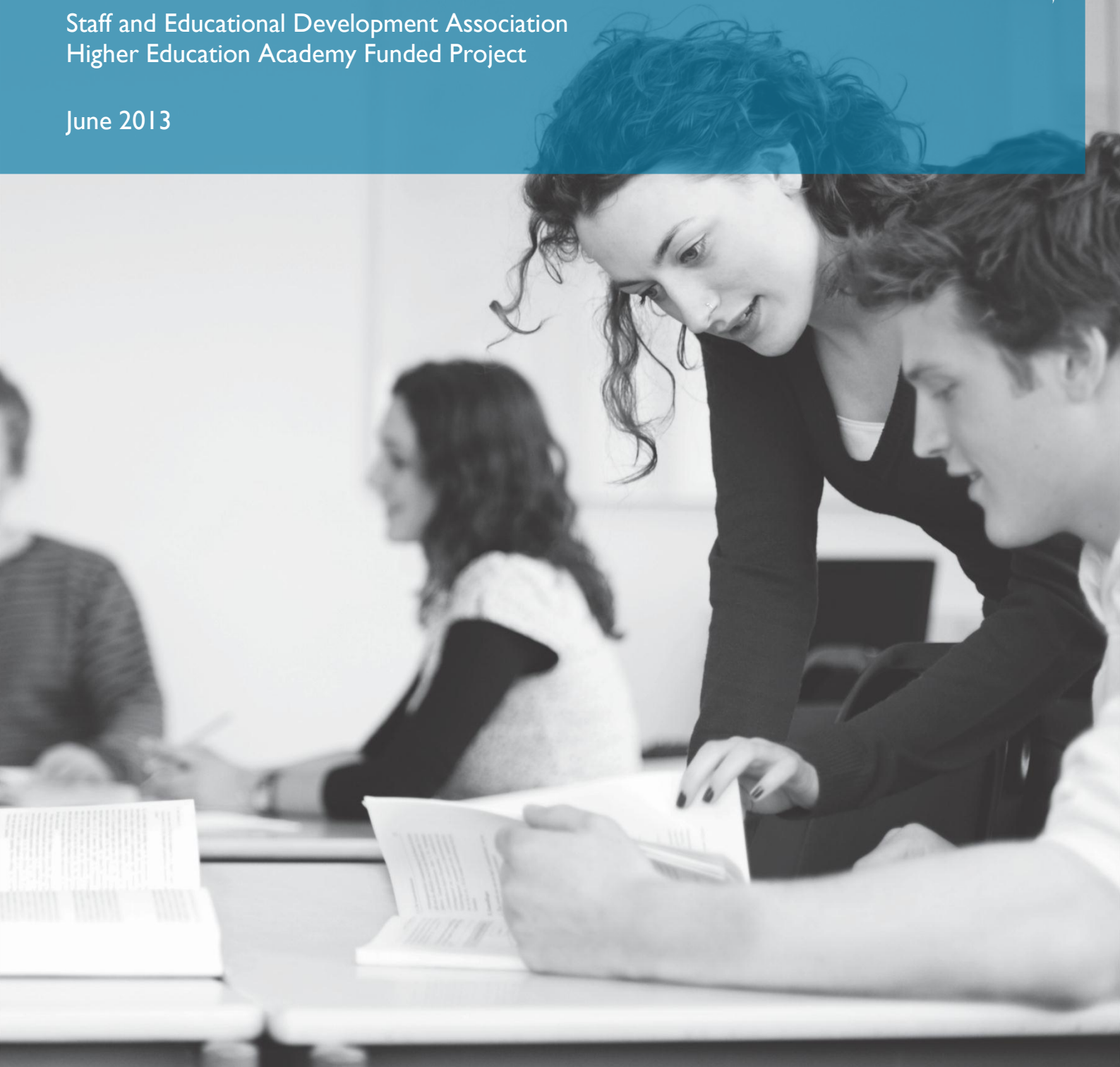


Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)



Staff and Educational Development Association
Higher Education Academy Funded Project

June 2013



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The UK Professional Standards Framework for teaching and supporting learning (UKPSF) provides a means to comprehensively benchmark, develop, recognise and reward teaching and learning support roles in higher education. Used by higher education providers primarily to inform professional development programmes for their staff, and by the Higher Education Academy (HEA) as the backbone of its fellowship scheme and accreditation service, the framework gives an external indication that a standard has been met. At a time when the higher education sector is increasingly focused on excellence in teaching, its usefulness should not be underestimated.

After revising the framework in 2011 following extensive consultation with the sector, the HEA felt that it was important to continue our development of the framework by seeking to understand more about the awareness and use of the UKPSF at institutional level, and about the impact that the framework has had on the attitudes and practices of teaching staff, in departments, schools, faculties, and on institutional strategy. Part of our role at the HEA in this area is to encourage the framework's application across the sector with the goal of enhancing the quality of teaching.

Moreover, research, including that by Graham Gibbs into the 'dimensions of quality' in higher education (HEA, 2010), has shown that the person delivering the teaching can have an effect on student outcomes, and we know from surveys such as the National Student Survey and the HEA's Postgraduate Taught Experience Survey (PTES) that students care about good quality teaching. Working with the higher education community to provide students with an excellent student learning experience is key to the HEA's work, and we believe that the UKPSF is integral to that. Its continued development is therefore crucial given the rapidly-changing nature of the sector, and we need continued research to understand how this should happen.

I am delighted that the findings from this investigation indicate that the impact of the UKPSF on higher education has been significant. Results of the research show that the UKPSF has been influential across the sector in changing institutional practice. Evidence from the wider survey and the interviews conducted as part of the study indicate that, for some, the UKPSF has had a 'profound impact' on how they undertake and think about learning, teaching and assessment. Indeed, an overwhelming majority of respondents – 84 per cent – claimed that the framework had led to changes to academic development, learning, teaching or the student experience within their institution.

The case studies in the report are very positive. Several respondents stated that the framework was seen as providing leverage for staff tasked with leading learning and teaching work in an institution. They also mentioned its value as a means of asserting one's identity as a teaching-focused academic, as well as a means for recognising teaching, particularly in an institution with a strong research focus. They mentioned too that the UKPSF helps to 'get people talking about education', providing a common language and a focus within a discipline and across disciplines.

This is excellent news. The report also shows, however, that not all teaching staff are aware of the UKPSF – though the revision of the framework and the creation of Senior and Principal Fellowships have clearly generated renewed enthusiasm for it - and recommends that the HEA works with higher education providers and others to increase understanding about the links between institutional provision and the UKPSF. We are thoroughly committed to doing this, and, among other activity, will be running national events in 2013/14 which will celebrate professionalism in teaching and focus on the UKPSF's role in that.

The report also recommends that the HEA examines the mapping of the UKPSF with other professional development frameworks, and further develops relationships with professional bodies. A discipline focus at national events such as 'new to teaching' workshops will be one of the ways in which we will seek to build these relationships and further our understanding of the UKPSF's potential role in other professional development frameworks

As always, the Higher Education Academy is committed to improving the service that it provides and to working with the higher education community to enhance the learning experience for students. This is why it is important that we commission research such as this; both to inform our own work for the benefit of the sector, and to share insights and recommendations so that we can work together for the benefit of students. They deserve the very best.

Professor Craig Mahoney
Chief Executive, Higher Education Academy
June 2013

The Higher Education Academy (HEA) commissioned the Staff and Educational Development Association (SEDA) to conduct research to provide systematic evidence of awareness and use of the United Kingdom Professional Standards Framework (UKPSF) at institutional level and, additionally, the impact the framework has had on the attitudes and practices of teaching staff. The research was carried out between July 2012 and March 2013.

The evaluation consisted of three strands of activity:

- a survey of key institutional representatives to establish evidence of institutional-level awareness, attitudes and use of the UKPSF;
- a wider survey involving a sample of teaching staff and staff who support student learning, which gathered evidence of awareness, understanding and the impact of the UKPSF on practice;
- production of institutional case studies and individual vodcasts to provide more detailed accounts of uses of the UKPSF, also a more in-depth understanding of attitudes, obstacles, challenges and opportunities.

This report outlines in detail the methodology for the surveys and case study production, as well as the detailed findings from each strand of activity. The key informants' survey (95 usable responses) is presented first, followed by the wider staff survey (1250 usable responses) and the eight case studies. Additionally, a set of eight vodcasts is available on the HEA website (<http://www.heacademy.ac.uk/ukpsf>).

Key findings from institutional representatives' survey

Overall, results suggest that the UKPSF has been influential across the sector in changing institutional practice. An overwhelming majority of respondents (84%, n=68) claimed that the UKPSF had led to changes to academic development, learning, teaching or the student experience within their institution for which they had evidence.

The top four areas where change in practice was reported were: 1) shaping accredited courses (70%), 2) influencing institutional CPD frameworks (67%), 3) supporting reward and recognition (47%), and 4) influencing institutional strategy and policy (44%). Seventy five per cent of these respondents also identified other frameworks that were important to the institution, most notably discipline specific professional standards frameworks and the SEDA professional development framework. Challenges faced by institutions and individuals in aligning these with the UKPSF are explored in this report.

Analysis of the results showed patterns in the responses from different mission groups. The nature and significance of these differences across mission group is outlined in further detail in the body of this report (summary on page 20).

Key findings from teaching staff survey

Overall, results suggest that just over half (57%) of teaching staff who responded to the questionnaire were aware of the framework and a third had knowingly engaged with it. Respondents identified various ways in which the UKPSF had impacted their practice and over half (53%) who had been involved with the UKPSF reported changing somewhat or greatly the way they undertake learning, teaching and assessment. Differences found across mission group, discipline and length of employment in HE are outlined in further detail in this report (summary on page 28).

There was, however, a large portion (43%) of teaching staff that reported not being aware of the framework prior to the survey. It is noteworthy that nearly half (44%) of those who held a Fellowship or had completed an accredited course reported no awareness of the UKPSF. These findings indicate that the framework is influencing the work of academics but many do not recognise the term UKPSF nor link it to institutionally-based provision or the Fellowship scheme.

Case studies

Eight institutional case studies were produced demonstrating varying stages of engagement with, and uses of, the UKPSF. Notable trends include the requirement by most institutions for engagement with the UKPSF via accredited courses for newly appointed academics. Institutions were selected for the case studies based on their use of the UKPSF. As such, most individuals interviewed in their creation were very positive about the framework as currently used and in its potential for influencing changes in practice in future. Interviewees noted many reasons to value the framework including asserting one's identity as a teaching-focused academic and using it as a means to recognise teaching in more varied academic roles. They also noted its national currency and role in demonstrating parity between HEIs. Some noted that the existence of the framework was as important as the detail of what it said, while others noted its importance in providing a common language and a point for focus within and across disciplines.

Interviewees also noted several challenges in working with the UKPSF including fitting it with disciplinary culture, particularly scientific disciplines, evidencing Descriptor 3, and difficulties in aligning the framework with career progression in institutions. Several people also requested clarification on the relationship between the categories of Fellowship of the HEA and the UKPSF. Areas noted for further development include opportunities for mid-career and senior academics to engage with the framework and provision for part-time staff and graduate teaching assistants.

Conclusions and recommendations

Findings from this investigation indicate that the impact of the UKPSF on the UK HE sector has been significant. The variety of activity undertaken by institutions is highlighted in the institutional representative survey results and is presented in more detail in the eight case studies. Evidence from the wider survey and the interviews indicate that, for some, the UKPSF has had a profound impact on how they undertake and think about learning, teaching and assessment. There are a number of actions the HEA should consider to broaden this impact to the staff not yet aware of or engaging with the framework, particularly in relation to mission groups where the impact is reported to be lower, and in relation to how individual teaching staff in different disciplines and contexts are working with and interpreting the UKPSF. The connection to individual teaching staff could be furthered through relating the UKPSF explicitly to other professional standards relevant to HE. Recommendations for these actions and further study have been suggested to inform the HEA's management of the UKPSF and its activity in encouraging its application across the sector.



I. Introduction

Activities attempting to enhance the quality and professional status of teaching in higher education have been increasing in UK higher education institutions (HEIs) over the past three decades. The advent of teaching and learning development programmes for staff in universities in the late 1980s could be seen as the start of a growing investment in activities to enhance HE teaching practice. In the early 1990s the Staff and Educational Development Association (SEDA) developed and launched the first national scheme for the training and qualification of teachers in HE. This scheme was based on a framework of values and specific outcomes relating to the activities of teaching and learning. As a result of the recognition of the value of the scheme by the Dearing Committee, SEDA was invited to work with the Booth Committee in 1997 to establish a national teacher accreditation scheme (SEDA, 2013). The Institute for Learning and Teaching in Higher Education (ILTHE) further developed this work in the late 1990s. The HEA, which grew out of the ILTHE, incorporated its accreditation framework and oversaw growth in the number of accredited programmes in the UK to over 140 by 2006 (Prosser, Rickinson, Vence, Hanbury & Kulej, 2006).

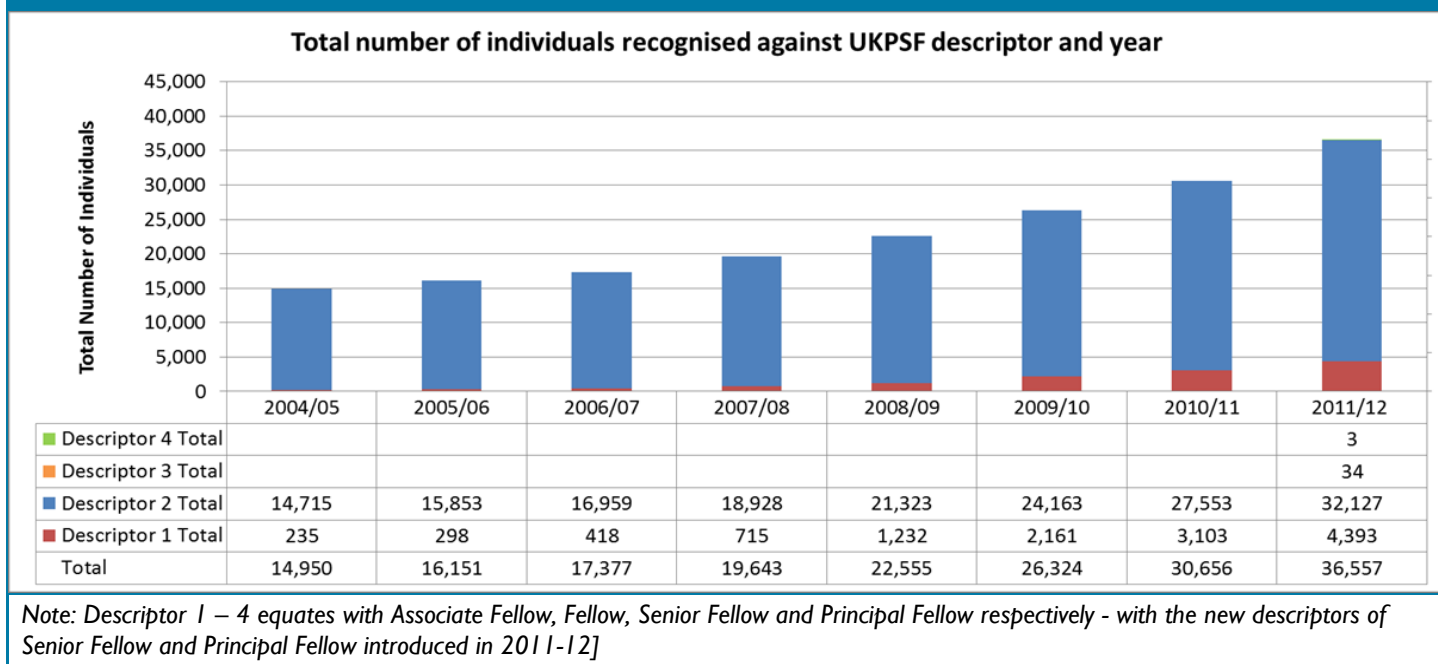
Building on this foundation, and in response to further governmental reports on teaching quality on higher education, the HEA introduced the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF) in 2006. The Framework is owned by the sector but developed and managed on its behalf by the HEA. It is intended to provide a general description of the activities, knowledge and values central to teaching and learning support roles. The framework is used to benchmark professional development of individuals seeking to enhance the learning experience of their students and provide a basis for recognition and enhancement of teaching in HE.

The next five years (2006-11) saw the sector increasingly engaged with the UKPSF through the accreditation of academic courses and professional development programmes, and the recognition of individuals as Fellows of the Higher Education Academy. The potential of the framework was actively explored and promoted by the Academy.

Given the rapidly changing nature of higher education and the increasing emphasis on quality teaching and support for students' learning, a review was undertaken in 2011 to consider the purpose and structure of the Framework (Law, 2011). The review set out to build on core aspects of the original framework while revising it to strengthen the focus on developing teaching excellence within an academic practice context. The revised framework (HEA, 2011) acknowledged the increasing range of teaching and learning support responsibilities undertaken by staff in HE and intended to provide a more comprehensive progression pathway to professional recognition, by, for example, introducing in 2011-12 the categories of Senior Fellow and Principal Fellow, (Law, 2011). The revised UKPSF has two main components, the Descriptors and the Dimensions of Practice. The Descriptors outline the key characteristics of someone performing four broad categories of typical teaching and learning support roles within higher education. The four Descriptors are labelled D1 to D4 and correspond to the HEA Fellowship categories. Thus D1 corresponds to Associate Fellow, D2 to Fellow, D3 Senior Fellow and D4 Principal Fellow. The Dimensions of Practice identify what someone performing such roles should be able to evidence.

Evidence available suggests the revised UKPSF has been favourably received by the sector and that awareness and use of the framework has increased since its release. For example, the number of staff recognised against the UKPSF has increased annually as shown Table 1 indicating a developing commitment to finding more effective ways to recognise and reward teaching within HE.

Table I: Trends in recognition against UKPSF supplied by the HEA



The HEA commissioned the research reported on here to provide systematic evidence of awareness and use of the UKPSF at institutional level and, additionally, the impact the framework has had on the attitudes and practices of teaching staff. The outcomes of this work are intended to inform the management role the HEA has for the UKPSF and its activity in encouraging its application across the sector with the goal of enhancing the quality of teaching and support for learning.



2. Purpose and scope of the project

In July 2012, the HEA commissioned SEDA to conduct an evaluation of the impact of the UKPSF, reporting in March 2013. The project has evaluated awareness, understanding and use of the UKPSF at the institutional and individual level.

The project aimed to establish:

- current levels of awareness and understanding of the UKPSF in the sector;
- attitudes towards, and obstacles, challenges and opportunities in using, the UKPSF;
- the uptake and variations in practice in use of the UKPSF.

The results of the project were also intended to form a baseline that can be used to assess changes in impact of the UKPSF in future research.

The project consisted of three strands of activity:

- *a survey of institutional representatives* to establish evidence of institutional-level awareness, attitudes and use of the UKPSF;
- *a survey of individual staff across the sector* to gather evidence of awareness, understanding and the impact of the UKPSF on practice, which involved a sample of teaching staff and staff that support student learning;
- *production of institutional case studies and individual vodcasts* providing more detailed accounts of the variety of use of the UKPSF and a more in-depth understanding of attitudes, obstacles, challenges and opportunities. Institutions were chosen for case studies to get a range of types and sizes and to represent a spread of uses of the UKPSF. Individuals for the vodcasts were selected to get perspectives from those in varying roles and with varied experiences of using the UKPSF.

This report provides a summary of the evaluation, and provides recommendations to the HEA that relate both to fostering the use of the UKPSF and future research in this area. The project deliverables are this report, the eight case studies included within it and eight vodcasts submitted to the HEA.

3. Institutional representatives' assessment of the impact of the UKPSF

3.1. Methodology

Nominated institutional contacts were surveyed about the perceived impact of the UKPSF on aspects of institutional policy and practice. The survey structure was based on Kirkpatrick's impact evaluation framework, as developed for the evaluation of the STEM subject centre (Watkins, 2009).

In this case, the framework was adapted to focus on changes to institutional policy and practice, rather than student learning. Seven levels of impact were identified, as shown in Table 2. This provided a hierarchy of 'levels' of impact where higher levels were taken as subsuming lower ones. This made it possible to create a branching survey design, making the survey shorter and increasing the completion rate. All respondents provided common information about institution and role. After this, respondents only provided answers that related to the highest level of impact they claimed the UKPSF has had on institutional policy and practice.

Table 2: An overview of the levels of impact claimed by institutional representatives for the UKPSF

Level of impact	Descriptor
7	Practice changed, and evidence of change is publically available.
6	Practice changed, and there is evidence of this, but it is not available in the public domain.
5	Practice changed, but no evidence has yet been gathered to support this claim.
4	New ideas were developed, but practice has not changed.
3	There has been participation in meetings or events, but new ideas have not been developed.
2	We have become aware of the UKPSF, but not been involved in meetings or events about it.
1	This survey was the first we had heard about the UKPSF.

Level 5 covered situations where there had been changes to practice, but no evidence of their effectiveness. Level 6 covered changes to practice for which there was evidence in the form of measurable improvements in student learning, or changes to policy, frameworks or forms of institutional practice, but not in the public domain. Level 7 covered situations where such changes were reported to be in the public domain.

Data analysis was primarily descriptive. The references throughout the report to levels of response being 'greater' or 'less' than expected relate to the use of chi squared statistical tests to analyse the data. These tests give a predicted (ie statistically expected) value and the statements 'less' or 'more' than indicate variation from this value. The references in the text to significance indicate that the size of this variation is statistically significant at the 5% level - ie that the variation between observed and expected value is so great we can be at least 95% certain that the difference is linked to specific group characteristics rather than being due to random chance.

Any assumption that the UKPSF would simply 'cause' change is likely to be an over-simplification. For this reason, in addition to closed-text responses, respondents were invited to provide examples of ways in which the UKPSF was associated with changes, and whether these were seen as positive or negative.

The following sections present the results of the survey.

3.2. Overview of respondents

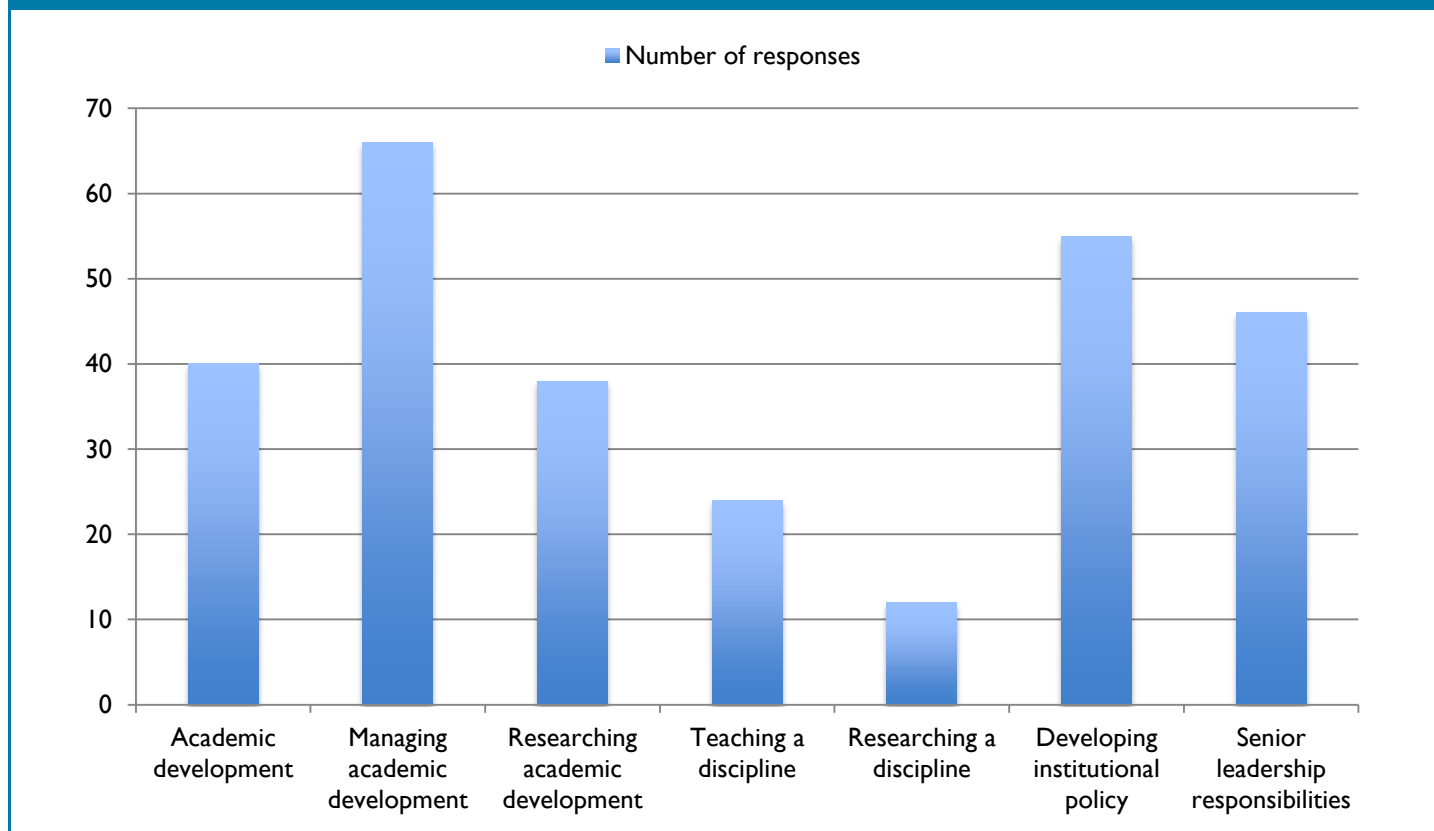
The survey of institutional representatives received 99 responses, four of which did not give permission for data to be analysed. Nine responses could not be categorised and eight were a duplicate response by the same institution and have been counted only once for the purposes of mission group categorisation. The aggregated profile of respondents is shown in Table 3.

Table 3: Number of responses by mission group'

Mission group (number of institutions in group at time of survey)	Number of unique institutions as proportion of total	Response rate from mission group
1994 Group (11)	11.5% (9)	82%
GuildHE (35)	15.4% (12)	34%
HE in FE (257)	6.4% (5)	0.02%
Million+ (19)	14.1% (11)	58%
Russell Group (24)	14.1% (11)	46%
University Alliance (24)	14.1% (11)	46%
Unaffiliated (n/a)	24.4% (19)	n/a

Given the small number of HE in FE responses these results were combined with the GuildHE results for the analysis that follows. Those completing the survey on behalf of their institution reported undertaking a range of activities as part of their role (Figure 1).

Figure 1: An overview of the responsibilities of respondents



3.3. An overview of claims about the impact of the UKPSF

Responses from institutional key informants about changes to practice are summarised in Table 4.

Table 4: An overview of the levels of impact claimed by institutional representatives for the UKPSF

Level of impact	Descriptor	Responses
7	Practice changed, and evidence of change is publically available.	40.7% (33)
6	Practice changed, and there is evidence of this, but it is not available in the public domain.	43.2% (35)
5	Practice changed, but no evidence has yet been gathered to support this claim.	2.5% (2)
4	New ideas were developed, but practice has not changed.	3.7% (3)
3	There has been participation in meetings or events, but new ideas have not been developed.	6.2% (5)
2	We have become aware of the UKPSF, but not been involved in meetings or events about it.	1.2% (1)
1	This survey was the first we had heard about the UKPSF.	2.5% (2)

As can be seen by the cumulative responses, 86.4% (70) claim that the UKPSF has led to changes in practice within their institution, to academic development, learning, teaching or the student experience, approximately half of whom 40.7% (33) can provide publically available evidence for this.

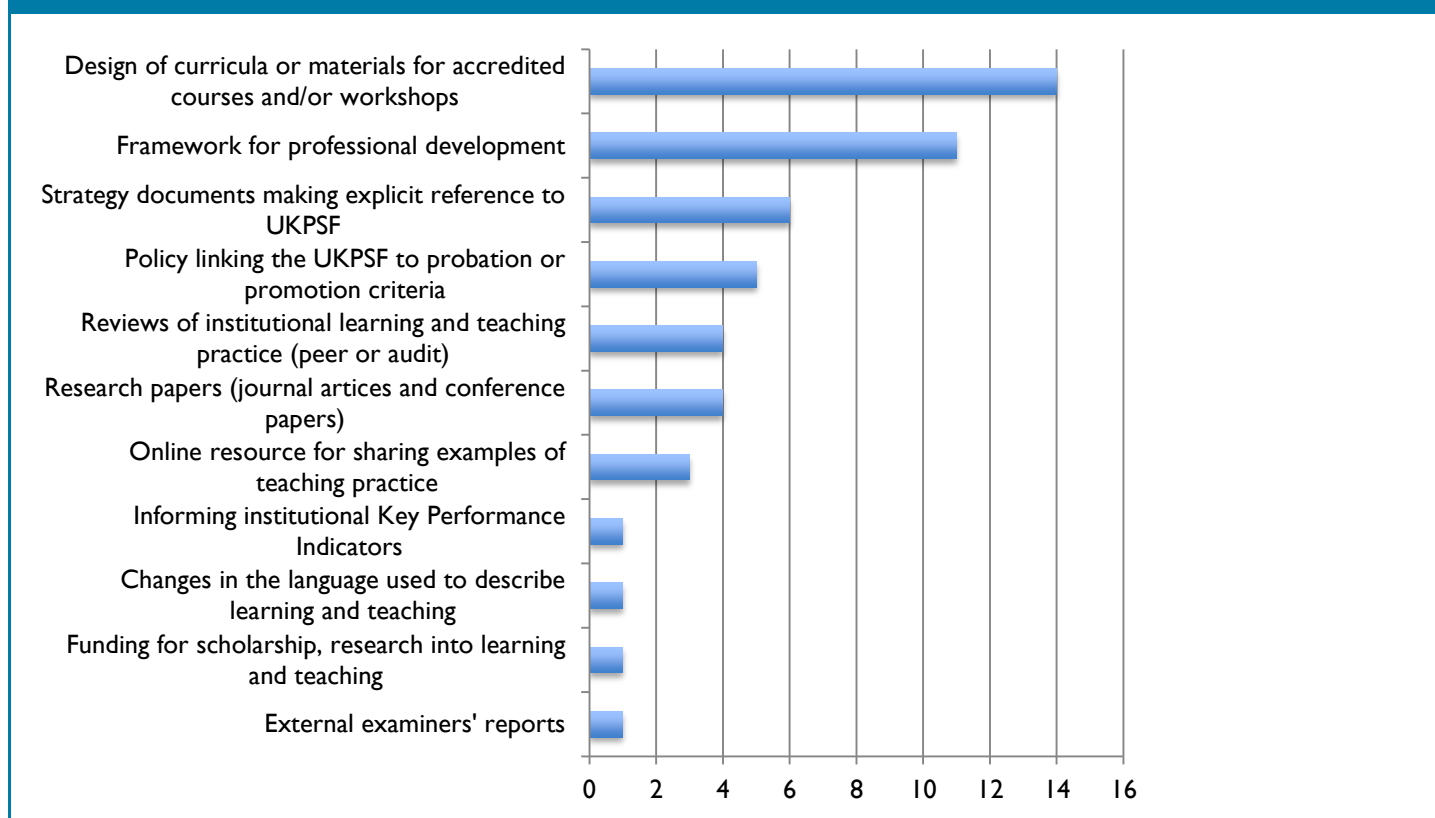
A further 14 respondents in the data set did not answer these questions.

Chi squared tests showed no significant variation in claims of evidenced impact across mission groups.

3.4. Changes to practice

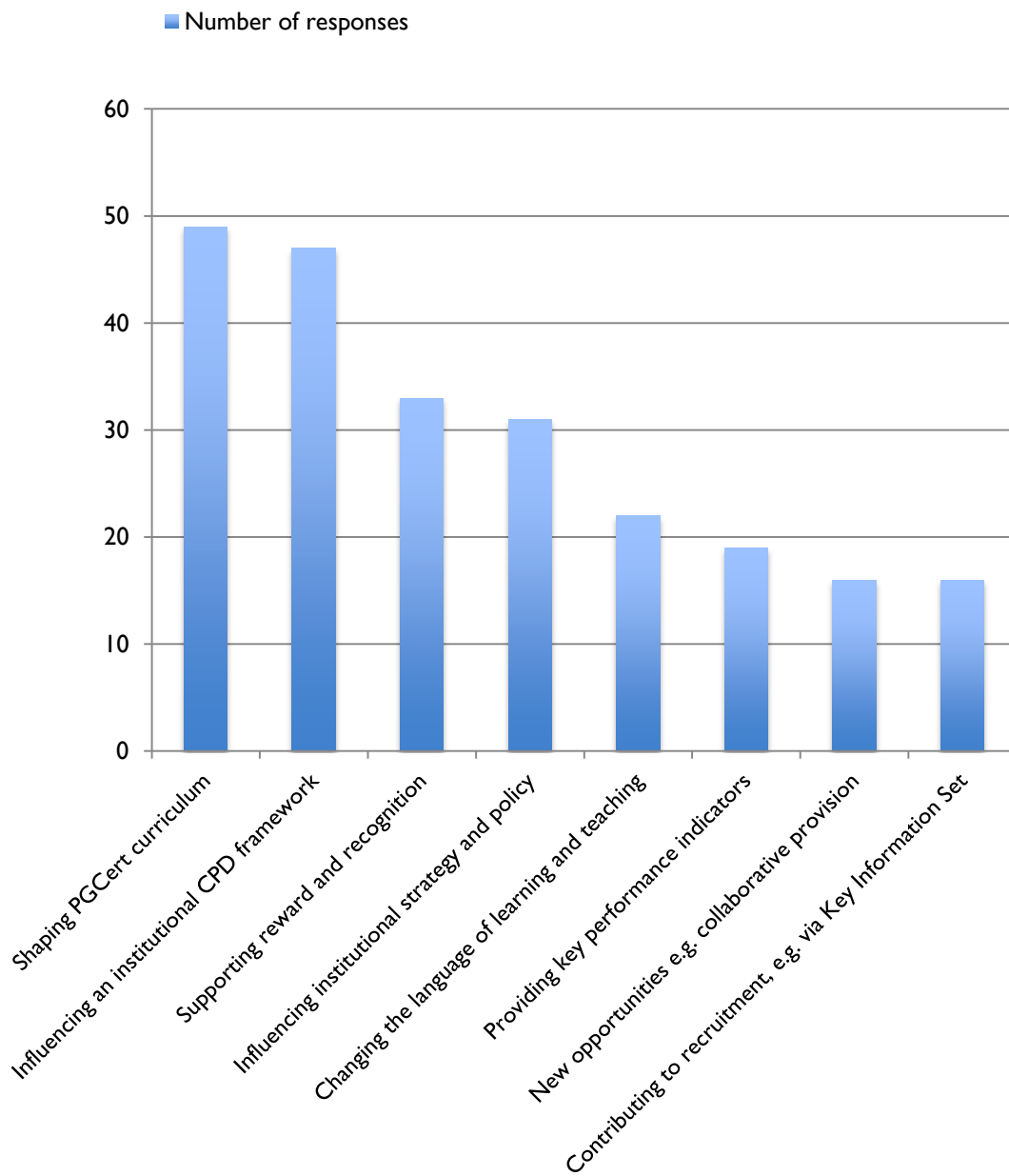
Of the 33 institutions who said that there was evidence available in the public domain of changes to practice, 27 identified such evidence, including named policies and web links. These were categorised into 11 kinds of evidence (Figure 2). Responses that identified multiple sources of evidence were counted towards each.

Figure 2: A tally of the number of references made by institutional representatives to kinds of publicly available evidence of impact



To explore the claims about impact in further detail, respondents were asked to identify the areas of institutional practice that had been changed by engagement with the UKPSF, by selecting one or more items from a list, or suggesting their own area of institutional practice where change had taken place. Responses are summarized in Figure 3 below

Figure 3: Areas where the UKPSF has led to changes in practice



It should be noted that respondents could select multiple options; the numbers in Figure 3 are therefore neither exclusive nor cumulative. There was also one 'other' response: highlighting good practice and disseminating it. A further two respondents did not select any of the options.

Using the chi squared methodology to determine variations from expected results (described above) there was no evidence of association between mission group and claims of impact on the language used to discuss learning, teaching and the student experience, new opportunities available to staff or the institution, nor institutional recruitment work.

Chi squared analysis found significant associations between mission group and the claims of impact of the UKPSF on Postgraduate Certificate curriculum ($\chi^2 = 15.026$, 5 d.f., $p < 0.010$). The respondents from GuildHE and from HE in FE providers were less likely than expected to claim there was an association (15 felt there was no impact, where eight were expected). University Alliance responses were slightly more positive than expected (nine, where 6.4 were expected).

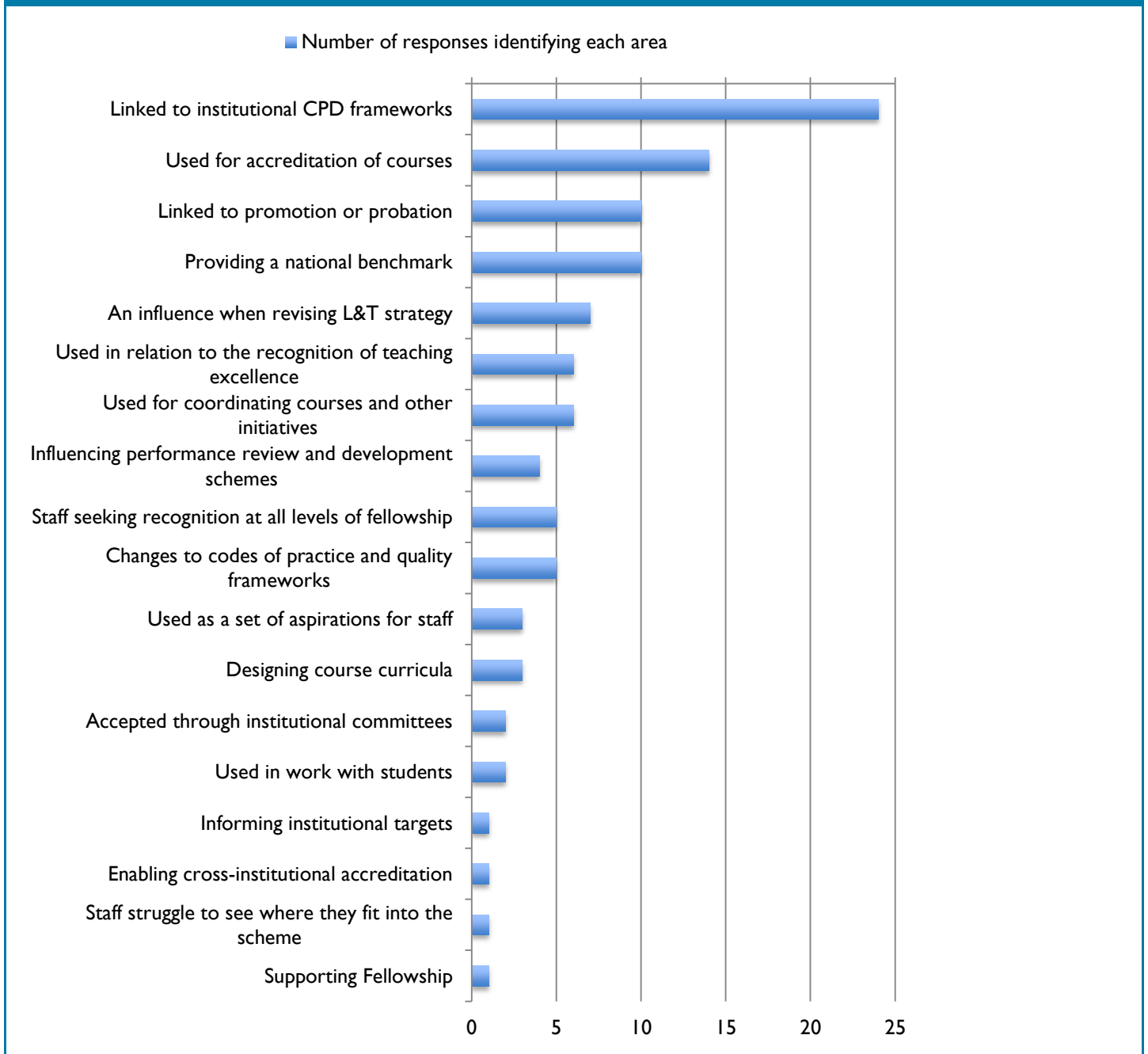
There were also significant associations found in chi square analysis between mission group and the claims of impact on supporting the reward and recognition of staff ($\chi^2 = 36.924$, 5 d.f., $p < 0.001$). None of the respondents from Russell Group, GuildHE, or HE in FE providers felt that the UKPSF had an impact on recognition, whereas ten of the 11 respondents from University Alliance institutions did.

There were further significant associations found in chi square analysis between mission group and the development of institutional CPD frameworks for staff development ($\chi^2 = 19.966$, 5 d.f., $p < 0.001$). All of the University Alliance respondents claimed that the UKPSF had influenced CPD frameworks. GuildHE respondents and HE in FE providers were slightly less likely than expected to perceive an impact (six felt there was an impact, rather than an expected 10.3).

Likewise, chi squared analysis found significant associations between mission group and claimed impact on institutional strategies and policies ($\chi^2 = 11.102$, 5 d.f., $p < 0.049$), with none of the Russell Group institutions claiming any impact. However, the deviance from expected values was slight, and with low expected values in some cells, this result should be treated cautiously.

Finally, there were further significant variations found in chi square analysis in relation to claimed impact on key performance indicators ($\chi^2 = 13.641$, 5 d.f., $p < 0.018$). No respondents from the 1994 Group, nor from the Russell Group, claimed that the UKPSF had achieved any impact in relation to this. However, low expected values in this test suggest a need for caution. In addition to the closed responses, free text elaboration was invited so that participants could describe the ways in which impact had been achieved, and whether this was experienced as positive or negative. Primarily, such responses simply gave instances of such impact (eg 'We have been using the standards for our MA provision and for a Fellowship scheme.'). An overview of the areas identified in the free text responses is provided in Figure 4. Note that each respondent could make claims in more than one area.

Figure 4: An overview of areas where evidence of impact was identified in institutional representatives' free text responses



Many of the responses elaborated on the broad category by specifying particular examples. Respondents made claims such as:

'The principal value of the UKPSF for us is that it provides a focus for professional aspiration which celebrates excellence in learning and teaching. We have this as one of the indicative criteria for promotion at various levels.'

'The university has set targets for Fellowships, Senior Fellowships and Principal Fellowships, which means that staff are encouraged to seek recognition. Fellowship status is also part of the new promotion and progression framework in the university.'

Some developed the categories by describing the ways in which such impact had been achieved. There were two broad patterns in these responses: either practice was adapted so that it conformed to the UKPSF, or it was used as a point of reference to support and to legitimate practices already in place.

'Our work as educational developers is directly underpinned and informed by the UKPSF - therefore it is not that it has changed how we work, rather it shapes our activities as all our courses are aligned to it; we highlight opportunities for further CPD of staff with the UKPSF in mind - it is part of our standard working practice.'

Respondents were invited to identify negative as well as positive areas of impact. Two areas of concern were identified, the first of which was flagged by two respondents:

'The focus of UKPSF upon only the teaching aspects of an academic career has, however, presented us with a challenge. As a research-intensive institution, only a small proportion of our staff define their careers solely through the teaching route. The vast majority have portfolios encompassing teaching and research. We therefore have to deal with UKPSF as one framework alongside others.'

'There seems to be a big jump between the Fellow and Senior descriptors and some staff are struggling to see where they fit.'

3.5. Other levels of impact

Only two respondents asserted that there had been changes to practice for which evidence was not yet available. One said that the UKPSF had shaped the curriculum for a Postgraduate Certificate or other professional course; one said that it supported the reward and recognition of excellent learning and teaching; and both said that it had influenced the development of an institutional CPD framework.

Similarly, two respondents claimed that ideas had been developed, even though there were no changes to practice yet. One of these said that the UKPSF had supported institutional recognition processes; both said that it had influenced institutional CPD frameworks; and one said that it had changed the language used in relation to learning, teaching and the student experience. Five respondents said that they had been involved in meetings or activities relating to the UKPSF, but that ideas had not yet changed. All five identified the meetings they had been involved in as Higher Education Academy events focused on professional recognition.

Only one respondent reported not having participated in any events or activities.

3.6. Other standards frameworks important to the institution

Respondents were asked to identify any other professional standards frameworks that were important within their institution. Fifty one responses were provided, and are summarised in Table 5.

Table 5: Other standards frameworks identified as important to institutions

Discipline specific professional standards frameworks (such as frameworks from the General Medical Council, the Royal Institute of British Architects, etc).	26
The SEDA framework.	12
Quality Assurance Agency codes and requirements.	5
Association for University Administrators.	2
Investors in People.	2
Institute for Learning.	2
Chartered Institute of Library and Information Professionals.	2
The Association for Learning Technology's CMALT award.	1

3.7. Summary

The overwhelming majority (86%) of institutional representatives claimed that the UKPSF has led to changes in practice in the sector. However, closer analysis shows that there are differences in the areas in which the Framework has had an influence. Unsurprisingly, the most prevalent areas of impact involved shaping the curricula for professional courses and the development of institutional frameworks for CPD. To a lesser extent, institutional strategies and policies, and reward and recognition were also influenced by the UKPSF. Examples described links between the Framework and structural initiatives such as using the different categories of Fellowship to set institutional targets.

However, there were patterns in the responses that differentiated responses from different mission groups. For example, Russell Group institutions did not associate the UKPSF with changes to reward and recognition, with institutional strategies and policies, or with developments in relation to key performance indicators, although the latter two need to be treated with caution due to low expected values in some cells in the chi squared analysis.

Similarly, respondents from GuildHE institutions and HE in FE providers did not associate the UKPSF with changes to reward and recognition, and were less likely than expected to associate the UKPSF with the design of Postgraduate Certificate courses or changes to institutional CPD frameworks.

However, University Alliance respondents were more likely than expected to see links between the UKPSF and the design of Postgraduate Certificate courses; changes to institutional frameworks for CPD; and influence on reward and recognition schemes. Overall, institutional representatives' responses indicate that the UKPSF has been influential across the sector – more than expected in University Alliance institutions, but less so in Russell Group, the GuildHE and HE in FE institutional group, although the latter should be treated with caution given the low number of respondents from this group.

4. Impact of the UKPSF on members of teaching staff

4.1. Methodology

To gain evidence of the impact of the UKPSF on teaching practice, a second survey was undertaken. This was distributed to all staff in institutions via the institutional representatives identified in section 3. The reason for this approach was that there was no distribution list that could be used as a proxy for the national population of teaching and student support staff in Higher education. Since the institutional representatives acted as points of contact at every institution nationally, we requested that they circulate a link to the survey to all the staff in their institution involved in teaching or supporting learning. To ensure the widest possible distribution, the link for the second survey was also distributed in the Higher Education Academy Update, and via networks including the Staff and Educational Development Agency (SEDA) and the Heads of Educational Development Group (HEDG). Respondents were asked to provide demographic information about their institution, discipline, job title, length of time working in higher education and work responsibilities. They were asked about any reward or recognition they had received for teaching or student support work; whether they were a Fellow of the Higher Education Academy; and about ways in which the UKPSF (or initiatives shaped by it) had influenced their practice. Like the survey of institutional representatives, this survey drew on the modified model of Kirkpatrick's levels of impact.

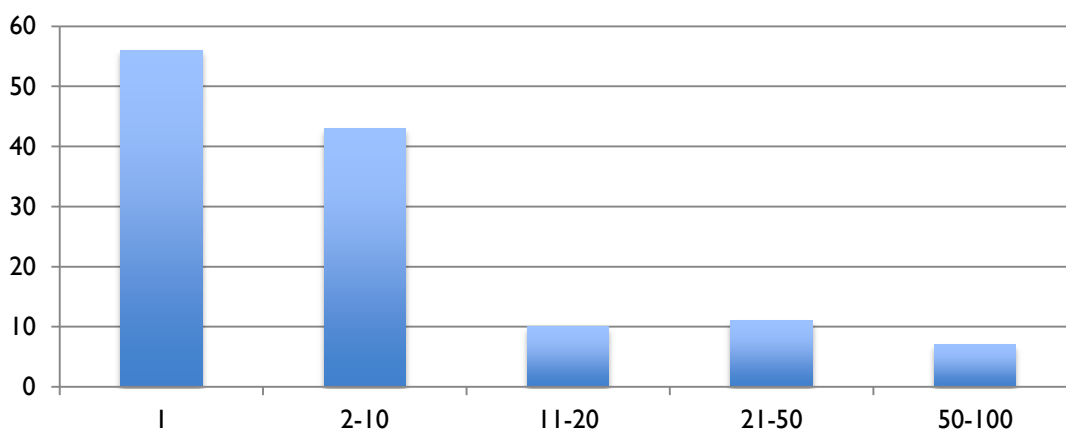
Data analysis was primarily descriptive, with possible associations between variables assessed using Chi Squared tests (with significance set at 5%). The demographic variables that were assessed were institutional mission group, disciplinary grouping and length of service in higher education. Qualitative data were coded thematically and reported primarily through illustrative quotes. The results of the survey are summarised in the sections that follow.

4.2. Overview of respondents

The survey received 1,439 responses, of which 1,405 gave permission to use the data. The remaining 34 responses were discounted, as were a further 151 incomplete responses, three from institutions outside of the UK, and one who was not in an educational institution. This left 1,250 responses for analysis.

One hundred and twenty seven institutions were represented in responses; the number of respondents per institution is shown in Figure 5.

Figure 5: An overview of the number of institutions by ranges of respondents



The small number of institutions with a large volume of responses does suggest a risk that the dataset could be skewed by experiences at specific institutions. However, this appears to be mitigated by relatively even distribution at the level of mission group, which will be the focus for analysis of the aggregated data (Figure 6).

Figure 6: An overview of responses by mission group

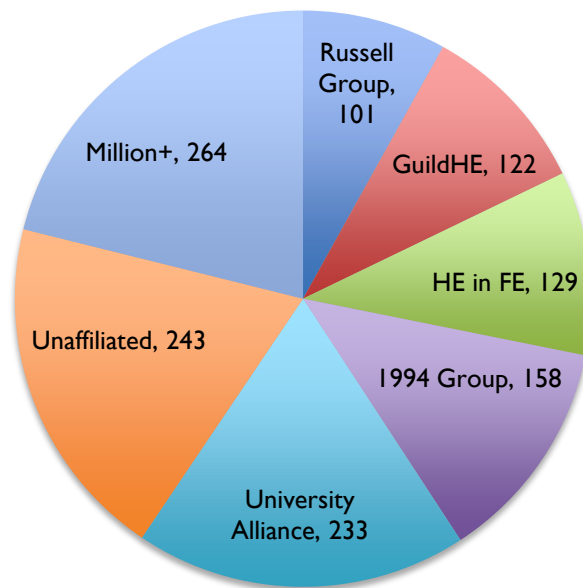
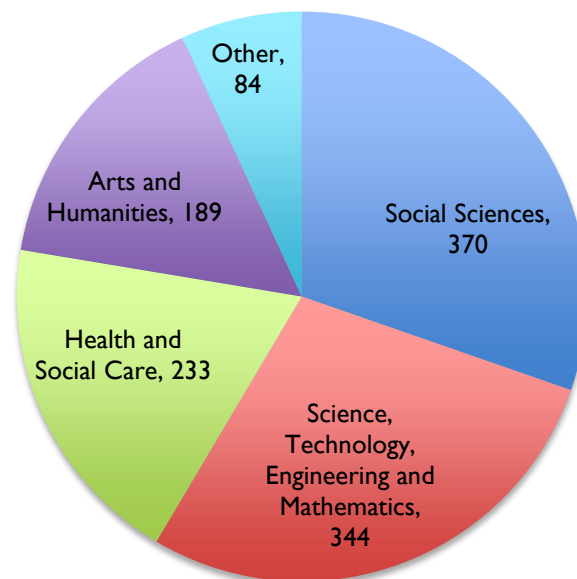


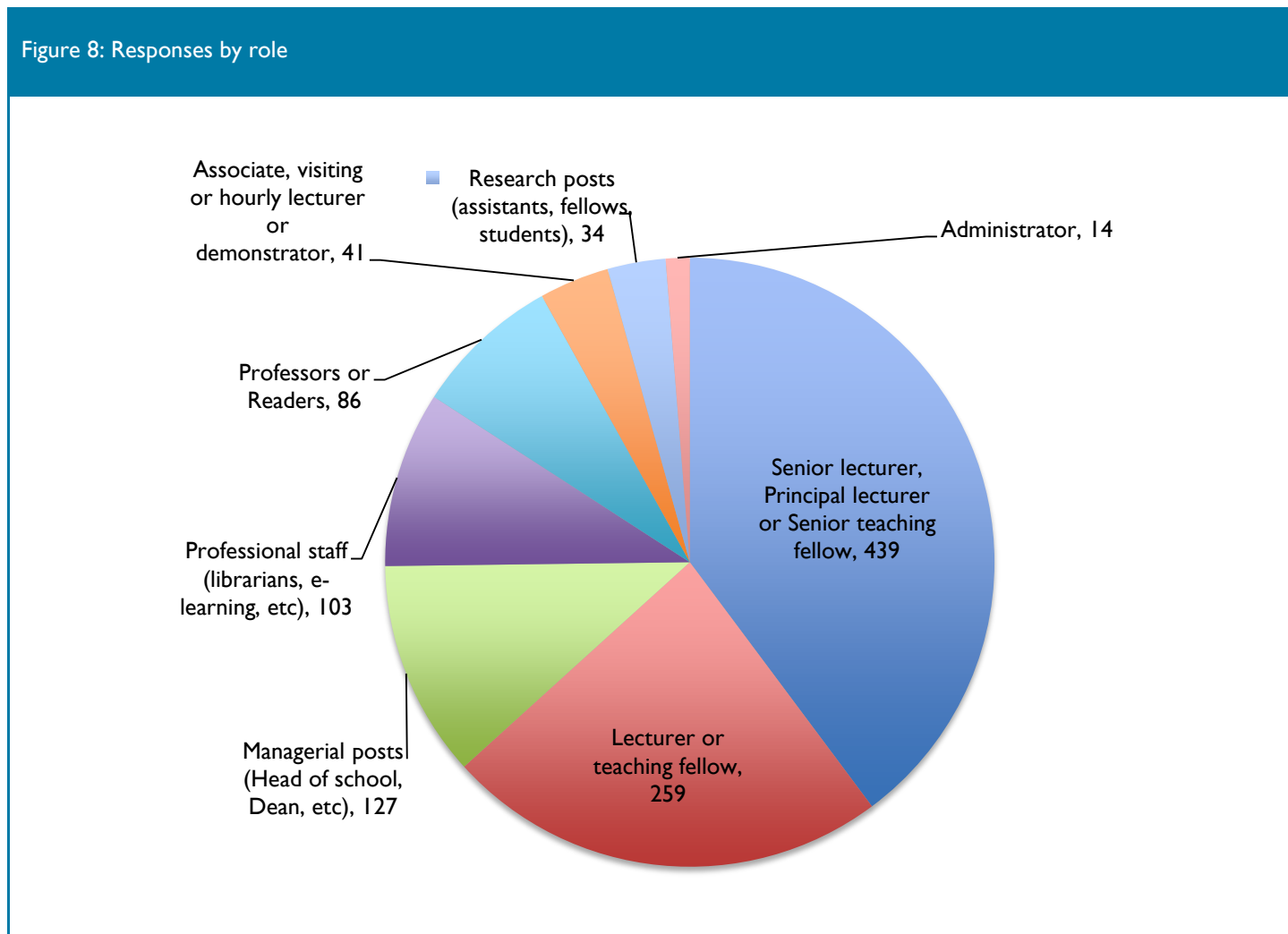
Figure 7 summarises the distribution of responses grouped by declared discipline. The 'Other' category covers responses from educational development, learning technology, institutional quality, library staff, academic writing and other staff or student services.

Figure 7: An overview of responses by discipline grouping



Disciplines were significantly associated with mission group in responses ($\chi^2 = 145.898$, 24 d.f., $p < 0.001$). In the 1994 Group responses, STEM was more highly represented than expected value predicted, and Health and Social Care slightly less. For HE in FE respondents, STEM was less strongly represented than the expected value, with Health and Social Care, and Social Sciences slightly more. Russell Group respondents were more likely to identify as Arts and Humanities than expected. University Alliance respondents were more likely to declare an affiliation with Social Sciences, and less likely with STEM, than expected.

Respondents were also asked for their job title. Figure 8 summarises the areas of work represented by survey respondents.



Of the respondents, 25.2% (308) had worked in higher education for five years or less; 45.7% (558) for six-15 years; and 29.1% (356) for over 15 years.

When asked what their role involved, participants responded as shown in Table 6 below.

Table 6: Summary of responses about roles and responsibilities

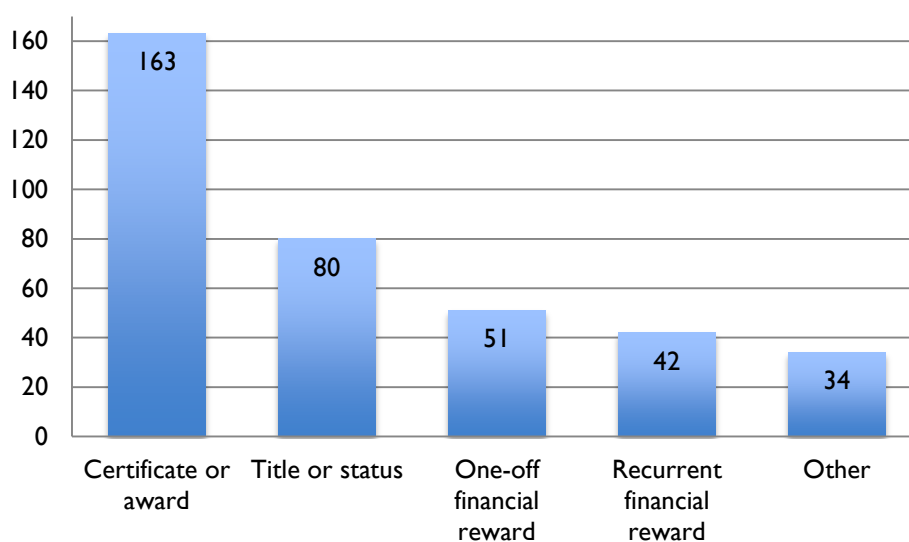
	None	Yes, informally	Yes, formally
Teaching.	6.5% (79)	8.5% (103)	85% (1,034)
Supporting students' learning in other ways than teaching.	4.5% (54)	19.6% (234)	75.9% (907)
Researching, in their discipline area.	13.7% (157)	25.6% (293)	60.7% (696)
Researching learning and teaching.	21.6% (245)	42.3% (479)	36% (408)
Responsibility for quality processes (eg validating courses, chairing exam boards, etc).	31.8% (364)	13.9% (159)	54.2% (620)
Promoting or championing learning and teaching.	20.1% (232)	38.1% (441)	41.8% (484)

4.3. Reward and recognition

When asked whether they had received any institutional reward or recognition on the basis of teaching or student support work, 28.4% respondents (344) said they had, and 71.6% (868) said they had not.

A follow-up question asked those who had been rewarded, what this reward had consisted of. The open-answer responses were classified; since some had received multiple forms of reward and recognition, some of the 332 responses were classified under more than one category. These responses are summarised in Figure 9. One-off financial rewards included personal development grants or a one-off salary bonus; recurrent financial rewards included promotions and salary increments. Other rewards included time for research, praise, a letter of thanks, shop vouchers or a bottle of wine.

Figure 9: Rewards and recognition received by respondents



There were significant differences in the association between receiving rewards and mission group ($\chi^2 = 21.229$, 6 d.f., $p < 0.002$). Respondents from the 1994 Group and from HE in FE institutions were less likely than expected to report having received reward or recognition, whereas those from Russell Group institutions and from GuildHE were more likely to.

There were also significant differences by length of time spent working in higher education ($\chi^2 = 35.015$, 2 d.f., $p < 0.001$). Those with zero-five years of service were less likely than expected to have received any kind of reward or recognition, those with six-10 years slightly more than expected, and those with 16 or more years considerably more (an observed count 28.6% higher than expected). There were no significant differences by discipline grouping, however.

Respondents were asked whether they were a Fellow of the HEA (including Associate, Senior or Principal Fellows). Of the 1,205 UK-based respondents in the data set, a further 46 did not answer this question. 40.2% of respondents (484) said they were Fellows, while 59.8% (720) said they were not.

A follow-up question asked what category of Fellowship the respondent held; of the 482 responses, 11% (53) were Associate Fellows, 84% (405) were Fellows, 4.1% (20) were Senior Fellows and 0.8% (4) were Principal Fellows.

Of the respondents 50.3% (234) said that they had gained Fellowship through individual recognition and 49.7% (231) via a course. Again there were significant differences in the association between having a Fellowship and mission group ($\chi^2 = 28.996$, 6 d.f., $p < 0.001$). Respondents from HE in FE were less likely than expected to hold a Fellowship, whereas those from Million+ institutions, Russell Group institutions and University Alliance institutions were more likely to.

4.4. The impact of the UKPSF

Respondents were asked about their awareness of the UKPSF. A total of 1,201 UK-based respondents answered this question; 57% (684) had heard of the UKPSF before they received the survey; 43% (517) said that they had not.

Of those who had heard of it, 48.6% (250) had been involved in discussions or activities relating to the Framework, a further 29% (148) had read the Framework document, and 22.4% (115) said that they had heard of the term, but did not know anything about it. This means that a total of 52.6% (632) of respondents to this question knew nothing about the UKPSF.

There were significant differences between mission groups in terms of respondents' levels of awareness of the UKPSF ($\chi^2 = 40.072$, 6 d.f., $p < 0.001$). Those from 1994 Group institutions and from GuildHE were less likely than expected to be aware of the UKPSF, whereas Russell Group respondents and those from unaffiliated institutions were more likely.

There were also significant differences between discipline groups ($\chi^2 = 21.091$, 4 d.f., $p < 0.001$). Respondents from Social Sciences or 'Other' (primarily, professional support) areas were more likely than expected to be aware of the UKPSF, while those from Arts and Humanities, Health and Social Care and STEM were less so.

Length of service in higher education was also significantly associated with awareness ($\chi^2 = 9.417$, 2 d.f., $p < 0.009$); those who had worked for 16 or more years in the sector were more likely than expected to be aware of the UKPSF, whereas those with zero-15 years' service were all slightly less so.

As might be expected, respondents who held Fellowships were more likely than expected to be aware of the UKPSF ($\chi^2 = 53.142$, 1 d.f., $p < 0.001$); however, 214 of those with Fellowships still said that they were unaware of the UKPSF before this survey, suggesting that they do not associate the Fellowship they have received with the UKPSF.

In terms of impact on practice, respondents were asked to rate whether the UKPSF had affected how they thought about or undertook learning, teaching or assessment; what their formal responsibilities were; and whether this had changed thinking or practice at a departmental or institutional level. Responses are summarised in Table 7.

Table 7: A summary of ratings of the extent to which the UKPSF are believed to have changed practice

	Not at all	Only slightly	Somewhat	Greatly
Involvement with the UKPSF has changed the way that I think about learning, teaching and assessment.	18.3% (69)	28% (106)	39.7% (150)	14% (53)
Involvement with the UKPSF has changed the way that I undertake learning, teaching and assessment.	20.9% (76)	25.9% (94)	36.1% (131)	17.1% (62)
Involvement with the UKPSF has changed my involvement with formal responsibilities for learning, teaching and assessment.	28.6% (105)	29.4% (108)	24.3% (89)	17.7% (65)
Involvement with the UKPSF has changed the way that learning, teaching and assessment are talked or thought about, at a departmental or institutional level.	24.3% (89)	26.2% (96)	33% (121)	16.6% (61)

There were no significant differences in these patterns of response by mission group. There were differences by discipline group ($\chi^2 = 21.076$, 12 d.f., $p < 0.049$), with changes being slightly more prevalent than expected in Health and Social Care, and there being slightly less change than expected in STEM disciplines and Social Sciences.

One hundred and eighty five free text responses that gave examples of such changes were provided. Those included below illustrate the types of responses received.

'By having a better understanding of how people learn, I have sought to improve how I teach. In addition, I have attempted to revise the content of teaching sessions to make them more interactive and to allow more opportunity for students to learn from each other.'

'We have redesigned our HE teaching observation process - introduced peer-observation based around a new proforma linked to quality code.'

'There is greater emphasis on teaching in my institution than previously.'

There were also comments that suggested that even if the Framework did not effect changes, it nevertheless supported important values.

'The UKPSF is a formulation of a previously unwritten code that conscientious lecturers have always adhered to.'

Several points of concern were also raised, however, along with some direct – and in some cases, extremely passionate – criticism of the Framework and the HEA as a whole, including scepticism about its quality and credibility.

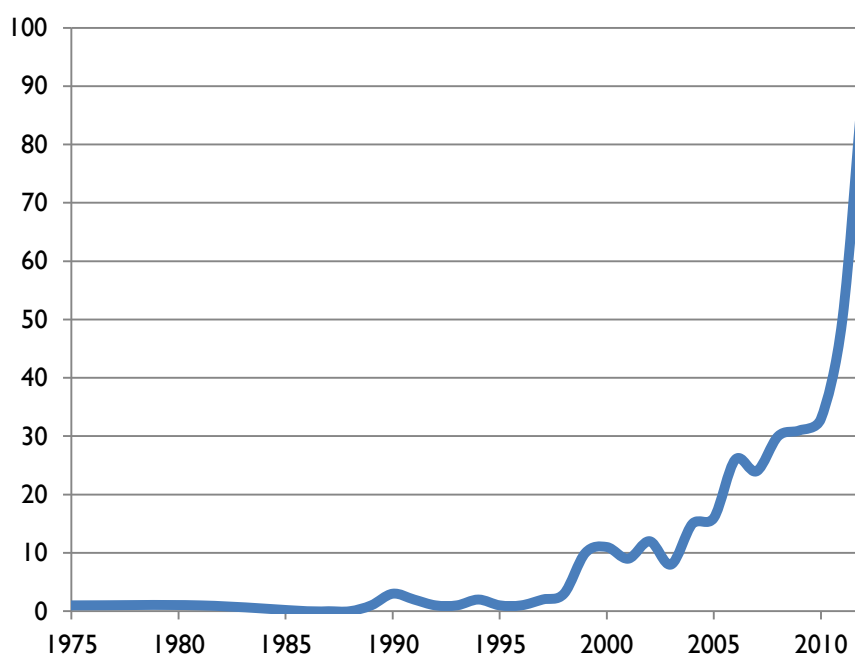
'Unfortunately, the change I am aware of is that the UKPSF has become a benchmark for compulsory box-ticking exercises which do not actually enhance teaching and learning but take staff time away from directly supporting students. The specific language of the UKPSF has become fetishized, and changes to come into line with it are largely cosmetic.'

4.5. The impact of courses

Respondents were asked whether they had completed a course or scheme that related to the UKPSF. Of the 1,178 UK-based respondents who answered this question, 34% (400) said they had; 66.5% (779) said they had not.

Of those who had, 59.8% (241) had received accreditation from the Higher Education Academy; 21.3% (86) from SEDA, ILT, ILTHE or another national body; 31.3% (126) from their own institution; and 4.2% (16) had not been accredited. Respondents were asked to give the year in which they completed the course; responses have been plotted in Figure 10.

Figure 10: Number of respondents completing an accredited course, by year



As shown, completions have risen sharply over recent years, with 92 completing in 2012, 50 in 2011, around 30 per year from 2008-2010, and dropping consistently below double figures before 1999. (This is likely to reflect the number of courses available in each period.)

There were significant differences between mission groups in the pattern of participation in courses associated with the UKPSF ($\chi^2 = 40.585$, 6 d.f., $p < 0.001$). Respondents from HE in FE institutions were less likely than expected to have taken such a course (only 39% of the expected number had done so), and those from Russell Group institutions were more likely than expected to have done so.

Length of time spent working in the sector was also significant ($\chi^2 = 37.960$, 2 d.f., $p < 0.001$), with those with zero-15 years' experience being more likely to have taken such a course, and those with 16 or more years being less likely. This accords with the growth in courses of this kind, particularly courses linked to probation, and the increasing prevalence of participation shown in Figure 10.

There were, however, no significant differences by discipline grouping.

As expected, those who had completed a course associated with the UKPSF were more likely to be aware of the Framework ($\chi^2 = 39.081$, 2 d.f., $p < 0.001$). However, 180 respondents had completed a course but said they were not aware of the Framework before this survey, suggesting that not all course participants draw the connection between their course and the UKPSF.

The influence of the course on learning, teaching and assessment practice was explored. As with the influence of the UKPSF, respondents were asked to rate whether the course had affected how they thought about or undertook learning, teaching or assessment; their formal responsibilities; and thinking or practice at a departmental or institutional level. Responses are summarised in Table 8.

Table 8: A summary of ratings of the extent to which completing a course was believed to have changed practice

	Not at all	Only slightly	Somewhat	Greatly
Involvement with the course has changed the way I think about learning, teaching and assessment.	6.5% (25)	13.2% (51)	30.8% (119)	49.5% (191)
Involvement with the course has changed the way I undertake learning, teaching and assessment.	7.1% (27)	11% (42)	37% (141)	44.9% (171)
Involvement with the course has changed my involvement with formal responsibilities for learning, teaching and assessment.	19.6% (74)	21% (79)	27.6% (104)	31.8% (120)
Involvement with the course has changed the way that learning, teaching and assessment are talked or thought about at a departmental or institutional level.	29% (107)	23.8% (88)	27.1% (100)	20.1% (74)

1994 Group respondents were less positive than expected about the extent to which involvement in the course had changed practice, while HE in FE respondents and those from unaffiliated institutions were more positive than expected ($\chi^2 = 20.997$, 12 d.f., $p < 0.050$). (Due to low expected values across the six mission groups, 'not at all' and 'only slightly' responses were combined for the analysis.)

There were also differences by discipline grouping. The number of respondents from Health and Social Care who thought that courses led to changes to practice was significantly higher than expected, while respondents from the Social Sciences were less positive than expected ($\chi^2 = 20.635$, 8 d.f., $p < 0.008$).

This pattern was repeated for responses concerning changes in the way respondents from Health and Social Care and from the Social Sciences thought about learning and teaching ($\chi^2 = 27.571$, 8 d.f., $p < 0.001$).

The number of respondents from Health and Social Care who thought that courses had led to changes in their professional responsibilities was significantly higher than expected, while the number from STEM disciplines was lower ($\chi^2 = 33.000$, 8 d.f., $p < 0.001$).

This pattern was repeated for responses concerning changes at departmental or institutional levels ($\chi^2 = 19.721$, 8 d.f., $p < 0.011$). There were no differences by length of experience working in higher education.

One hundred and sixty four free text responses were provided that elaborated on respondents' experiences. Some of these did indeed provide examples of changes.

'I have incorporated some new methods of assessment (eg computer-based assessment) into modules, and have applied some of the 'best practices' discussed into my lectures (eg powerpoint slides, interrupting lectures for small group discussions).'

'I have become much more aware of scholarship in the area of teaching practice. Without this course, I would have not engaged with the outside literature at all, and I have found this helpful in directing my teaching activities.'

However, concerns were expressed (in some cases very strongly) about the value of specific courses, and of their influence on institutions. Some less favourable views about the expertise of those leading these courses were also expressed. For example:

'I'm sorry to say that the main thing I learned was what it was like to be a student who didn't want to be there, and how to be strategic. I don't think of myself as a negative person, but I learned almost nothing from the content of the course.'

'The course was dreadful and I'm amazed that any university would accredit such a pointless waste of time.'

'The course has no influence to the department. Only to a personal level. The institution/department just do whatever they see fit in their business.'

The analysis of responses to the survey of teaching staff has identified examples both of the effective impact of the UKPSF, and several limitations on its impact. Perhaps the most striking of these is that around half of all respondents were either unaware of the UKPSF or did not know anything about it, before receiving the survey. This is a marked contrast to the institutional representatives, of whom the majority was positive about the UKPSF's impact. This suggests that the impact of the UKPSF may not be directly perceived by respondents across the institution, even where it influences their work. Interestingly, a number of respondents who held a Fellowship or had completed accredited courses still reported no awareness of the UKPSF.

While some of the differences in responses were predictable – for example, that those with longer periods of service in higher education were more likely to have received rewards or recognition for learning and teaching – there were other findings that are more noteworthy. Greater than expected levels of reward and recognition, greater prevalence of Fellowships and greater participation in accredited courses within Russell Group institutions could be seen to contradict the claims made in the survey of institutional representatives (see section 0) that the UKPSF has had no impact on reward and recognition, for example. The lower than expected levels of reward and recognition reported in 1994 Group and HE in FE institutions suggests priorities for intervention, particularly when taken alongside lower than expected numbers of Fellowship holders and participation in accredited courses in HE in FE institutions. Higher than expected levels of Fellowship holders in University Alliance institutions supports the claims by institutional representatives that the UKPSF has influenced policies and reward strategies in these institutions.

It would also be worth exploring in more detail the positive experiences of Health and Social Care respondents in relation to the impact of accredited courses, when contrasted with respondents from Social Sciences and STEM discipline groupings.

It is worth noting that not all respondents were, in fact, teaching staff. There were many responses from staff in support roles, or roles related to quality assurance and enhancement, and the decision was taken to treat these as a grouping alongside disciplinary teachers. This group was notable primarily for greater levels of awareness of the Framework, which may reflect the specialist roles of these respondents and the higher likelihood that they work in close alignment with the Academy's aims around the enhancement of learning, teaching and the student experience.

In terms of the survey itself, the generation of categories from the free text responses would allow the questions to be refined in future exercises, simplifying the data analysis.



5. Case studies

5.1. Introduction

To understand more fully how institutions were using the UKPSF we developed a set of eight case studies, which build upon the data gathered in the surveys. The aim of the case studies is to provide snapshots of institutional practice and engagement with the UKPSF. For each case, there is:

- a brief profile of the institution;
- an account of the broad institutional approach to engagement with the Framework;
- a list of courses and CPD opportunities aligned with the UKPSF;
- a description of how the UKPSF is drawn upon in relation to other institutional practices (including promotion policy, internal recognition schemes, appointments);
- departmental examples of use of the UKPSF, where relevant.

Following an account of the methodology for the case study strand of the project, the *Key Findings* section (5.3) summarizes both institutional approaches to using the UKPSF and the perspectives of interviewees from within the case study institutions. This section concludes with an outline of the activities and processes that are described in the case studies (section 5.3.10). The case studies comprise sections six to 13.

5.2. Methodology

The case study sites were selected according to numbers of respondents to the main survey. Institutions were considered as potential case study sites if 20 or more staff had completed the online survey, the respondent to the institutional representative survey had agreed to be interviewed, and there was evidence of engagement with the UKPSF. Efforts were made to ensure a reasonable range of case study institutions in terms of geographical location and institution mission.

Following this initial selection, we approached respondents from both surveys who had indicated they would be willing to be interviewed. Two people from each institution were approached and we conducted 16 interviews, mainly by telephone. We also drew on data from the surveys, online information from the institution websites and other relevant publicly available material. Draft case studies were shown to quoted interviewees for comment.

In addition to developing the case studies, the interview transcripts were analysed in order to provide a descriptive account of these individuals' perspectives on the UKPSF. Two researchers read the set of interview transcripts and independently drafted a list of main themes and sub-themes. The two very similar lists were rationalised to produce the final scheme, which is appended with illustrative quotations. While the results from this small number of interviews and case studies are not generalizable across the sector they may suggest questions that would benefit from investigation in a future, larger-scale study.

5.3. Key findings

5.3.1. Institutional approaches

The eight institutions meeting the criteria for case study selection are at different stages of engagement with the UKPSF. While there are recognisable trends within the range of approaches (for example, most institutions require engagement with the UKPSF via accredited courses for newly appointed academics), it is also the case that institutions have different emphasises in the ways they have aligned the UKPSF with policy and strategy.

Broadly speaking, a key growth area is the creation of opportunities for engagement with the Framework for mid-career and senior academics. Provision for part-time and graduate teaching assistants (GTAs) is also cited regularly as an area of increased development.

5.3.2. Institutional embedding

Interviewees talked about progress towards embedding the UKPSF in institutional policies and processes and what is needed within and beyond the institution to support successful embedding.

The Framework was generally felt to align with institutional values and mission, particularly where these foregrounded the student experience. In one institution, it was expected that all PhD students who taught should engage with the UKPSF.

Institutions were at different stages of embedding the Framework but the areas being considered were similar whatever stage had been reached. These were:

- teaching quality processes such as peer observation;
- alignment with CPD frameworks;
- performance management and appraisal schemes;
- promotion, particularly promotion to senior lecturer;
- reward and recognition schemes, including linking institutional Teaching Fellowships with the national scheme.

While institutional embedding was considered essential, different views were expressed about how and whether this could be achieved. Support from senior managers was seen as crucial and hence there is a need to disseminate upwards in an institution as well as downwards. Opinions about the setting of targets varied. Some institutions felt strongly that all staff should have UKPSF recognition and had set ambitious targets, whereas others viewed this as less of a priority. Peer pressure and support were mentioned as encouraging engagement and two institutions cited examples of disciplinary groups working together towards recognition. Encouraging team engagement was seen as a promising area for future development.

The need for external pressure on institutions was also mentioned and one respondent noted that the Higher Education Academy was not the type of organisation that could make demands on institutions. One institution was undertaking internal recording of rates of UKPSF attainment and reporting back to heads of department, in part with the HESA data collection in mind.

5.3.3. Institutional leadership in relation to UKPSF

According to interviewees, responsibility for leading institutional engagement tended to rest with the central academic development unit, with the role of the unit director often being very influential. The amount of involvement of a unit's staff in embedding the UKPSF in institutional policy and processes varied, however, with some comments suggesting they had not been as closely involved as they would have wished.

5.3.4. Staff awareness of the UKPSF

It appeared from interview data that staff were most likely to be informed about the Framework if they had participated in an accredited PGCE course or if they had undertaken a role in the management of teaching and learning in the institution. Again, the academic development unit was viewed as having a key role in informing staff about the Framework.

5.3.5. Value of the framework

Most interviewees expressed appreciation of the UKPSF. Several respondents stated that its existence was more important than the detail of what it says and it was seen as providing some leverage for staff tasked with leading teaching and learning work in an institution. Interviewees also mentioned the following reasons to value the Framework:

- it is a means of asserting one's identity as a teaching-focused academic;
- it is a means of recognising teaching, particularly in an institution with a strong research focus;
- it is flexible, inclusive and expressed in accessible language;
- it can be a unifying qualification in institutions where staff may come with many different qualifications (for instance, in an HE in FE context);
- it has national currency and staff increasingly include it in their CVs and job applications;
- as a national framework it can demonstrate parity between HEIs;
- the resources available to HEA Fellows are useful;
- the Framework helps to get people talking about education. It provides a common language. It can provide a focus within a discipline and across disciplines;
- it has helped to broaden understanding of what it means to be a professional educator;
- it has stimulated educational research in the disciplinary field.

It was clear that the descriptors are sometimes viewed as levels rather than categories, and worth noting that this, despite being a misinterpretation, was seen by some as a *valuable* characteristic of the Framework.

5.3.6. Additional benefits to individuals

For individuals, the benefits of the UKPSF were that it can support an application for promotion; it promotes reflection on teaching development; and it presents an opportunity to 'evidence' achievements in teaching and expertise in learning and teaching.

5.3.7. Alignment with other standards and qualifications

In the past, there were links between the Institute for Learning and Teaching in Higher Education and other professional organisations and several interviewees mentioned the fact that the UKPSF is not automatically mapped to other professional standards. A recurring theme, for example, was the need to accredit nurse teachers against the Nursing and Midwifery Council (NMC) framework as well as the UKPSF. To achieve this, institutions tended to offer a separate Postgraduate Certificate with NMC and UKPSF accreditation, or to map the UKPSF to the NMC framework. Other disciplines that require professional body accreditation in order to practice were also mentioned, examples being veterinary nursing, counselling and the requirement for teachers in FE colleges to be Institute for Learning members.

5.3.8. Future plans

All case study institutions were engaged in development related to the UKPSF. The most common areas of work were developing an institution-wide CPD scheme and creating routes to Senior Fellow of the Higher Education Academy SFHEA (D3) for experienced and senior staff. The 2011 version of the UKPSF was stated to be a more helpful structure for supporting this development in several institutions. However, in one institution, the change had meant that routes needed rethinking. Linking UKPSF recognition with appointments and mapping it to posts were mentioned as future work being considered. Concern was expressed about helping all staff across an institution to achieve recognition with current resources; mentoring staff working towards D3 and D4 is seen as particularly resource intensive.

5.3.9. Difficulties with the UKPSF

The main areas of difficulty that interviewees mentioned were:

- discipline and culture: compared with other frameworks (eg Institute for Learning) staff may consider the UKPSF vague and need support to interpret it and relate it to their practice. The language is perceived to be drawn from a social science discourse and is alien for scientists, according to one interviewee;
- SFHEA (D3) was mentioned as difficult to evidence in three interviews and a member of staff with a leadership role in relation to teaching and learning felt that the requirement for current assessment practice was a barrier to recognition at SFHEA (D3);
- the very high teaching load in FE colleges was stated to be a barrier to participation in scholarly activity for staff in such institutions;
- there was some confusion about the relationship between HEA Fellowship and UKPSF accreditation and a desire for clarification was expressed;
- staff did not always appreciate that the Framework does not map directly to posts (for instance, that a senior lectureship post does not necessarily imply Senior Fellowship recognition);
- resistance and lack of engagement among individual staff members was mentioned. Reasons cited were that they might already have a teaching qualification and/or years of experience; that they were not seeking promotion; that a research career path was more important than teaching.

Conflicting opinions were expressed about whether the UKPSF accommodates support staff. On the one hand, we found strong endorsement of the inclusivity of the framework and an institutional policy to encourage their recognition but it was also stated that such staff were excluded. The differences may be accounted for partly by institutional culture and the definition of 'support staff'.

5.3.10. Institutional highlights

The following are highlights of the activities and processes that are described in the case studies that follow in sections six to 13:

- CPD: Oxford Brookes has implemented a *wide-ranging CPD framework aimed at experienced academics*, which is accredited at levels D1-D4. The framework is aligned with annual professional review for staff and the teaching quality enhancement process;
- *online provision* and the UKPSF: Oxford Brookes runs a MOOC (massive, open, online course) *First Steps* which features the UKPSF as a subject in the curriculum as well as being mapped against it;
- *professional recognition of a teaching team*: the Department of Dance at the University of Roehampton achieved accreditation at FHEA (D2) as a cohort;
- discipline-based work:
 - Ulster – the School of Nursing has *mapped the UKPSF against other professional frameworks*, including the Nursing and Midwifery Council's Standards to Support Learning and Assessment in Practice. It has also worked to create opportunities for staff to take on advisory responsibilities to help them *demonstrate impact* in teaching and learning; Durham – the *values of the UKPSF are engaged with implicitly* through the science education forum for academics in the Science Faculty;
 - Glamorgan encourages engagement with the Framework from a *disciplinary perspective* via faculty seminars;
- Research – the University of Ulster has established a *research group* exploring educational issues within nursing and health studies. The UKPSF has been credited with stimulating this area;
- Appointments - Roehampton has embedded the UKPSF recognition in its *hiring policy and processes*;
- internal teaching fellowship schemes – Oxford Brookes, the University of Roehampton and Worcester University have *internal teaching fellowship schemes* that are linked with the UKPSF in some way;
- postgraduates – at City University all *PhD students* have the opportunity to work towards AHEA (D1);
- *staff who support learning and teaching* are encouraged to achieve UKPSF recognition at Glamorgan;
- MA provision – *experienced staff can take modules within the MA Higher Education* at Worcester for accreditation at SFHEA (D3).

6. Case study - City University

6.1. Profile

City University is a multi-disciplinary institution located in central London. It has more than 17,000 students, 35% of them on postgraduate courses. There is a strong focus on research excellence but the university has also recently embarked on a *Change Academy* project to address the question of what constitutes teaching excellence at City.

City University has programmes accredited against UKPSF Descriptors 1, 2 and 3, namely AFHEA (D1), FHEA (D2) and SFHEA (D3).

6.2. Approach

Activity related to the UKPSF is led by the Learning Development Centre (LDC).¹ The LDC has links with the Schools through its own staff and a network of Associate Deans who focus on Education in their disciplines.

Dr Pam Parker, Associate Director of the Learning Development Centre, outlined the City University approach. There are currently no institutional targets for HEA Fellowship but there is an established programme through which both staff and PhD students can gain recognition against the UKPSF (See *Opportunities for engagement* below). This was mapped against the previous version of the UKPSF and the mapping has been transferred, with some modifications, to the current version.

The LDC also co-ordinates a Learning Development Fellows scheme and supports projects within Schools and cross-institutional work on teaching, learning and assessment. A medium-term aim is to integrate these and a number of other activities into a 'scholarly framework for learning and teaching'. This would be accredited against the UKPSF and, where relevant, similar standards of other professional bodies. An early draft of the framework was presented at the 2012 ISSOTL conference.²

The Graduate School aims to give all PhD students appropriate training before they teach. Increasing numbers of PhD students are now working towards Associate Fellowship (D1).

6.3. Opportunities for engagement with the UKPSF

Staff are made aware of the UKPSF through the LDC website and activities of the associate deans. In the School of Health Sciences, for example, the framework was discussed by the Teaching and Learning Committee and disseminated to departmental staff from there.

Apart from this, the main opportunities for engagement are through the MA Academic Practices, a Postgraduate Certificate and the university's portfolio scheme. Notable features of these programmes are: the accommodation of PhD students who teach; mapping to the Nursing and Midwifery Council (NMC) framework in addition to the UKPSF; a route to Senior Fellow for experienced staff.

6.3.1. Courses

The MA Academic Practices³ is a modular course that incorporates:

- Introductory Certificate (AFHEA/D1): a single module suited to those with teaching as a minor part of their role or who are just starting their teaching career. Participants include PhD students;
- Postgraduate Certificate (FHEA/D2 and NMC framework): a one-year, part-time course for early-career staff with teaching as a major part of their role. There are two possible routes, leading to Postgraduate Certificate Academic Practice or Postgraduate Certificate Academic Practice (Technology Enabled). Some PhD students are now participating;
- Postgraduate Diploma: (FHEA/D2): This is intended for more experienced staff, who may APL into this second year;
- MA: a dissertation in the third year leads to the full MA award.

Individual modules may also be taken as CPD.

¹ <http://www.city.ac.uk/about/education/l dc>

² <http://issotl12.com/posters/>

³ <http://www.city.ac.uk/about/education/l dc/academic-practice-and-phd-programme/academic-practices-programme-and-modules>

6.3.2. Portfolio scheme

Staff who have ‘demonstrated prolonged commitment to educational development at City University’ are invited to become Learning Development Fellows. There are currently over 60 of these. Starting in November 2012, experienced staff can gain SFHEA (D3) recognition and also become Senior Learning Development Fellows through the Learning Development Fellowship Scheme. This involves an initial workshop and completion of a portfolio.

Sample quotes from the survey data:

‘But there’s a gap, it fills a real gap. You know, often you get things and you think, what’s that? How does that relate to me? But there was something that related exactly to me.’

‘I think it’s fantastically laid out, the fact that it’s short, accessible, uses language that everybody understands, whether they’re a learning technologist or a librarian or an academic...’

‘the university is kind of re-profiling itself, moving to much more of a research focus [...]. So for me it felt very pertinent for my role and for my colleagues who also focus on education, to be able to look at this and say, yes we can recognise something [...]. Going forward I’d like the executive committee in the School to consider using the framework to actually – to kind of recognise where people are at with it, so that academic staff have a positive way of describing their teaching excellence, with the recognition of being a Fellow, etc. A shift from saying what they are not to what they are.’ Julie Attenborough, Associate Dean for Education (Technology and Innovation) School of Health Sciences.

7. Case study – Durham University

7.1. Profile

Durham University, one of the UK's oldest HE institutions, is a research-intensive university with approximately 15,300 students and over 3,000 members of staff, of which about 1,700 are involved with teaching.

Durham is organised on a collegiate system and comprises three faculties: Arts and Humanities, Science, and Social Science and Health.

7.2. Approach

At Durham, engagement with the UKPSF is most closely aligned with courses for early-career staff which are accredited at AHEA (D1) and FHEA (D2). Accreditation is currently being sought for CPD opportunities for more experienced academics who wish to pursue SFHEA (D3) or PFHEA (D4), and a commitment to such opportunities is set out in the University Quality Management Framework.⁴

Fellowship of the HEA also features in HR career progression guidance where it is listed as a potential indicator of 'Esteem and Impact' in the Education section of the progression and promotion document.⁵

7.3. Opportunities for engagement with the UKPSF

Currently, the primary means of recognition is through the following courses:

- DULTA - Durham University Learning and Teaching Award

This course is taught via workshops, mentoring, professional groups and online support, and is accredited at AHEA (D1). Those who have completed the course can progress to Module 2 of the PGCAP.⁶

- PGCAP - Postgraduate Certificate in Academic Practice

Early career academics and teaching Fellows with contracts of two years or more are expected to undertake modules 1 and 2 of the PGCAP, and successful completion gains them Fellowship of the HEA (D2). FHEA is mandatory for those undergoing a probationary period. The Durham PGCAP foregrounds reflexive practice, and optional modules address disciplinary approaches to teaching and learning, supervision of postgraduates and developing funded research.⁷

7.4. Ongoing developments

The current emphasis at Durham in relation to the UKPSF is to establish accreditation for CPD opportunities for senior staff and to encourage applications across the institution at SFHEA (D3) and PFHEA (D4). There are a number of academics with FHEA status and the institution is now focusing on more experienced staff and those with management responsibilities:

'We're going through a process ...to validate up to senior and principal fellowship levels of the HEA. So it's more central now to our thinking and there will be a more explicit link with the framework and the staff development CPD programmes that we have in the university in the future.' (Academic and senior manager)

One interviewee also spoke of the importance of activities that are *implicitly* aligned with the values of the UKPSF, such as the science education forum in which academics at Durham, along with colleagues from other institutions, meet regularly to discuss learning and teaching practice in the discipline.

⁴ <http://www.dur.ac.uk/learningandteaching.handbook/7/5/1/>

⁵ <http://www.dur.ac.uk/hr/policies/promotion/prominfo/>

⁶ <http://www.dur.ac.uk/graduate.school/staff/dulta/>

⁷ <http://www.dur.ac.uk/education/cap/pgcap/>

Sample quotes from the survey data:

'The UKPSF has provided a series of benchmarks for learning and teaching, which have been very beneficial in developing initial and continuing professional development programmes.'

'The UKPSF is supposedly about academic practice as a whole, but in fact it concentrates almost solely upon learning and teaching. For researchers, we use the Vitae researcher development framework as a guide.'

'In terms of management of teaching and also as a framework or a skeleton in which we can as a university show a pathway for improvement and thinking about teaching and management of teaching in a structured way, it's very important. ... the framework is important because it's there, because it's a focus point.'

8. Case study - University of Glamorgan⁸

8.1. Profile

Located on four campuses in and around Cardiff and the South Wales Valleys, the University of Glamorgan has 22,000 students, 16,346 undergraduates, 4,034 postgraduates and 2,288 on further education courses. Its four academic faculties are: Business and Society; Advanced Technology; Health, Sport and Science; and the Cardiff School of Creative and Cultural Industries, plus the Royal Welsh College of Music and Drama.

The university has established routes to recognition for AFHEA (D1), FHEA (D2) and SFHEA (D3) and has over 120 UKPSF-accredited Fellows.

8.2. Approach

The Centre for Excellence in Learning and Teaching (CELT) leads activity related to the UKPSF.⁹ Haydn Blackey, the Head of CELT, describes the approach as both strategic and operational.

The framework is seen as supporting the institutional mission, since the student experience is a key strategic agenda item and teaching and learning are essential parts of this experience. Academic Board has approved targets for the institution in the three-year Learning and Teaching Strategy. The aim is that *all* staff who teach should achieve professional recognition within the UKPSF. There are stepped targets of 35% in 2013-14, rising to 80% and then 100% over the following two years. An accredited CPD route to AFHEA (D1), FHEA (D2), and SFHEA (D3), has been added to the existing provision of accreditation via taught programmes. Since support staff influence student experiences, they are encouraged to obtain AFHEA (D1) recognition.

'The way we see it is that these staff have chosen to work in HE, and Associate Fellow lets them recognise their HE professionalism in addition to their other professional recognition, for example as librarians'. Haydn Blackey

CELT has found it most effective to engage with staff within disciplinary contexts. Termly UKPSF seminars are held in faculties, with seminars once a year for support staff. The Head and Deputy Head of CELT also present the UKPSF at divisional and department meetings. As a result, staff encourage one another to work towards FHEA (D2) and in one faculty the Dean and Senior Management Team have taken the lead, all seeking accreditation for themselves as a model for their staff. The university has a number of courses in which staff from professional practice come in with professional expertise but no teaching experience. The disciplinary focus arose from successful work with a group from the police, and the approach has now been extended to all faculties. Working in this way is felt to provide peer support - and pressure - to encourage completion.

Fellowship is also integrated into the promotion structure:

- staff aiming for promotion from senior to principal lecturer must have FHEA (D2);
- FHEA (D2) is a desirable criterion in external senior lecturer applications;
- readership and professorial promotion routes with a learning and teaching focus have been introduced and SFHEA (D3) would be expected of a professorial candidate applying via the learning and teaching route.

8.3. Opportunities for engagement with the UKPSF

The university offers accreditation against AFHEA (D1), FHEA (D2) and SFHEA (D3). The range of provision includes taught programmes and an accredited CPD framework.

8.3.1. Courses

Staff with fewer than four years' teaching experience take a Postgraduate Certificate:

- Postgraduate Certificate in Learning and Teaching (HE) to FHEA (D2), or;
- Postgraduate Certificate (Health and Social Care Professionals) to FHEA (D2). This course also meets Nursing and Midwifery Council (NMC) criteria and is offered to nurses working in the community as well as to those in the university.

⁸ Since this case study was produced The University of Glamorgan has become The University of South Wales

⁹ <http://celt.southwales.ac.uk/>

8.3.2. CPD

Existing staff are encouraged to take the CPD route to Fellowship through the Continuing Professional Development Framework.¹⁰ This is accredited against D1, D2 and D3 and caters for both experienced teaching staff and staff who support learning and teaching. There is a link from the CELT home page to information about the UKPSF, with details about a [seminar](#) on becoming a Fellow or Senior Fellow. Fellowship is presented to and valued by staff as a *portable* qualification.

Sample quotes from the survey data:

'As a librarian of several years' experience, I was already aware of good practice in terms of the learning and teaching that forms part of my role, however when the opportunity came along to increase and formalise my understanding by working more closely with an academic and then applying for the FHEA ... I grabbed it! It is extremely useful to be dual qualified (chartered librarian, with a teaching qualification and FHEA) to be able to provide evidence of my good practice to my employer or future employers. It gave me the time and opportunity to learn more about learning and teaching and develop in confidence in my work. I have a greater understanding of the work of my academic colleagues and can therefore support them and the students more effectively.'

¹⁰ <http://celt.southwales.ac.uk/resources/hea/>



9. Case study – Oxford Brookes University

9.1. Profile

Oxford Brookes is a modern, multi-disciplinary institution based on three Oxford campuses. Additionally students on a small number of healthcare courses are located at Ferndale campus in Swindon.

Oxford Brookes employs about 850 academic staff and currently has approximately 20,000 students. At the start of 2013, Brookes was one of 14 institutions with accredited CPD provision to support teaching staff to engage with all levels (D1-D4) of the UKPSF.

9.2. Approach

At Oxford Brookes engagement with the UKPSF is closely aligned with broader institutional policy for teaching quality. The UKPSF underpins the university's framework for Continuing Personal Professional Development in Learning and Teaching (CPPD) which encompasses a number of related initiatives.¹¹ (See sections 9.2.1 and 9.3 for details.) The CPPD framework foregrounds the benchmarking of SFHEA (D3) and PFHEA (D4) opportunities for more experienced staff.

Annual CPD is compulsory for all staff who teach at Brookes. Professor John Raftery, PVC for the Student Experience, describes Oxford Brookes as a learning organisation (as conceptualised by Peter Senge) and suggests that the UKPSF is 'absolutely resonant' with the institution's mission and its approach to professional development.

Specific engagement with the UKPSF is via courses for early-career staff (part-time teachers, GTAs and recently appointed academics) and an accredited experiential route for those seeking SFHEA (D3) or PFHEA (D4) status. Additionally, the UKPSF informs other institution-wide initiatives ranging from internal fellowships to a peer-reviewed journal.

9.2.1. Courses

A number of courses offered by the Oxford Centre for Staff and Learning Development (OCSLD) target part-time and early-career staff who have teaching and learning support responsibilities. These courses, accredited against AHEA (D1) and FHEA (D2), include:

- the *Associate Teachers* course (the first of two modules that comprise the PCTHE) can be taken by GTAs and part-time staff and is accredited against D1;
- *PCTHE* (Postgraduate Certificate in Teaching in Higher Education) is composed of two modules and leads to Fellowship of the HEA (D2). All newly appointed, early-career academics are required to complete the PCTHE;
- the *First Steps programme* is open to part-time teachers, often research students, who are new to teaching and who lead seminar groups, support labs or engage in similar activities. The course is not credit bearing, but can be used as part of an 'APEL claim' towards the *Associate Teachers* course, PCTHE or similar programmes. The course is underpinned by the UKPSF;
- the *First Steps Open Online Course* – this MOOC, based on the First Steps face-to-face course, features the UKPSF as an object of study as well as being mapped against it. This online course is open and freely offered to external participants.¹²

9.2.2. CPD

HEA Senior Fellow and Principal Fellow Pathway Programme.¹³

This programme offers experienced academics the opportunity to gain SFHEA (D3) or PHEA (D4) via an accredited peer support and review process. Potential participants complete an initial audit of teaching achievements, awareness and experience; they also construct an action plan and timetable. They then engage in development and reflection activities with the aid of a peer coach, before making a submission to peer reviewers and the programme co-ordinator. Upon successful completion of the programme, participants are awarded SFHEA or PFHEA status.

¹¹ http://www.brookes.ac.uk/services/ocslid/resources/cppd_framework/index.html

¹² http://www.brookes.ac.uk/services/ocslid/online/first_steps/index.html

¹³ http://www.brookes.ac.uk/services/ocslid/staffcourses/learning_teaching/pathway_programme/index.html

9.3. Institution-wide initiatives linked to the UKPSF

There is a range of cross-university initiatives linked to the UKPSF. Here are four:

1. PETAL (Peer Enhancement of Teaching, Assessment and Learning)¹⁴

The PETAL initiative is part of the broader development of teaching quality. All staff who teach or support learning are required to participate, annually, in team-based peer-enhancement activities and to record the impact of this engagement upon their individual practice as part of their yearly personal review (see PDR below). The PETAL scheme articulates a close alignment with the professional values set out in the UKPSF.

2. Brookes Teaching Fellowship Awards¹⁵

This scheme, described, in part, as a local version of the HEA's NTF programme, recognises and supports teaching excellence via three categories of fellowship:

- Brookes Teaching Fellowship;
- Brookes Associate Teaching Fellowship (for early career staff);
- Brookes Teaching Team Fellowships (for course teams).

Brookes teaching fellows are encouraged to apply for Senior Fellowship of the HEA after completing a personal fellowship project in the two years following their award.

3. Personal Development and Review Scheme (PDR)¹⁶

In this annual review of performance and planning of development needs 'work towards Senior Fellowship of the HEA' is identified in the guidance notes as potential evidence of achievement or a development goal.

4. Brookes eJournal of Learning and Teaching (BeJLT)

This peer-reviewed online journal has been described by the editor, in relation to the UKPSF, as a means by which HE teachers' values can be articulated and made more visible (Sharpe 2011).¹⁷

Sample quotes from the survey data:

'The UKPSF is a valuable additional tool, but not the major driver for change.'

'It is too early to identify specific changes in approaches to teaching, learning or assessment. However, the existence of the UKPSF and the creation of Senior and Principal Fellowships of the HEA have given a greater prominence to, and external recognition of, colleagues who have made a particular commitment to being an HE teacher and to the importance of continuing professional development.'

'There is general excitement among Brookes staff for the re-launched fellowship levels from the HEA and this has allowed a raised profile for people who are good teachers already. In time it may impact on more people, but at present it is recognition of existing good practice, not of making people change what they are doing; this will take time.'

¹⁴ <https://sites.google.com/a/brookes.ac.uk/petal>

¹⁵ <http://www.brookes.ac.uk/services/ocslid/about/fellowships/index.html>

¹⁶ http://www.brookes.ac.uk/services/hr/pdr/academic_work.html

¹⁷ http://bejlt.brookes.ac.uk/academic_practice_and_values/ 'Whatever the exact shape of the revised Professional Standards Framework, it will continue to be based on professional values such as those we have seen here. I hope that by reading and contributing to BeJLT we, as a community of higher education teachers, can promote our professional values and make them more visible.' Rhona Sharpe, (2011) BeJLT,(3:2)17



10. Case study – University of Roehampton

10.1. Profile

The University of Roehampton is located south-west of London and comprises four colleges. It has 9000 students and offers undergraduate and postgraduate degrees across a range of subjects including social sciences, humanities, business studies, life sciences, dance and drama. Roehampton employs 1200 members of staff in teaching, administrative and technical roles.

The institution offers recognition at all levels of the UKPSF: D1-D4.

10.2. Approach

Currently, the primary ways teaching staff engage with the UKPSF are through the probationary programme for new lecturers and the process of applying for promotion or an academic post. Additionally, the institution has recently had its CPD framework for mid-career and more experienced staff accredited at SFHEA (D3) and PFHEA (D4).

Other institutional teaching reward and recognition processes are also aligned with the UKPSF. For example, there is an interest in supporting programme teams to engage with the Framework, and one department, Dance, has sought fellowship status FHEA (D2) for all academics en masse.

Increasingly, there exists an institutional expectation that those involved in teaching will have accreditation at D2 level.¹⁸ Up to now, engagement with the UKPSF has focused on supporting as many as staff as possible to achieve FHEA (D2), and heads of departments receive annual reports outlining the percentage of their staff who have attained this status.

10.3. Institution-wide opportunities for engagement with the UKPSF

The range of UKPSF opportunities includes taught courses and an accredited CPD programme.

10.3.1. Courses

An Introduction to supporting learning and teaching in HE

This course is open to early career staff (academic and support), including GTAs and part-time teachers, and is accredited at AHEA (D1).

University of Roehampton Certificate in Learning and Teaching in HE (URCert)

This course, for newly appointed early-career academics, is distinctive in that it does not attract M-level credits, but is accredited at FHEA (D2). Particular focus is on the scholarship of learning and teaching and action research. The programme also includes observation of teaching by student consultants. Assessment is by portfolio and includes a virtual reading group activity and an e-poster.¹⁹

10.3.2. CPD

*Roehampton Professional Development Framework*²⁰

This framework, part of the Staff Experience Strategy, brings together a number of institutional schemes that recognise teaching achievement and support career progression. It is accredited at all levels D1-D4.

The Roehampton framework offers staff opportunities to record evidence and achievements that might figure in probation, promotion or awards, such as the Roehampton Teaching Fellowship. Staff wishing to pursue D3 and D4 are supported by the Learning and Teaching Enhancement Unit (LTEU) to prepare portfolios for an internal accreditation panel.

¹⁸ LTEU page: <http://www.roehampton.ac.uk/Services/LTEU/Excellent-Teaching/>

¹⁹ Peat, J. 'Credit-free certificates for new academics'. SEDA workshop

²⁰ Julie Hall case study: Enabling development and embedding of the UK PSF for teaching and supporting learning in higher education

10.4. Institutional initiatives and policies aligned with the UKPSF

University of Roehampton Teaching Fellows: This scheme rewards excellence in teaching; since its inception in 2004, 52 fellowships have been awarded.

Promotion: The UKPSF features prominently in promotion criteria. FHEA (D2) accreditation is required to progress from lecturer to senior lecturer. Academics seeking promotion who have not already attained D2 (through the URCert or equivalent) are supported through the CPD route to gain D2 status. Those seeking promotion to principal lecturer are expected to have achieved or be working towards D3.

Appointments: The UKPSF is addressed in guidance documentation for potential applicants for academic posts at Roehampton. Lecturers and senior lecturers are expected to demonstrate achievement of D2 while prospective principal lecturers and professors are expected to be working towards or to have obtained D3 or equivalent.

10.5. Emerging issues

Resource implications of CPD route

Supporting staff through to more advanced levels of the Framework involves mentoring, managing review panels, and raising awareness within departments. This work is resource-intensive which may have negative implications for smaller academic development units who lead it.

Working with other frameworks

The University of Roehampton has run a number of SEDA PDF courses (eg the Embedding Learning Technologies course; SEDA Certificate for University Administrators), and finds that these courses offer a flexible framework that can be used with different groups of staff. In particular, the SEDA courses are open to student-facing specialists (in study skills for example) and administrators who support learning and teaching.

Julie Hall, Head of the LTEU, has been keen to continue working with the SEDA framework and has therefore aligned the SEDA programmes to the UKPSF:

'We've had quite a few of the SEDA PDF courses here because they [offer] a nice, quite flexible framework that we've used with various groups of staff. We've run a 'supporting students' programme for our study skills people; we've run a certificate in professional practice for our administrators. And we've run one for research supervisors. I didn't feel that the UKPSF by itself was enough. I wanted to hang onto those programmes.... so we've carried on doing that and we've tried to map those programmes onto the UKPSF.'

10.6. UKPSF in practice

Departmental work

As suggested above, there is interest at Roehampton in recognising collective achievements in teaching, and the department of Dance, top-rated in the 2008 RAE, pursued FHEA (D2) status as a team. In collaboration with the LTEU, they organised workshops and amassed evidence so that all members of the department could achieve D2. The department cites this achievement on its website and job advertisements, and the example is now used across the institution to encourage other teaching teams to consider engaging collaboratively with the Framework.^{21, 22}

Sample quotes from the survey data:

'... it was very interesting thinking about how ... aspects of the framework or dimension of practice matched what I was doing and what I was planning to do in my teaching... It was very useful to let me reflect on a whole new level on what it is I do and what I have done in the past and what I plan to do in the future. So, (one of the things I realised was) I was already doing a lot of the things, which was nice. But I haven't explicitly changed my practice.'

'I think it's been useful that it has existed. I can argue within the university that we're missing out on a national marker of quality and perhaps if the standards weren't there it would remain an internal thing.'

²¹ Job advert in Dance: http://www.roehampton.ac.uk/uploadedFiles/Pages_Assets/PDFs_and_Word_Docs/Human_Resources/HR108-12%20Reader-Prof%20PIP%20-%20Academic.pdf

²² Department of Dance website: <http://www.roehampton.ac.uk/dance/>



11. Case study – University of Ulster

11.1. Profile

The University of Ulster is a multi-disciplinary institution with six faculties: Arts; Art, Design and the Built Environment; Life and Health Sciences; Computing and Engineering; Social Sciences and Ulster Business School. It has particular strengths in Biomedical Sciences, Nursing and Midwifery and Celtic Studies. Founded in 1984 by Royal Charter, it is distributed over four campuses in Northern Ireland: Belfast, Coleraine, Magee, Jordanstown. Total enrolment in 2012-13 was 26,642.

Recognition against the UKPSF is available at D1, D2, D3 and D4 at Ulster via a combination of taught courses and CPD activities.

11.2. Approach

Currently, the three key cross-institutional ways in which teaching staff engage with the UKPSF at the University of Ulster are via courses for early career staff (part-time teachers, GTAs and recently appointed academics), CPD (for mid-career and senior staff), and promotion.

Additionally, the University of Ulster is aligning its internal teaching recognition opportunities and awards with the UKPSF. These include the awards scheme for excellence in teaching and learning support: Distinguished Teaching Fellowship (DTF) and Distinguished Learning Support Fellowship (DLSF). There is also an ongoing programme of work aligning the UKPSF with professional frameworks in Nursing (see below).

It is anticipated that awareness of the UKPSF will grow over the next two to three years as the opportunities for recognition of teaching excellence are aligned, and as a requirement for fellowship of the HEA becomes embedded in promotion procedures. Staff who are moving from lecturer to senior lecturer along the teaching and learning track are increasingly expected to be Fellows of the HEA (D2).

Dr Sarah Maguire, Professional Development Manager, envisages that as practices and processes become aligned with the PSF that a 'common language [will be] used at opportunities such as appraisals, initial development meetings that people have in their probationary period and in discussions about teaching and learning'.

11.3. Institution-wide opportunities for engagement with the UKPSF

The university offers recognition against levels D1-4. The range of provision includes accredited taught programmes and an accredited CPD programme.

11.3.1. Courses

First Steps

This is a course for staff (including GTAs) with part-time teaching or learning support roles who wish to enhance and validate their experience. The programme comprises workshops, observation, work-based training and a series of written assignments. Upon completion, participants gain Associate Fellowship of the HEA (D1).

PGCHEP (Postgraduate Certificate in Higher Education Practice)

This course, required for all new, probationary staff, leads to Fellowship of the HEA (D2).

Postgraduate Certificate Education for Nurses and Midwives

This course, offered in the School of Nursing, leads to FHEA (D2) (see more below.)

11.3.2. CPD

Experiential route

Primarily designed for mid-career and senior staff, the CPD Experiential route is an opportunity to map achievement against the Framework. This scheme, once accreditation is confirmed by the HEA, will enable staff to achieve any level of Fellowship, Associate (D1), Fellow (D2), Senior (D3) or Principal (D4). It comprises group workshops and individual mentoring support, and culminates in an e-portfolio submission which is assessed through a professional conversation and ratified by an internal recognition panel.

11.4. UKPSF in practice: the School of Nursing

The School of Nursing is engaging with the UKPSF on a number of levels: professional accreditation, identifying wider impact opportunities for early career staff, and research. Considerable work has been done aligning the UKPSF with four other professional frameworks including:

- the NHS Knowledge and Skills Framework (NHS KSF);
- the Nursing & Midwifery Council's Standard to Support Learning and Assessment in Practice;
- the Health Professions Council's Standards of Education and Training;
- the National Occupational Standards for Management and Leadership.²³

As suggested above, the PGCE for Nurses and Midwives is accredited against the UKPSF and upon successful completion participants gain FHEA (D2).

One challenge that Professor Owen Barr, Head of the School of Nursing, has encountered when supporting colleagues to work with the PSF is that descriptors do not map onto 'roles' so a common misconception is that a senior lecturer role equates to Senior Fellowship of the HEA. However, as Professor Barr observes, an excellent lecturer might meet D3 of the Framework (SFHEA). This challenge has influenced practice within the School of Nursing. Aware that lecturers may have difficulty demonstrating broader impact in teaching and learning, the School is now actively seeking opportunities to enable staff to take on a wider range of advisory responsibilities:

'[Lecturers] may not be on those [external] groups or committees ... and [impact] is hard to demonstrate, but they may be able to demonstrate everything else. [The UKPSF] has been useful for us, because it means that we're having to think about where are those opportunities for people.'

Beyond this, engagement with the UKPSF has increased opportunities for conversations about education. An ongoing development within the Institute of Nursing and Health Research within the School of Nursing (one of the top three UK research units in the 2008 RAE) is the establishment of a research group exploring educational issues within nursing and health studies. The UKPSF has been credited by the Head of the School of Nursing for helping stimulate research in this area.

Sample quotes from the survey data:

'the UKPSF... is getting people to talk much more about education [across the university]'

'it's provided space for staff who are involved in learning support to be acknowledged as well and that has been very much something that we've been trying to achieve for many years here and it's helped with that.'

'It provides a framework for discussing teaching and learning in a student-centred way. It professionalises teaching and learning activity and makes it important in its own right.'

'I think it's early days for us but I do think the UKPSF will have a positive effect on the way teaching and learning is perceived within our institution. In other words, I think people will begin to take the teaching and learning agenda a lot more seriously.'

12. Case study - Warwickshire College

12.1. Profile

Warwickshire College has six centres and 18,500 students, over 1000 of these on higher education courses. The main discipline areas are veterinary nursing and animal welfare, business and management, horticulture, equine studies, engineering, counselling, computing, art and design, and early years care and education. Around 100 staff teach on HE courses. The College has five university partners.

Warwickshire College became a member of the HEA in October 2012 and is developing a CPD framework for accreditation against the UKPSF.

12.2. Approach

A strategic objective for 2012-13 and beyond is to align HE professional development in the college with the UKPSF and to get this CPD programme accredited by the Academy. The emphasis is on developing a college-wide approach so that staff can gain recognition within their normal workload and expectations. For this reason, the college is not promoting the individual route to Fellowship at present.

The current (2011) version of the UKPSF is felt to be more helpful than earlier versions.

'It makes more sense in terms of structure. The detail helps us align our CPD framework with other HE institutions and facilitate improvements to our CPD programme.' Dr. Tanya Carey (HE Academic Support Officer)

All Warwickshire College teaching staff are expected to have, or to be working towards, a teaching qualification; this is a requirement in the FE sector. Compatibility with FE teaching requirements is important for those staff involved in both FE and HE teaching. To staff who are accustomed to a more detailed and rigid FE professional practice framework, the UKPSF may initially be perceived as lacking precision. However, the UKPSF also has particular value in this context, as a means of demonstrating equivalence with HE teaching in universities.

12.3. Opportunities for engagement with the UKPSF

HE Teaching and Learning Conferences take place three times per year. Staff have been informed about the UKPSF through these.

12.3.1. Professional development framework

In addition to the Teaching and Learning conferences, the HE staff development framework that is being developed will include the following activities, all of which are currently available to staff:

- HE teaching induction: an in-house training programme for staff new to the college or new to teaching HE. The aim is to familiarise them with HE and how it may differ from FE teaching and to highlight features particular to delivering HE in FE;
- lesson observations: 'all our staff do peer observation'. A common set of criteria was devised for the whole college and met a range of indicators that were required for evidence for OFSTED or the [Institute for Learning](#). The language and focus were modified for an HE context and have now been mapped, where appropriate, to the UKPSF;
- a scholarly activity log: all HE staff retrospectively log their scholarly activity over the preceding 12 months.

All these activities will be brought together with a view to providing evidence for UKPSF recognition. There is currently some discussion over whether an additional reflective submission and panel meeting would be needed to confirm recognition. The college will aim for a process consistent with practice in universities and intends to consult the HEA on best practice.

12.4. Other professional practice requirements

FE teachers have been required to be members of the Institute for Learning. Maintaining membership requires a minimum of 30 hours per year of CPD, recorded, with a reflective account. Staff have to maintain their own records online and these may be sample audited.

The college teaches counselling and staff have to do a certain number of hours of CPD in order to maintain personal membership of the British Association of Counselling and Psychotherapy (BACP). Similarly, veterinary nurses have to maintain not just CPD but actual practice experience in order to maintain their registration. In such cases, subject specific updating may take place through the professional body but the college would expect pedagogical professional development in addition.

Sample quotes from the survey data:

'... we try to be the best at what we do. Part of that is continuous quality improvement [...] so a staff development framework that encourages improvement in teaching and learning fits the [institution's] core values, and having that recognised by the college also fits the core values.'

'Most of the things ... that we do, we did before the new PSF was launched, what's valuable for us and what I think would be valuable for our staff, is if we get the accreditation and the staff can then just undertake what is their normal practice and say, and now I'm a Fellow of the Academy or whatever recognition level they have.'

'I think that just helps to show our peers in the university sector, yes, we are good at what we do and we are equivalent to you in terms of teaching and learning and I think also it helps our staff in letting them understand that we recognise what they do, we're not just ticking the box because they've done it but we recognise what they've done and the work they're putting into it.'

13. Case study - University of Worcester

13.1. Profile

The University of Worcester has over 10,000 students, nearly half of whom are over 25. It offers undergraduate, taught postgraduate and research degrees in six Institutes: Education; Health and Society; Humanities and Creative Arts; Science and the Environment; Sport and Exercise Science; and the Worcester Business School.

Worcester offers taught programmes accredited against AFHEA (D1), FHEA (D2) and SFHEA (D3).

13.2. Approach to the UKPSF

An interviewee described the Worcester approach as making use of the affordances of the UKPSF to support both institutional values and ongoing professional development for staff.

Worcester has a well-established professional development programme, accredited by SEDA, so the main strategy has been to map this to the UKPSF. The university also has an inclusive professional development framework, the University of Worcester Staff Development Framework, which caters for all employees, not just those in academic or related roles.

Gaining professional recognition for teaching in higher education is regarded as a normal part of academic practice and therefore is not specifically rewarded. However, although the UKPSF is not explicitly linked to promotion routes, it is beginning to be taken into account in the human resources framework: an expectation of Fellowship of the HEA (D2) has begun to be built into job specifications; UKPSF recognition is increasingly required for University of Worcester Teaching Fellowships, which may, in turn, serve to support an application for promotion. Having FHEA status and/or a Postgraduate Certificate was a requirement in recent internal recruitment of staff to work with the Academic Practice and Development Unit (ADPU).

13.3. Opportunities for engagement

Staff engage with the UKPSF mainly through one of three professional development courses or through supported individual application for Fellowship. The courses are:

- *Supporting Student Learning in Higher Education*, AFHEA (D1), aimed at staff with limited teaching responsibilities;
- *Postgraduate Certificate in Learning and Teaching in Higher Education*, FHEA (D2). This course caters for all whose roles include supporting learning in HE. There is a second Postgraduate Certificate for health professionals, which is mapped against both the UKPSF and the Nursing and Midwifery Council (NMC) framework;
- *MA Higher Education*, SFHEA (D3). Experienced staff sometimes take individual modules such as the Course Leaders or Mentoring and Coaching modules.

Support for individual application (usually by about half a dozen experienced staff each year) is through a workshop and individual consultation as applicants draft their submissions.

'The main strength of that is the staff development conversation you have around drafting an application'.

A CPD-based route is currently being drafted, with the aim of having this accredited and launched by the end of the 2012-13 academic year. It is expected that more experienced staff, who currently gain recognition via the individual route, will do so via this framework in future.

Sample quotes from the survey data:

'There has always been a very high, in fact excellent awareness and approach to teaching and learning at my university.'

'The work that I did as part of [the Postgraduate Certificate] course was directly relevant to my role, and the course enabled me to make myself more 'visible' as a teacher and academic colleague. Since completing the course I have been given more responsibility and involvement in developing student support and teaching in relation to information literacy, as well as a pay increment for successful completion. In this sense, the UKPSF has been hugely positive for my role and CPD, as it structured and scaffolded the entire course.'

'The need to do a course like this is widely recognised and accepted as a good thing, but the reality of completing it and balancing this with a full workload means there is a culture of resentment towards the process.'

'My approach to teaching and learning has changed greatly. I now think about the theory underpinning what I do, so have greater awareness of what constitutes good practice. I also more consciously reflect on what I do. I undertook the qualification on a voluntary basis and sadly, there has been no recognition of this in my role.'

14. Summary and recommendations

The findings of this investigation show that the impact of the UKPSF has been significant in most institutions and for many individual teaching staff. Institutions have reported utilising the framework in a myriad of ways including to underpin initial and continuing professional development, to influence learning and teaching and related strategies, to act as a national benchmark, to provide an aspiration for staff, to underpin promotion and probation policies, and to change the language of learning and teaching. The range of uses shown in the eight case studies exemplifies how the framework has been employed in a variety of contexts.

The key challenge for the HEA in their management of the framework is to work with individual institutions to increase the understanding of, and engagement with, the framework by individual teaching staff. This may be partially achieved by working with subscribing institutions in communicating more explicitly about the links between institutional provision and the UKPSF. Leading work to map the UKPSF with other professional frameworks and considering the framework from varied disciplinary perspectives may also facilitate engagement at this level. It may also be useful to explore where more positive experiences, awareness and/or changes in practice were reported in specific discipline groups to determine if lessons could be learned and applied in other areas. The HEA can build on the strong foundation of extensive and varied use of the UKPSF in increasing the impact of the framework. The recommendations for action and further study in the next two sections suggest some ways in which this may be done and additional evidence that could be gathered to inform the process.

14.1. Recommendations to the HEA

1. Lead work to map the UKPSF and other professional frameworks, most notably the SEDA framework, commonly referenced discipline-based frameworks (eg Nursing and Midwifery Council) and the Vitae Researcher Development Framework. This is seen as potentially enabling a fit with academic careers that bridge teaching and research or teaching and professional practice and may support increased use in Russell Group, GuildHE, and HE in FE institutions where evidence from this investigation found indications of a lower impact at institutional level.
2. Increase effort to support UKPSF engagement in HE in FE. A start to this process may be meeting with HEA subscriber institutions to consider the results from this study and to discuss the barriers staff are reportedly facing (eg lack of time to engage in scholarly activities related to teaching and learning). Further study on individual relationships with the UKPSF with HE in FE staff (see point three under 'further study') may provide additional insights and avenues to increase engagement in this sector.
3. Increase the profile of the UKPSF to the broader community outside institutionally embedded activities. If awareness of the UKPSF is an aspiration, work will need to be done to increase awareness and allow impact to be recognised where it occurs. Raising awareness of the varied and contextual uses of the framework found in this study could be a starting point. Specific communication with teaching and support staff to clarifying the relationship between the UKPSF and Fellowship of the HEA would also assist in this in light of the findings that the relationship was not always clear to this group.
4. Specifically engage with disciplinary in relation to UKPSF. There was a feeling that the language of the UKPSF can be difficult to interpret, particularly for people working in scientific disciplines. Perhaps additional exemplars and explication can be provided to help unpack what is meant.
5. Provide more advice and exemplars of how to 'evidence' Descriptors 3 and 4 on the website.

14.2. Recommendations for further study

1. Commission a study to explore engagement with the UKPSF from a series of disciplinary perspectives. This research should provide an in-depth understanding of ways in which teaching staff in different disciplines are working with and interpreting the UKPSF. This could include an exploration of the more positive experiences in impact of accredited courses reported by individuals in Health and Social Care disciplines as contrasted by responses from Social Science and STEM disciplines.
2. Undertake an exercise to shadow a set of academics working with the UKPSF across a set period of time (for example, 12-24 months). Participants working in different categories (D1-D4) could be interviewed at intervals (or asked to record their own responses) as they work through accreditation and beyond. This might be particularly useful to help better understand engagement at D3 and D4.
3. Commission a study to explore professional and personal impacts of the framework across different institutions and individual roles. This research could provide a more in-depth understanding of individuals' relationships with the UKPSF and the influence of context on this relationship.



15. References

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16. Appendix A – List of Institutions that contributed to the study

Aberystwyth University
Accrington & Rossendale College
Anglia Ruskin University
Aston University
Bangor University
Bath Spa University
Birkbeck, University of London
Birmingham City University (BCU)
Bishop Grosseteste University College Lincoln
Blackpool and the Fylde College
Bournemouth University
BPP Professional Education
Bradford College
Bridgwater College
Brunel University
Buckinghamshire New University
Bulmer Foundation
Canterbury Christ Church University
Cardiff Metropolitan University (UWIC)
Cardiff University
City College Norwich
City of Bath College
City of Bristol College
City University London
Colchester Institute
College of Naturopathic Medicine
Conservatoire for Dance and Drama
Cornwall College
Courtauld Institute of Art
Coventry University
Cranfield University
De Montfort University
Doncaster College
Durham University
East Berkshire College
East Durham College
East Riding College
Eastleigh College
Edge Hill University
Edinburgh Napier University
Glasgow Caledonian University
Glasgow School of Art
Glyndwr University
Goldsmiths College, University of London
Grimsby Institute of Further and Higher Education
Guildhall School of Music and Drama
Hadlow College
Harper Adams University College
Hartpury College
Heriot-Watt University
Heythrop College
Hull College
Imperial College London
Institute of Cancer Research
Institute of Education
Isle of Man College
Keele University
King's College London
Kingston College

Kingston University
Lancaster University
Leeds City College
Leeds College of Music
Leeds Metropolitan University
Leeds Trinity University College
Liverpool Hope University
Liverpool John Moores University
London Metropolitan University
London School of Economics and Political Science
London School of Hygiene & Tropical Medicine
London South Bank University
Loughborough University
Manchester Metropolitan University
Middlesex University
Myerscough College
Neath Port Talbot College
New College Durham
Newcastle College
Newcastle University
Newman University College
Northbrook College of Further and Higher Education
Northern College for Adult Residential Education
Northumbria University
Norwich University College of the Arts
Nottingham Trent University
Oxford Brookes University
Plymouth College of Art
Queen Margaret University, Edinburgh
Queen Mary, University of London
Queen's University Belfast
Ravensbourne College
Regent's College London
Richard Huish College
Robert Gordon University
Rose Bruford College
Royal Academy of Music
Royal Agricultural College
Royal College of Art
Royal College of Music
Royal Holloway, University of London
Royal Northern College of Music (RNCM)
Royal Veterinary College
Runshaw College
School of Pharmacy
Scottish Agricultural College
Sheffield College
Sheffield Hallam University
SOAS, University of London
Solihull College
Southampton Solent University
Sparsholt College Hampshire
St George's, University of London
St Mary's University College, Twickenham
St Patrick's International College
Staffordshire University
Stockport College
Stranmillis University College
Swansea Metropolitan University
Swansea University
Teesside University
The Arts University College at Bournemouth
The Central School of Speech and Drama

The Liverpool Institute for Performing Arts
The Northern College for Adult Residential Education (SDI)
The Open University
The Royal Conservatoire of Scotland
Trinity Laban Conservatoire of Music and Dance
Truro and Penwith College
University Campus Suffolk
University Centre Croydon – Croydon College
University Centre Grimsby
University College Birmingham
University College Falmouth
University College London
University College Plymouth St Mark & St John
University for the Creative Arts
University of Aberdeen
University of Abertay Dundee
University of Bath
University of Bedfordshire
University of Birmingham
University of Bolton
University of Bradford
University of Brighton
University of Bristol
University of Buckingham
University of Cambridge
University of Central Lancashire
University of Chester
University of Chichester
University of Cumbria
University of Derby
University of Dundee
University of East Anglia
University of East London
University of Edinburgh
University of Essex
University of Exeter
University of Glamorgan
University of Glasgow
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Huddersfield
University of Hull
University of Kent
University of Leeds
University of Leicester
University of Lincoln
University of Liverpool
University of London
University of Manchester
University of Northampton
University of Nottingham
University of Oxford
University of Plymouth
University of Portsmouth
University of Reading
University of Roehampton
University of Salford
University of Sheffield
University of Southampton
University of St Andrews
University of Stirling
University of Strathclyde

University of Sunderland
University of Surrey
University of Sussex
University of the Arts London
University of the Highlands and Islands
University of the West of England
University of the West of Scotland
University of Ulster
University of Wales
University of Wales Trinity Saint David
University of Wales, Newport
University of Warwick
University of West London
University of Westminster
University of Winchester
University of Wolverhampton
University of Worcester
University of York
Warwickshire College
Writtle College
York College
York St John University

17. Appendix B - Themes identified in interview transcripts

Theme/sub-theme	Illustrative quotations
1. Institutional leadership in relation to UKPSF	
Central unit takes the lead.	<p>'They [the central unit] lead on it for us.'</p> <p>'We keep in touch with our quality department, we keep in contact with our teaching and learning department, so I think we would be aware of it if people had made us aware.'</p> <p>'[I heard] through the [teaching and learning unit].'</p>
Unit not involved in/consulted on strategic embedding.	'I have not been asked [...] how we would implement anything to do with learning and teaching in the promotion route.'
Leverage for those who lead teaching and learning strategy.	'It's hugely beneficial to have a framework that sits there that you can say to people, 'this isn't us making things up; this is sector practice.'
2. Staff awareness	
Some staff not aware.	<p>'I think at the moment there's still quite a few people who would not be fully aware of it.'</p> <p>'Then there's another group of staff [...] who have got lots of experience but probably haven't engaged with the framework at all, may not even be aware of it.'</p>
Aware through applying for promotion.	'Colleagues will be learning about it when they have to as it were, when they are going for promotion.'
Aware because of Postgraduate Certificate	'Staff for the past ten years have been going through the Postgraduate Certificate [...] which is linked to that and if they succeed on the course then they get fellowship of the HEA. My time predates that so there was a long period when I didn't know much about it ...'
Aware through role in management of teaching in the institution.	'I came to know about it through my management of teaching activities and interactions at university-level education committee.'
3. Value of the framework	
Its existence (rather than content).	'... so I'm thinking that the framework is important because it's there [...] the fact that it's there and we can all agree that it is important is more important ...'
Recognition of teaching (in research-intensive institution).	'[the institutional strategy] includes a huge number of outcomes relating to research in terms of income and other things [...] and when I looked at it I was very conscious of the need to be able to recognise something about teaching and education'.
Identity as a teaching-focused academic.	'People who focus on learning and teaching, they were pleased to see something that recognised their contribution to academic life.'
Flexibility.	'It gives space for creativity and that's the important thing.'
Inclusivity.	<p>'... learning technologists, for example [...] could be recognised in that structure and become an Associate Fellow. So I thought it was very inclusive and recognised those really important strategic relationships'.</p> <p>'It's provided space for staff who are involved in learning support to be acknowledged.'</p>
Unifying qualification.	'It's a way of saying well, irrespective of what route you've come, you've all arrived at this point.'
Structure: some people like levels and interpret the descriptors as levels.	'It really helps staff to see where they are on a scale.'
National currency.	'Having an accreditation that has national currency is crucial.'
Job applications.	'It's got currency when people are applying for jobs; they tend to put it on their application forms now.'
Resources.	'... also having access to the resources, though most of them are open source now'.

Demonstrating equivalence with HEIs.	'Because we are a college and not an HEI, it helps staff to see [...] we'll be seen as more equivalent'. 'I think that just helps to show our peers in the university sector, yes, [...] we are equivalent to you in terms of teaching and learning'.
Broadens understanding of being an educator.	'It's been helpful to broaden the broader staff understanding of what it is to be a professional educator.'
Supports talk about teaching. Focus of talk within a discipline.	'.. so it becomes a kind of common language that people use'. '.. the framework has provided an opportunity for us [in our discipline] to say 'here's an area we really should be developing''.
4. Benefits to individuals	
Promotion.	'... the harder one [benefit] is the promotion'.
Reflection on teaching development.	'it was very useful to let me reflect on a whole new level on what it is I do'.
Opportunity to 'evidence' achievements.	'I suppose another one [benefit] is about evidencing your expertise, I suppose [...] just to kind of feel that there's some recognition for the work you've been doing really'.
Confidence.	'The criteria helped give me confidence that I was doing the right kind of thing [...] it gave me that confirmation'.
5. Embedding and not embedding	
Teaching quality processes.	'we sat down with the lesson observation team to look at how we can try to align our lesson observations'. 'we run a peer-supported review scheme [...] working collegially with others [...] they are asked to try and categorise what they're doing against the UKPSF'.
HEA can't compel institutions to engage.	'.. that's a real problem for an organisation like the HEA because they don't have that power to say, you must have this, they're not that sort of body at all'.
Performance management/appraisal.	'we are looking at trying to include it as part of their staff objective in future'.
Promotion: increasingly an expectation for promotion to senior lecturer.	'we have introduced readership and professorial promotion routes with a learning and teaching focus [...] and would expect a professorial candidate to have Senior Fellowship'. 'We've got it featured in our promotion criteria now. We make explicit reference to it.' '.. it's also compulsory to have the UKPSF 2 to become a senior lecturer'.
A way of 'mopping up' staff who didn't do the Postgraduate Certificate/equivalent.	'.. that mops up the people who might not be the new people who would automatically go on the certificate course'.
6. Institutional management	
All staff should be accredited.	'The goal is to engage all staff who are involved in learning and teaching.'
Not high priority to accredit all staff.	'We don't at the moment have any institutional targets for how many people we might have as HEA Fellows.'
Encouraging team engagement with framework (peer support and pressure).	'.. they're 5*, professors [...] and they're very committed to their students and they decided that the whole department would go through the process of making sure that they all met level 2'. 'We're trying to encourage people to look at this as a team thing.' 'In one faculty the Dean has taken the lead.'
Internal recording and reporting.	'We made a graph which showed what proportion of staff had made the UKPSF in each department.'
Must be embedded in institutional structures to have an impact.	'Unless it's embedded in the structure, evaluation, appraisal system within a university or whatever, it's going to sit on somebody's shelf. [...] I think it's the same mentality around student involvement, students tend not to engage with activity unless it's related to assessment in some way.'
Needs senior management 'buy in' and support. Need to disseminate up as well as down.	'... not unless people like senior managers [...] say actually you've got to show where you are in relation to it'.
7. Institutional values and mission	
UKPSF linked to student experience.	'The student experience is a key agenda item and [learning and teaching] are part of the student experience.'

All PhD students should engage with UKPSF.	'One of the graduate school focuses is that we give our PhD students appropriate training before they do any teaching.'
8. Teaching status/teaching vs. research	
A barrier to engagement.	'.. they tend to value their doctorate, research and REF above learning and teaching.'
A way to redress the balance.	'... I think that's possibly redressed the balance – whereas in the past we've maybe been more focussed on research.'
9. Alignment with other standards and qualifications	
NMC used to align with HE standards.	'Traditionally, when you undertook the old nurse teachers course, many years ago, there was automatic recognition with the Institute of Learning and Teaching.'
NMC no longer automatically mapped.	'something happened between the transition from the institute to the HEA and the NMC [...] – so that link got broken'.
Other disciplines.	Engineering, architecture, veterinary nursing, counselling.
Mapping.	'We've been able to map [the NMC standards] to fellowship of the HEA.' 'We are also NMC approved and we've mapped them against the UKPSF.'
Joint accreditation.	'Our nurse teachers course is now also accredited by HEA.' 'We have a Postgraduate Certificate in Learning and Teaching in Health which is both UKPSF mapped and NMC mapped.'
Do not wish to duplicate process.	'What we were hoping to do with the HE accreditation was not to ask them to do [the Institute for Learning accreditation] again but to use some of that evidence in applying for Fellowship.'
10. Other alignments - reward and recognition	
Links with Institutional and National Teaching Fellowships.	'We have our own internal teaching fellowship process and what we are looking for there is that people have engaged with the UKPSF and have got some recognition against that.' 'We generally use the criteria drawn from the national teaching fellowships but made more local and we would expect people who get those fellowships to be looking at developing their profile to make a National Teaching Fellowship.'
11. Future plans	
Developing CPD scheme.	'It's a CPD route that will enable people to get anything from D1 to D4.' 'I've been doing some work around a scholarly framework for learning and teaching and looking at how all our activities, award schemes, etc, go into that.'
Routes to SD3.	'We wanted to recognise people who have quite a lot of learning and teaching experience.'
Get more Senior Fellows.	'We'll try and encourage people who are in management positions, management of teaching positions, to think about going for the Senior Fellowship.'
<i>Future worries</i>	
Resource implications of scaling up.	'.. once we're down to individuals wanting to map [...] those individuals are going to need mentoring [...] we definitely could not cope if everybody was keen'. '.. if every member of staff said 'I want to do your Postgraduate Certificate' that would be an issue for us'.
Some nervousness about what happens if the HEA ceases to exist and everyone has aligned their professional qualification framework to it.	'What if the HEA were to fold?'
12. Difficulties	
<i>Discipline and culture</i>	
Language and Interpretation.	'There's a slight ambiguity in terms of the content, what does that really mean for them?' 'I don't think the framework itself is a problem but maybe there's some work that could be done in interpreting that and how you apply for fellowship.'

Seen as not specific.	<i>'Some people found it too – I hesitate to use the word 'woolly' but didn't find it specific enough.'</i> <i>'Often in FE, staff are used to working to a specific set of criteria and the PSF is less like that, there are criteria but they can be achieved in a number of different ways, which is helpful, just very different.'</i>
Social science, not approachable for scientists.	<i>'It looks like a sort of social science document to a scientist: a little bit non-specific and synthesizing things in a way that scientists don't often do.'</i>
Difficult to evidence some areas, especially SD3.	<i>'It's this idea particularly in descriptor 3 about a wider impact ... outside of your day-to-day teaching.[...] Those opportunities aren't always present.'</i>
SD3 requires current assessment practice.	<i>'You have to assess and I don't. But I support the staff. I work at senior management level supporting the teaching staff and I should be looking at Senior Fellow.'</i> <i>'Has the supporting [teaching] been overlooked a bit at Senior Fellow?'</i>
High teaching load in FE barrier to scholarly activity.	<i>'Our staff find it really hard to go out of college for conferences because their teaching load is so huge.'</i>
CPD accredited programmes at levels 3-4 require 1-1 mentoring and are resource intensive.	<i>'... we've been running courses because we can manage them [...] but once we're down to individuals wanting to map against standards [...] if this really takes off we are going to have to employ somebody.'</i>
Confusion about the relationship between UKPSF accreditation and HEA fellowship. Would like clarification on what the links and differences are.	<i>'I think it's important to feed back to the Academy that sometimes people conflate the two things.'</i>
People familiar with terminology of Fellowship rather than UKPSF.	<i>'We're still using the terminology that people are familiar with and HEA Fellowship tends to be a thing that people are more aware of.'</i>
Concern that UKPSF still seen as articulating 'levels of achievement as opposed to it not being hierarchical'.	<i>'There still is an ongoing discussion about whether the UKPSF articulates levels of achievement as opposed to it being not hierarchical.'</i>
Levels are useful – can see 'progress' and 'where you are'.	<i>'It really helps staff to see where they are on a scale.'</i>
Fellowship types confused with posts.	<i>'because of previous, hierarchical systems people will think [...] the lecturer really meets descriptor 2 and the senior lecturer would meet descriptor 3'.</i>
Lack of engagement among mid-career and senior staff.	<i>'There's another group of staff [...] who have got lots of experience but probably haven't engaged with the framework at all'.</i>
UKPSF hasn't made much impact on his/her practice.	<i>'but I haven't explicitly changed my practice'.</i>
Research excellence is more important.	<i>'If you are recruiting [...] you wouldn't be recruiting people who were excellent in teaching. Why would you? Well, they might happen to be but ... You recruit them because they are going to contribute to your REF'.</i>
Reasons for not engaging – individual staff members	
Already have a teaching qualification and/or years of experience.	<i>'Some of them will be well-established teachers who did a teaching qualification years ago and don't feel the need.'</i>
Not seeking promotion.	<i>'We have some staff who I expect fully will choose not to engage with it because they don't intend to go for promotion.'</i> <i>'It's the same when you go for principal lecturer [...] so obviously we have to go through that process of evidence, but again, we don't have to do that; the system, it's like opt in, so if you are happy just being a lecturer or senior lecturer then you can continue to do that'.</i>
Research career path more important.	<i>'they tend to value their doctorate, research and REF above learning and teaching'.</i> <i>'... there would be a number of staff who see their primary allegiance to their own subject field'.</i>
People who need it don't engage.	<i>'... it's usually, I think, the ones that are more interested in improving their teaching and learning or their scholarship skills who do it and it's always the same people. And the ones that are probably not as well informed are the ones that won't take part in those courses'.</i>
Staff with tendency to subvert.	<i>'The other resistant staff are those who 'by nature would try to subvert', who never want to be part of the 80%, but want to be in the 20%.'</i>

Other	
2011 version more helpful.	<i>'It makes more sense in terms of structure. The detail helps us align what we're doing, helps us think about how we run our CPD and what the staff can demonstrate and what we need to be looking at for future CPD.'</i>
2011 version – no longer map MA to D3-4	<i>'And then when the 2011 standards came out, we were given the opportunity to review that against the new standard. I decided it wasn't helpful to use just our MA because many people completing it weren't Senior Fellows.'</i>

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ISBN: 000-0-0000000-00-0

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