

Formative evaluation of the Teaching Quality Enhancement Fund

**A report to the HEFCE and DEL by CHEMS
Consulting**

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Formative Evaluation of the TQEF

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Introduction by the HEFCE

In May 2001, the HEFCE and the Department for Employment and Learning (DEL) in Northern Ireland commissioned CHEMS Consulting to undertake a formative evaluation of the Teaching Quality Enhancement Fund (TQEF). The purpose of the evaluation was two-fold:

- to assess the impact of the three strands of the TQEF on the enhancement of learning and teaching across higher education institutions in England and Northern Ireland
- to inform the future development of the TQEF.

The overall picture painted by the evaluation was positive. It found that, although the amount invested by the funding bodies was relatively small the impact of the TQEF had been significant. The study found that our strategy of allowing institutions to use the institutional strand of funding as they wished in support of their learning and teaching strategies had led to considerable diversity and imaginative applications.

However, the team did encounter some difficulties in assessing the impact of some of the other strands of the TQEF due to the relatively short time that certain initiatives had been operational. This was the case for both the Learning and Teaching Support Network (LTSN) and the National Teaching Fellowship Scheme (NTFS).

In the case of the LTSN a separate formative evaluation is currently being undertaken. Interim findings show that the LTSN is starting to be recognised by the academic community as an effective actor in the promotion of high quality learning and teaching, and is starting to play a significant role in facilitating the adjustment to change within higher education.

In the case of the NTFS, the evaluation was broadly supportive but noted that the impact of the scheme had been limited to the institutions in which the award holders were located. However, this observation needs to be set alongside the fact that over 80 institutions take part in the bidding process each year. This has generated considerable interest across the sector and has prompted many institutions to set up their own smaller scale teaching fellowship award schemes which recognise and reward excellent teaching. Considering the relatively modest level of funding involved, the scheme attracts a great deal of media attention through the promotional activities of the Institute for Learning and Teaching in Higher Education (ILTHE) and this supports the overall drive of this strand of the TQEF to create awareness of the importance of learning and teaching in higher education.

In establishing the TQEF in 1999 we expected the funding to act as a catalyst for extending existing activity or generating new activities, and to encourage institutional resources to be directed at delivering institutional learning and teaching strategies. The following report indicates that good progress has been made, and that the TQEF has supported the capacity for change across the sector.

This evaluation has guided the development of the TQEF as it enters its second phase (see HEFCE 02/24), and provided evidence of how a relatively small amount of funding can have a significant impact on raising the quality and status of learning and teaching across the higher education sector.

Executive Summary

General

1. This study was commissioned in May 2001 and was asked to answer five questions concerning the activities of the Teaching Quality Enhancement Fund (TQEF). CHEMS Consulting and Critical Change Consultants for Higher Education assembled a nine-person team to undertake the task.
2. The methodology suggested in the Invitation to Tender was followed and involved desk research, interviews, the despatch of over 1500 survey questionnaires to five different groups of people, and visits to 12 carefully selected case study institutions. The overall response rate to the surveys was only 21%, but the absolute number of responses was enough to place reliance on the replies as a fair picture of opinion.
3. The TQEF programme brought together two earlier project initiatives (the Fund for the Development of Teaching and Learning (FDTL) and the Teaching and Learning Technology Programme (TLTP)), the new Learning and Teaching Support Network (LTSN) subject centres (which were an extension of the Computers in Teaching Initiative (CTI)) and two new initiatives, institutional funding and the National Teaching Fellowship Scheme (NTFS). The aim was to create a common structure so as to encourage interaction and synergy between the elements.
4. The TQEF programme was the central part of HEFCE's new learning and teaching strategy in 1998 and it was agreed that the largest element in terms of funding, the institutional strand, should not be selective but should be allocated to all institutions on a formulaic basis. The quid pro quo was that each institution should submit a learning and teaching strategy to the funding council that was deemed acceptable.
5. The second largest element in the programme is the funding for the LTSN, of which the Executive and Generic Centre are based in York, with 24 subject centres throughout the UK. This is the only element of TQEF which is UK-wide (i.e. funded by all four funding bodies) and its Executive reports to a Steering Group containing representatives of all the funding bodies.
6. HEFCE's overall objective was to strengthen support for enhancing the quality of learning and teaching. This did not imply any downgrading of support for research, but served to emphasise that learning and teaching, as the pre-eminent function of all institutions, required strategic thinking and investment in its enhancement.
7. TQEF funding was confirmed by HEFCE for the three-year period to July 2002. HEFCE made an announcement about its plans for the future development of the TQEF in April 2002 (HEFCE 02/24).
8. It is important to note that any assessment of the impact of TQEF within an institution cannot be divorced from the impact of that institution's learning and teaching strategy as a whole. In almost all cases, the actions that have been funded by TQEF form just part of each institution's learning and teaching strategy, and in some institutions a similar strategy had been in place for several years before TQEF.

Answers to the Five Questions

Have there been any synergies or tensions between the three funding strands?

9. Our case study visits showed considerable synergy, in some instances due principally to the efforts of individual "cosmopolitans" who, for example, were active in FDTL or TLTP projects, were awarded NT Fellowship awards, and assisted with the institutional learning and teaching strategy.

10. In order for any synergy to work effectively there needs to be awareness of each strand and how it might be of value. We found that the work of the LTSN subject centres and the Generic Centre, key agents in spreading information and practice, was very little known or understood by most academic staff due to the short amount of time that many of the subject centres had been operational. Thus, much of the potential for synergy is being missed, but as the subject centres become better known this could develop.

11. The role of central educational development or advisory units is also crucial in fostering synergy through the flow of information about learning and teaching innovation. Many have still to develop this role fully.

What are the barriers to change in the implementation of TQEF?

12. In answering this, it is difficult not to simply list the traditional problems in getting improvement in learning and teaching accepted by all types of institution. The dominance of research in the cultures of many universities (both for reward and career purposes) and the reluctance to invest marginal time in the development of teaching are well known. Complacency (where subject review scores are already satisfactory) was another barrier.

13. Our visits also highlighted the importance of a consistent policy from the institution, for example, with regard to implementing the excellence of teaching as a promotion criterion and making some appointments on that basis. Where barriers were acknowledged by institutional leadership and faced up to in their learning and teaching action plans, there was greater chance of eventual success.

14. There is some evidence that barriers are less significant for younger staff who have undertaken any ILT-approved training or obtained similar qualifications, although many of these will have difficulties maintaining good intentions towards teaching if their institutional culture favours research.

Have the five main purposes of the HEFCE strategy been achieved?

15. A key issue is the extent to which HEFCE's purposes were the same as those that institutions adopted in their strategy; this was not always the case. Our view as regards achieving each of the five purposes is:

- a. Encouragement and reward. A number of mechanisms have been adopted by some institutions to promote teaching and reward those who do it well: for example, university funded teaching fellows, sabbaticals for teaching, and special promotions earmarked for good teaching. However, not all institutions have taken such steps and, where they have, these mechanisms cannot succeed in changing cultures on their own and need policy backing at all levels.
- b. Co-ordination and collaboration. We found a few examples of central learning and teaching units or individuals driving collaboration with others internally, and some appointments of learning and teaching co-ordinators whose role it was to work with others. In general, the evidence is disappointing as regards external collaboration, since subject centres have not yet had an impact and the problem is the usual one of incentives. Nor do institutional strategies give much weight to this as a feature, and it proves harder to monitor where learning and teaching implementation is wholly devolved.
- c. Disseminating and embedding good practice. Our verdict is similar to that on collaboration. The central learning and teaching unit (where it exists) is the only agency with any motive to promote dissemination and its capacity is always limited.

Internal funding for this activity rarely exists and institutional strategies are usually silent on the subject. As a result, little external dissemination happens outside the work of projects such as FDTL and TLTP.

- d. Research and innovation. The volume of activity in exploring new approaches to learning and teaching has increased due to TQEF and the innovation funds which it has spawned. Much of this is related to information and communications technology (ICT) (and e-learning in particular) and in general, internal mechanisms have been set up to disseminate the outcomes. There is still an issue as to the status of research into learning and teaching.
- e. Building capacity for change. Capacity for change is defined by us as what happens when the aims of TQEF have been achieved. It means that staff development activities, policies that favour improvement of teaching, infra-structural support for learning and teaching and the creation of a culture that encourages good teaching have been implemented successfully. Using this standard, TQEF has made a very definite impact: it allowed institutions, either to do what they were planning earlier than would otherwise have been the case, or to embark on activities that they had not considered before. However, the change is not universal and in some institutions there is still some way to go before the ethos is wholly in favour of continuing investment in enhancing teaching.

What has been the relative value of each strand?

16. From the perspective of the institutions, there is a simple answer, as our case study institutions all gained considerably from the institutional strand and the impetus to develop realistic learning and teaching strategies. Although the sum invested by HEFCE was relatively small (compared for example with the recent initiative for rewarding and developing staff see HEFCE 01/16), its impact has been significant. It has also helped to gear up matching institutional funds. The HEFCE strategy of allowing institutions to use the institutional strand of funding as they wished in support of their learning and teaching strategies has led to considerable diversity and imaginative applications.

17. Assessing the relative impact of the subject strand is harder. Only 21 English institutions have a subject centre and not all have won FDTL or TLTP project funding so that the impact of these initiatives has been limited. In some areas it is too soon to reach any judgement on impact. The LTSN subject centres, for example, have not yet all established themselves firmly and are not widely known; another independent evaluation will be reviewing their progress.

18. The impact of the National Teaching Fellowship award winners has been limited to the 32 institutions where they are housed, and their projects are not required to be linked to the institutional strategy. Overall we found that the idea of the Fellows had a mixed reception.

Have there been any unidentified consequences?

19. We have been unable to find any consequences that are material or that will hinder success. The short term funding of the institutional strand and the current uncertainty about its continuation are disturbing institutional planners at present. In many institutions the learning and teaching initiatives are shallow rooted and without further external funding they might not survive periods of internal cost cutting.

Other Issues

20. Dissemination, transferability and embedding of either internally or centrally funded innovations is not wholly understood, in our view. Institutions are rarely explicit in encouraging staff to test and adopt good practice from elsewhere.

21. Some of the barriers to dissemination are deep-seated within institutional cultures, which often regard teaching as an individual (rather than a team) activity, and do not review the process or practice of learning and teaching as systematically as research.

22. A large number of individuals and bodies are charged with providing advice to institutions on learning and teaching matters. We suggest that some way is found of co-ordinating their services and communicating what they each do to institutions so as to reduce overlaps or duplication. In the long run, the Generic Centre sees itself as the main national portal to such advice.

23. It was obvious from our case study visits that few institutions could answer the simple question: "what difference has this [TQEF] made to students?", and that internal evaluations were not tackling the fundamental issues of assessing how outcomes and learning experience had changed.

24. The 26 small institutions have received very modest sums from TQEF and yet the problems they face are similar to those of larger institutions.

25. The initiative is intended to benefit all those teaching higher education courses, which include staff at HE level in partner FE institutions. We found only scant evidence of their needs being considered alongside those of HEI staff, nor did the responses to our surveys show that the needs of students with disabilities were being covered by TQEF activities.

Conclusion

26. This evaluation has been looking at the impact of TQEF funding, not at the impact of institutional learning and teaching strategies as a whole. Yet the two are inextricably combined, as TQEF funding contributes to the strategies. This becomes important when we consider HEFCE's five main aims, since these are not all shared by institutions. For example, co-ordination and collaboration, or dissemination and embedding, barely figure in lists of institutional learning and teaching goals. Thus, if institutions were to achieve all their own strategic objectives, they would not necessarily be achieving HEFCE's five aims. This mismatch goes a long way to explain why there is more progress in those areas where HEIs' objectives as a whole match those of HEFCE (eg, encouragement and reward, research and innovation, and building capacity for change).

27. The implications of this finding are that, if HEFCE wishes all its aims to be implemented, it has to explore ways of motivating institutions to commit themselves to collaboration and dissemination.

28. In conclusion, we have identified four drivers of change in higher education: financial incentives, professional endorsement and support, the influence of legal or regulatory frameworks, and clear, unambiguous policies. The major contribution that TQEF has made is to provide two of these drivers: some incentives and firm policy statements on the importance of learning and teaching in higher education.

Introduction

Terms of Reference

29. In May 2001 the HEFCE and DEL commissioned CHEMS Consulting in association with Critical Change Consultants for Higher Education to undertake the formative evaluation of the TQEF with the following five key objectives:

- a) "To identify any synergies or tensions between the three funding strands of the TQEF.
- b) To identify any "barriers to change" to the implementation of the TQEF.
- c) To determine whether the five main purposes of the HEFCE/DEL learning and teaching strategy are being achieved.
- d) To determine the relative value of each strand of the TQEF in contributing to the overall aims of the learning and teaching strategy.
- e) To identify any unintended consequences of the HEFCE/DEL strategy to enhance the quality of teaching and learning."

30. Item (c) of the above referred to the five main purposes of the Council's learning and teaching strategy. As originally stated by HEFCE, they are:

- Encouragement and reward, by increasing the status of teaching and rewarding those who do it well.
- Co-ordination and collaboration, by rationalising HEFCE's activities and encouraging collaboration with other agencies.
- Disseminating and embedding good practice, by supporting the LTSN and other activities in dissemination.
- Research and innovation, by building on good examples of innovation and supporting innovative learning and teaching methods.
- Building capacity for change, by funding capital and infrastructure support.

31. When relating these to institutions, we have interpreted co-ordination and collaboration to mean both internal collaboration and external collaboration with other institutions. The last of the five main purposes has been taken to mean the development of a culture and processes which promote learning and teaching within the institution.

Our Work Programme

32. The team undertaking the work comprised: John Fielden, Director of CHEMS Consulting (project director); Professor Vaneeta D'Andrea, Professor of Higher Education and Director of the Educational Development Centre at City University; and John Webb, an independent consultant. They were supported by: Professor George Gordon and Dr Lorraine Stefani from the Centre for Academic Practice at the University of Strathclyde; Dr David Gosling from the University of East London; Allan Schofield, Head of the Higher Education Consultancy Group; Svava Bjarnason, Head of the Policy and Research Unit at the Association of Commonwealth Universities; and Alison Rees, a researcher in that Unit.

33. The first stage of the work programme involved desk research and study of the files at HEFCE, including the papers and minutes of the relevant committees.

34. We then undertook a pilot exercise on the design and format of questionnaires aimed at four groups of university stakeholders – pro vice chancellors responsible for learning and teaching, deans and heads of schools, educational developers and general academic staff. We contacted a small sample of people in each group and obtained their comments on a draft questionnaire and their ideas on whether it should be posted to them, sent by email or used as the basis for a telephone interview. There was no consistent response to this last issue, as each method had its advocates.

35. The despatch of the questionnaires was done electronically, but in a way that offered a variety of responses. Respondents were sent a questionnaire, which could be downloaded and printed, as well as being referred to a website on the server of the Association of Commonwealth Universities where they could reply online. All but a very few used the online response method. The numbers sent and the response rates are described below.

Table 1 Questionnaire Responses

	Number Sent	Number of Responses	% Response Rate
Pro vice-chancellors, or person with equivalent responsibility	95	55	58
Deans and Heads of Schools	603	96	16
Academic developers	102	43	42
Academic staff	777	140	18
Totals	1577	334	21

36. Copies of the questionnaires with the detailed statistics on the responses to each question are given in Appendix II of the Technical Annex. Although the response rate looks disappointing, we believe that the number of responses in each category is sufficient to give us confidence that we have captured a broad enough spectrum of views and the general trend of opinion.

37. A further short questionnaire was sent to the 20 National Teaching Fellowship award winners for the year 2000. Seventeen replied and an analysis of these is also given in the Technical Annex.

38. While the questionnaires were being analysed, we planned and undertook case study visits to 12 institutions selected to give us a representative sample. On each visit we identified a standard range of interviewees which included those responsible for setting the learning and teaching strategy, heads of relevant central support services and some heads of schools or faculties. In addition where it was relevant we spoke to the directors of FDTL and TLTP projects, heads of LTSN subject centres and any National Teaching Fellowship award winners.

39. We were asked to seek out the views of students and tried to do so wherever possible. However, the period of the study (from June to September) coincided with the vacation, and the campuses housed only a few postgraduates and some international students. We spoke to the National Union of Students and then followed up with discussions where possible with the NUS officers with an education portfolio on case study campuses. We are conscious that this has given us a very limited set of views.

40. The case study method was suggested in our invitation to tender and institutions were selected to cover as wide a range of types as we could. The criteria by which this selection was made included: the age and type of institution, its RAE and average subject review scores,

geography and the focus of its learning and teaching strategy. Before finalising our choice, we ensured that the institution had not already had case study visits from other evaluators or the National Co-ordination Team (NCT). Care was taken to include some institutions that had TLTP and FDTL projects, LTSN subject centres and National Teaching Fellows. The final selection was approved by our Steering Group who made some suggestions and additions to the final list. We offered to organise the visit programmes ourselves in order to limit the burden on institutional staff, and some universities welcomed this help.

41. The final case study reports have been approved by the institutions and are presented anonymously in the Technical Annex.

42. The final element in our work programme, which took place throughout the study, was a programme of meetings with stakeholders such as the NCT, HEFCE officials and regional consultants, the Executive of the LTSN and the independent evaluators of TLTP and the LTSN.

43. It has been important for us to keep in regular contact with the evaluators of the LTSN and the widening participation initiatives. Fortunately, both projects are longer term than ours, and so there has been no overlap in data collection and we have been able to help them with information from our researches. We have exchanged interim reports and met at intervals.

Structure of this Report

44. The next six sections of the report cover the following areas:

- a summary of what the TQEF is
- a review of the evidence collected from the surveys and case studies examining each strand in turn in terms of its contribution, thus addressing (d) in paragraph 29 above
- consideration of the other four questions in the terms of reference, based on evidence from the surveys and case studies
- a review of the management of, and support for, the initiative
- dissemination and the main drivers for change
- conclusions and recommendations.

45. The Technical Annex contains the four questionnaires completed to show the percentage of responses to each question with a summary of the qualitative comments, where relevant. It also contains the case studies from our institutional visits. Both these two sources of evidence are referred to frequently in the main report.

- Sometimes in this report we have used the initials HEFCE to cover the interests of both sponsors of TQEF - HEFCE and DEL.

Acknowledgements

We would like to thank all those in the institutions we visited for giving us their time during our case study visits. We are also very grateful to our Steering Group for their helpful advice during the study and their assistance with the draft report.

Background

Origins of TQEF

46. The TQEF programme was created in the summer of 1998 as a result of HEFCE's new policy of providing an integrated framework for supporting learning and teaching. Until that time HEFCE's Corporate Plans were not specific about improvement in learning and teaching and made no distinction in its first strategic aim between "high quality education" and "research", which advances knowledge and meets the diverse needs of students and the needs of the economy. However, the 1997 Corporate Plan showed a new focus on teaching and learning since it recognised the need "to use earmarked funds for programmes specifically aimed at developing new approaches to teaching and learning and enhancing good practice where high quality exists".

47. What changed in 1998 was the introduction of HEFCE's own learning and teaching strategy and the creation of a Learning and Teaching Committee to oversee it. The new model was first explained in a consultation paper (HEFCE 98/40), which listed the five aims described in paragraph 30 above. The paper also set out for the first time the concept of three parallel strands of activity, at institutional, subject and individual levels.

48. Some of the ideas for the subject strand had come from an influential evaluation of the CTI and the TLTSN, which was published at about the same time as HEFCE 98/40. This report recommended the creation of a network of subject centres as "one-stop shops and information gateways" and a Generic Technology Centre on a UK-wide basis. Both these became features of TQEF. In addition, it suggested providing "earmarked support to institutions to implement their learning and teaching strategies". This was the core idea behind the institutional strand.

49. TQEF inherited the FDTL and TLTP programmes. By 1998, there had been two rounds of FDTL projects and a third round was being planned, after a favourable evaluation was submitted in the course of that year. The TLTP was started in 1992-93 by the four funding bodies "to make teaching and learning more productive and efficient by harnessing modern technology", and by 1997 had financed 76 projects. In March 1998 a third phase was launched with 32 projects lasting until June 2001. Thus FDTL and TLTP activities were well entrenched and had to be fitted into the TQEF framework. Since they were primarily based in academic departments (but with a small number of generic projects), they were placed in the subject strand.

50. HEFCE 98/40 summarised six strategic issues behind the decision to develop a learning and teaching strategy:

- Raising the profile of learning and teaching in higher education;
- Enhancing public confidence in the quality of learning and teaching in higher education;
- Enhancing the quality of learning and teaching;
- Responding to global competition;
- Promoting the efficient and effective use of resources;
- Encouraging research to support learning and teaching in higher education.

51. The consultation paper received 130 responses some of which criticised HEFCE's suggestion that the institutional element of TQEF should be subject to a bidding process and should include funding for additional student numbers as a reward for high quality. These comments were taken into account in HEFCE 99/26, published in April 1999, which conceded that the selective approach based on quality would not be applied to all TQEF strands and that the

institutional strand would be allocated on a formula basis to every institution. Paragraph 13 said, “while our funding mechanisms will ensure a link between high quality and funding we will place greater emphasis on the development and enhancement of learning and teaching. Further, to increase the profile and status of learning and teaching across the sector as a whole, we will introduce approaches to funding which will include all institutions”. HEFCE 99/26 also introduced, for the first time, the concept of a “satisfactory” institutional strategy for learning and teaching as a prerequisite for receiving funds.

52. The report gave the following details of the likely funding:

	1999-2000	2000-01	2001-02
On-going commitments to FDTL/TLTP etc	£2.5m		
Institutional strand and Individual strand	£15.5m	£18m	£19m
Subject strand (new FDTL 3 projects)	£3m	£7m	£7m
LTSN and capital funds	£5m	£6m	£6m
Totals	£26m	£31m	£32m

53. Several times HEFCE 99/26 described TQEF as “a single integrated fund” to emphasise the fact that a number of new and old initiatives would now be considered as a whole. At one time, it was hoped that use of the TQEF “brand” would allow other abbreviations such as FDTL to be gradually phased out.

54. In March 1999 institutions were invited to bid for funds for the 24 subject centres (HEFCE 99/20) and in July the mechanics of the institutional strand were announced (HEFCE 99/48). This latter document asked institutions to send in their learning and teaching strategies by January 2000, promising them an allocation of funds by the following March.

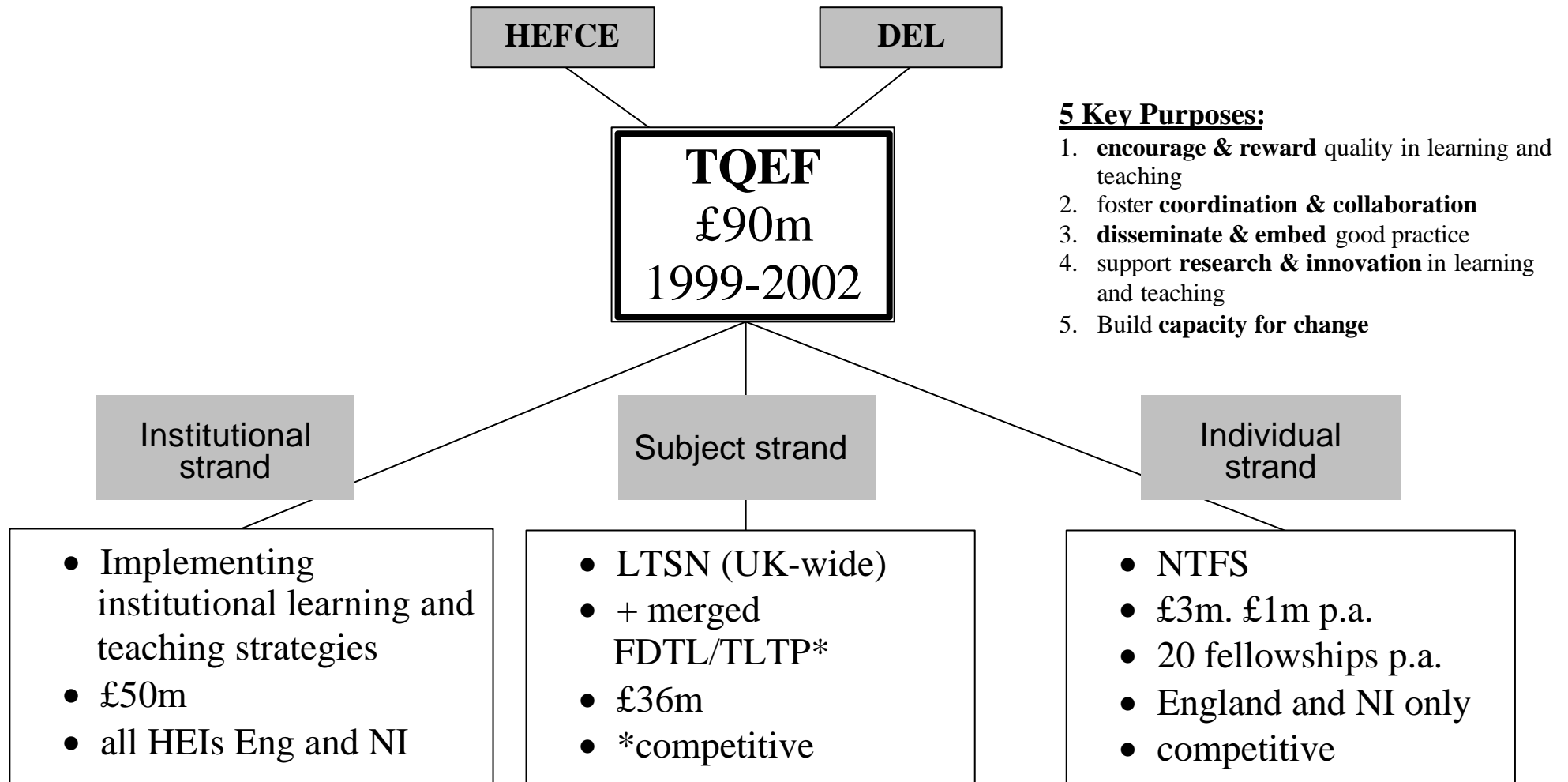
55. Figure 1 on the following page presents a simple overall view of what is in the three strands of TQEF. It highlights one complication relating to the funding bodies, which is that the institutional strand and the NTFS are supported only by HEFCE and DEL. Likewise, Scottish and Welsh institutions cannot bid for FDTL projects. The LTSN network is UK-wide however. We return to this point later in paragraphs 242-270 as it has management implications.

56. The phasing of the various strands of TQEF varies:

- current funding for the institutional strand ends in 2001-02;
- FDTL funding for phases four and five would take effect from 2002-05 and 2003-06 respectively (subject to the availability of funding), if they follow the earlier pattern;
- LTSN is assured of funding from HEFCE for five years until 2003-04 (subject to satisfactory progress);
- the NTFS funding ends in 2001-02.

Figure 1

Teaching Quality Enhancement Fund (TQEF) - 3 Funding Strands



Institutional Strand

57. Professor Graham Gibbs was commissioned by the HEFCE to review the state of learning and teaching strategies in HEIs in 1998-99 (HEFCE 99/55) and his report found that “most strategies were developmental rather than comprehensive”. Thus, the majority of institutions had had little experience of implementing a learning and teaching strategy over a period of time.

58. The HEFCE targeted its TQEF funding at generating new initiatives in learning and teaching and at delivering the strategies, rather than funding the cost of producing the strategies themselves. HEFCE 99/48 set out the criteria for the allocation of funds, and it was decided to invite institutions to submit their strategies together with details of what they wanted to be funded. These would then be considered by the HEFCE’s Executive who would make a recommendation to a TQEF Management Committee.

59. The term “emerging strategy” was used to describe those that were at an early stage of development or where it was recognised that the institution needed more time to refine its plans. Those who chose to submit their strategy as “emerging”, or whose submissions were assessed as “emerging”, would receive funding for one year on the condition that a full strategy was submitted by a later deadline. One third of all institutions were “emerging” at the first round, but the HEFCE Executive accepted all of them as “full strategies” at their second review.

60. Institutions were asked to say how they would use their TQEF allocation in Annex E to their bid. They varied greatly in the way they proposed to spend it. Professor Gibbs analysed their strategies and TQEF submissions in June 2000, comparing them with the strategies in 1998, and found they were expecting to spend TQEF money in the following ways:

- 65% of them would finance ILT membership;
- 61% on staff development;
- 52% on some aspect of ICT;
- 44% on new posts concerned with learning and teaching;
- 35% on evaluation or research;
- 35% on promotion or reward for teachers.

61. When he looked at the overall “change mechanisms” proposed with the university’s and HEFCE’s funds combined, he found that 91% of the strategies contained an element for staff development and 81% included ILT membership (HEFCE 01/37a).

62. The invitation to institutions to tender for TQEF funding mentioned the issue of enhancing student employability as one that should be considered in submissions. This inclusion was in response to the political priorities within the DfEE. In the event, Professor Gibbs’ analysis of the submissions found that 58% did not mention employability, although 24% stated it as a priority.

63. Indicative allocations of funding for each institution were published in July 1999 and amounted to £48m for the three years to 2001-02. The Open University received the largest allocation with some £700,000 a year, and 13 others received more than £250,000 per year. At the other end of the scale the formulaic basis of allocation meant that 26 specialist institutions received less than £20,000 per annum.

64. The expenditure is monitored through the Annual Operating Statements submitted to the HEFCE Executive, and institutions are expected to report on what they have achieved against the Annex E in their original submission, but there is no requirement for any formal evaluation.

65. The role of the TQEF National Co-ordination Team (NCT) has been limited to providing the institutions with advice and support in the development of their learning and teaching strategies. The team was also responsible for preparing the draft materials for two good practice publications from HEFCE (99/55 and 01/37).

66. Because of the NCT's extensive work in reviewing and advising on the strategies we have not studied them in detail, but have concentrated instead on looking at the component elements in the case study institutions.

Subject Strand - LTSN

67. The LTSN comprises a central executive of six people, 24 subject centres located throughout the UK and a Generic Centre with eight staff. A Technologies Centre of five staff, which is funded by JISC, is co-located with the Generic Centre. The executive and the Generic Centre are housed in York, co-located with the ILT. The LTSN is provided with management support by the ILT, but it seeks to ensure that it maintains a separate identity.

68. The LTSN serves the UK and thus its management committee (to whom the executive is responsible) has representatives from the funding bodies for Scotland, Wales and Northern Ireland as well as HEFCE. Scotland, Wales and Northern Ireland each host one subject centre, with 21 in England. The LTSN has received a funding commitment from HEFCE for the five years from 1999-2000 to 2003-4 (subject to satisfactory progress), and its web site states that "HEFCE ...with the other funding bodies intends to build the programme into a long term support structure for teaching and learning in HE".

69. Bids for hosting and running the subject centres were requested by May 1999 (HEFCE 99/20) and after evaluation, the new organisations began work at various dates in 2000. The subject centres are at differing levels of development; some were able to build on well established teams and networks created under a CTI or FDTL project, or a long established professional grouping; others have had to build their networks from scratch.

70. The LTSN receives £7.2m per annum from the funding bodies and has produced its own mission statement, strategic aims and executive aims, for which it has identified outcomes and performance measures by which it can be judged.

71. Since a team led by the University of Lancaster is undertaking an evaluation of the LTSN, we have not examined its work in detail and have concentrated on the impact it has had within institutions and any synergy or tensions arising between its work and the institutional strand of funding.

Subject Strand – FDTL and TLTP

72. As noted above, the FDTL and TLTP programmes were already in existence when TQEF was launched in 1998 and were then brought within its umbrella as a joint programme. The FDTL programme has had 96 projects in its first three phases at a cost of £19.4m:

Phase One	44 projects	1996-1999	costing £8.5m
Phase Two	19 projects	1997-2000	costing £4.1m
Phase Three	33 projects	1999-2002	costing £6.8m

73. Invitations to tender for Phase 4 covering 13 subjects were issued in October 2001 (HEFCE 01/60) within an expected budget of £8m. Much greater linkage between the new projects and the LTSN subject centres is expected, since the networks developed by the subject centres are an obvious way of enabling dissemination. Some of the case studies in the Technical Annex have shown examples where this already happens.

74. The TLTP programme has had three phases, as already mentioned. Its final phase involving 32 projects and costing approximately £10.5m ended in June 2001 with an emphasis on implementation, embedding and evaluation.

75. The FDTL and TLTP programmes are managed within HEFCE, but have had the services of the NCT as adviser, counsellor and monitor. A considerable bank of materials and good practice advice has been developed and made available to project managers. When the TLTP Programme was merged with FDTL in 1999, the TLTP Co-ordinator moved from Bristol to join the NCT team at Milton Keynes.

Individual Strand - National Teaching Fellowship Scheme (NTFS)

76. The ILTHE, which was established following the recommendations of the Dearing Report, is the focus for national support for strengthening individual professionalism. It operates as a self-sufficient professional body and learned society for people engaged in teaching and learning support.

77. The ILT has exceeded its membership targets and has begun to offer a range of membership services. Its co-location with the LTSN and the Generic Centre creates the opportunity for effective linkages and enables the ILT to draw on the LTSN's resources.

78. In parallel with the development of the ILT, the TQEF programme sought to find a way of promoting the status of teaching, and the NTFS emerged as a way of contributing to this goal. It has operated for two years and has one more year to run. The scheme is only available to academic staff in England and Northern Ireland. In each year the ILTHE, which is managing the scheme under contract from HEFCE, invites nominations of potential fellows from institutions. A panel then assesses these and 20 winners are selected. They receive their award in an impressive ceremony designed to stress the importance given to good teaching. Once back in their institutions they can also expect, in most cases, to be honoured.

79. In the first two years, the awards have gone to staff in 32 institutions, as eight institutions have had two award holders. Nineteen of the awards have gone to staff in pre-1992 institutions, 17 to members of post-1992 institutions and 4 to staff in colleges of higher education.

80. Fellowship winners are awarded the sum of £50,000 to be spent on a project over a period of three years. The ILT (and others) have debated long on the issue of whether the NTFS is an award (with no monitoring and evaluation expected), or a project which could be subject to such controls. It has decided firmly on the side of an award. In our case study visits we examined what approach the host university took to selecting and supporting the Fellow and asked how the project related, if at all, to the institutional learning and teaching strategy.

Conclusion

81. The rationale for TQEF is to create an integrated programme of support for learning and teaching in line with HEFCE's learning and teaching strategy. As we have seen, this has been complicated by the inclusion of TLTP and FDTL, the inherited programmes, which were designed before the launch of the TQEF.

82. The TQEF funding is intended to encourage HEIs to enhance learning and teaching in line with their stated missions. For research-led institutions this is not expected to be at the expense of the research agenda. The report on the Fundamental Review of Research (HEFCE 00/37 paragraph 20) recommended "parallel reward systems so that academic staff and their institutions see incentives to put their effort into activities other than research, in which they might have greater strengths or can add more value" .

83. Two other issues which this section has highlighted are the UK focus for LTSN (as opposed to an England and Northern Ireland focus like the rest of the TQEF), and the different funding timetables for the strands.

Relative Contribution of the TQEF strands

Purpose of this section

84. The study has generated a substantial body of evidence, especially in the form of the responses to the five survey questionnaires and the reports of the 12 institutional case studies (Technical Annex: Appendices I and II). The purpose of this section is to review this evidence¹ against the first of the key questions in the terms of reference: What is the relative value of each strand of the TQEF in contributing to the overall aims of the learning and teaching strategy?

85. It is useful to have a reminder of the relationship between each of the three strands and the five strategic aims of the TQEF (see Table 2 below). In the analysis that follows, we look at each of the five strategic aims of the TQEF in turn and consider the contribution made by each strand. The areas shaded in grey would not be expected to show a marked contribution to TQEF.

Table 2 HEFCE's Strategic Aims/Programme Matrix

TQEF Strand:	i) Institutional Strand (TQEF)	ii) Subject Strand (LTSN and TLTP/FDTL)	iii) Individual Strand (NTFS)
Strategic Aim:			
A. Encouragement and Reward	HEIs may use funds in this way		Core aim of the NTFS
B. Co-ordination and collaboration	HEIs may use funds to promote these aims	Core aim of both LTSN and FDTL initiatives	
C. Disseminating and embedding good practice	HEIs may use funds to spread good practice and import it from LTSN activities	Core aim of both initiatives	NTFS awards should encourage dissemination
D. Research and Innovation	HEIs may use funds in this way	Core aim of LTSN and FDTL/TLTP projects	NTFS awards should encourage activity in this area
E. Building capacity for change	HEIs may use funds in this way [infrastructure spend separately funded]		

¹ For ease of reference, each Case Study has been given a code letter (A-M). They are arranged in alphabetical order in the Technical Annex, Appendix II.

Where the questionnaires in the Technical Annex, Appendix I are referred to, the following abbreviations are used:

PVC = PVCs (Academic) or persons responsible for TQEF

HoD = Deans, Heads of Schools or Heads of Department

ADev = Academic Developers

AS = Academic Staff

NTF = National Teaching Fellows

Thus "PVC Q8" means Question 8 in the questionnaire for PVCs

A. Encouragement and Reward

Overview

86. Rewards for teaching are increasingly found, supported by TQEF funds that have been applied in approximately half the HEIs to encourage and reward individual contributions to learning and teaching.

87. Some attention is being given to revising academic promotion criteria to give increased emphasis to good teaching, but the effect this has on attitudes tends almost to disappear above senior and principal lecturer levels.

88. Many learning and teaching strategies have a staff development component. Overall, much attention is given to developing staff skills in ICT, web-based delivery and authoring. New staff in particular are being required to demonstrate they either have or are willing to acquire teaching qualifications such as a PGCE which is accredited by the ILT. Attention is also being given to the needs of research and demonstrator staff in obtaining the necessary teaching skills. A majority of institutions promote membership of ILT by paying for the subscription or entrance fee.

i) Institutional Strand.

89. About half of HEIs use some of their TQEF funds to reward good teaching performance (PVC Q8). While its importance is recognised, progress in embedding tangible recognition and rewards for teaching excellence is slow. The mechanisms used to do this include: the use of increments, promotions, teaching sabbaticals and awards (PVC Q8). Several institutions link promotion to principal lecturer to an internal Teaching Fellowship. There is anxiety about sustainability when TQEF funding ceases (see *Case Studies – “Messages” sections*).

90. Research is seen as the dominant criterion for promotion in most institutions, certainly above senior lecturer and principal lecturer level (2/3 staff disagree that “quality of teaching counts in promotion here” AS Q4). Some “senior academic” posts are being created with learning and teaching responsibilities, but these are faculty-based and rarely above principal lecturer level (Case Studies A, C, D, E). There are some signal exceptions (for example in granting a professorship in recognition of contributions to enhancing learning and teaching), which send powerful messages locally (Case Studies F paragraph 8, J paragraph 10, L paragraphs 16-17).

“If teaching is to improve, staff will have to see that it matters”

“At the age of 42 I have been told that I can only be promoted further by demonstrating excellence in research. This does not motivate me.”

*“In my institution teaching ceases to influence promotion above Senior Lecturer level”
(Academic Staff)*

91. In those institutions that consider themselves research-led, outstanding teaching activities are commonly regarded as a necessary component of the academic portfolio; a type of threshold requirement for the job. However, in some of the same institutions achievement in teaching can be seen as a hindrance to career mobility, and few are applying for promotion using teaching criteria (Case Studies L and K). In contrast to this view held by staff, some PVCs have reported that excellence in teaching is being seen within their institutions as a viable route to promotion (PVC Q18).

92. A wide range of institutions, albeit a small proportion of HEIs, have established Teaching Fellow (TF) posts which honour staff engaged in a variety of teaching related activities within their department, school or faculty. Four of our case study HEIs have university teaching fellowships or

other teaching awards (which may pre-date the learning and teaching strategy) as a means of rewarding good performance in teaching or releasing time to undertake development work in learning and teaching (*Case Studies A, E, J, K*). Where criteria for selection of the fellows were demanding, the posts were more likely to be highly regarded by other academics within the institution.

93. Many of the Teaching Fellowship posts are linked to internal learning and teaching grant programmes which aim to encourage scholarship of teaching and learning within the institution. There is some evidence of increased awareness of, and interest in, such scholarship (*PVC Q18*). Some TQEF funds are being used to develop pedagogic research in this way and some institutions have added their own funds to this activity. Most of these funds are awarded internally via a competitive bidding process. Together with other institutional innovation or development funds, these are acting as a significant reward or encouragement, albeit principally to those who are already interested in issues of learning and teaching. However, the view expressed by one respondent about this process was that 'If I wanted a Chair, I wouldn't do it.' (*Case Study M paragraph 25*).

94. Professional development is a feature in the majority of the learning and teaching strategies. The scale and commitment, however, varies according to the history and culture of the HEI, and within HEIs according to discipline and staff seniority. New staff that have taken a PGCE as a condition of their contract are generally more inclined to accept the need for continuous improvement in learning and teaching.

95. Most institutions in the case studies have some form of initial professional development course for new staff and some have Continuing Professional Development (CPD) programmes for all staff as well. Overall, these are becoming more formal and offer a professional credential for successful completion. Some ninety such programmes now have ILT accreditation (*ILT Annual Report, 2000*). Some TQEF funding is being used for these activities through the appointment of staff to develop or run the courses.

96. In all HEIs from which we have evidence, the profile and importance given to learning and teaching is believed to be increasing as a consequence of institutional development and implementation of their learning and teaching strategies. Most senior staff believe there has been significant enhancement in the overall importance and encouragement given to learning and teaching in their institution (*Case Studies and widely mentioned in questionnaire responses, eg PVC Q18, HoD Q19*). Much of this enhancement is ascribed to the formalisation of their learning and teaching strategy and the application of funds to implement it.

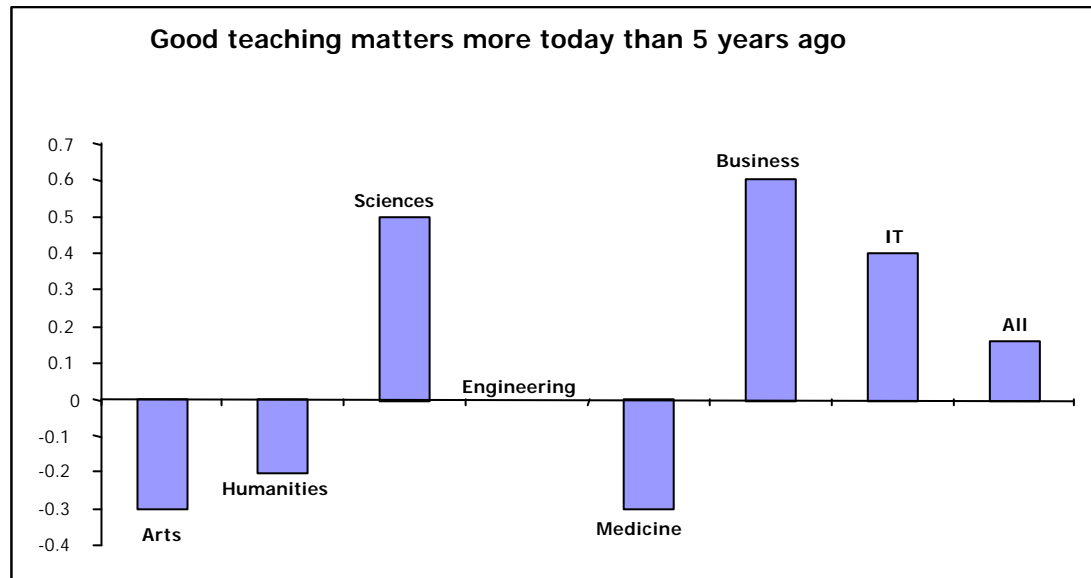
'TQEF is invaluable in a cash-strapped teaching-led institution in enabling bottom-up projects and initiatives to take place. In other words, it has played a very valuable role in the implementation of a strategy that already has broad staff commitment.'
(a PVC in Q19)

97. Nevertheless, while the view that there has been progress is widespread, it is shallowly rooted. Junior staff, among whom the perception of overall progress is slow, are less positive about practical developments that affect them directly (*AS Qs 3 and 7*).

98. Views may also vary quite strongly between schools or disciplines. Figure 2 below is an analysis by broad discipline of the answers from 140 academic staff invited to agree or disagree with a statement about the importance given to learning and teaching in their institution. Scores above the line show the relative level of agreement, and scores below the line show disagreement

with the statement given. No vertical displacement (eg Engineering) indicates an equal balance of agreement and disagreement.

Figure 2 Responses from academic staff to statement on importance of teaching



(Note: While the right hand column (All) indicates an overall perception of increasing importance given to good teaching, the significance of the table is less in the actual scores than in their variety, which demonstrates the difficulty of generalising about impact across the HE sector.)

99. Membership of the ILTHE has been encouraged by a majority of HEIs. Where this happens, payment of membership fees is often supported by TQEF funds. Nevertheless, staff at nearly all the institutions represented in the case studies were reported to have a high degree of scepticism about the benefits of membership of the ILTHE.

ii) Subject Strand

100. Individuals receiving funding for FDTL/TLTP projects and those taking a lead role in Subject Centres seem to benefit from the personal validation that selection for such activities brings to them. Some are regarded as an important resource to their institution and sought after for advice and guidance on issues related to learning and teaching (*Case Study F*). In a couple of cases, we were told that they had been individually consulted on the development of their institution's learning and teaching strategy.

iii) Individual Strand

101. The reception given to the NTSF has been mixed. NTSF awards are generally highly valued within their own institutions and are seen as a national accolade by smaller institutions. (*Case studies*). A small majority of academic developers (53%) say that the NTSF has raised the profile of teaching and is a good way to enhance the status of teaching, while opinion is divided on whether national publicity has been effective. The selection process is seen as fair (*ADev Q9*).

102. NTFS is felt by the Fellowship award winners themselves to have made some difference to the national perception of teaching, but they have suggestions that more could be made of it – eg: better publicity, more networking between Fellows, promoting an “Academy of Excellence” (NTF Q7,8).

103. Several NTFS award holders noted the increase in their self-esteem, self-confidence and cultural “permission” to consider learning and teaching often and in more depth as the most valued consequences of the award. This is in addition to the more general impact on the status and recognition of teaching within their institutions (NTF Q8).

104. Some institutions in which one or more NTFs have been awarded have used this in their publicity to demonstrate commitment to quality of teaching. Particularly in small HEIs, the award of an NTF is highly valued, raising both the profile and the importance of teaching within the institution; in effect, putting the institution on ‘the map’ (Case Study F).

105. A majority of academic developers, who are often responsible for co-ordinating the internal process of selecting the nominee for an NTF, report that there is a low level of interest within their institution (ADev Q9, and Case Studies L, M). A small majority thought that the NTFS had raised the profile of teaching, but opinion on the scheme remains divided and unclear.

106. In some of the more research-focused institutions, it is reported that nominees have been reluctant to put themselves forward. Some are fearful that the accolade for being a good teacher will impede their research career; others find the application too long and time-consuming to prepare.

B. Co-ordination and Collaboration

Overview

107. Within HEIs the opportunities for co-ordination and collaboration are developing, albeit somewhat slowly, as there are trade-offs to be negotiated between a centralised and a devolved approach to encouraging such collaboration. In terms of external collaboration, in the absence of incentives to collaboration there is little evidence of activity except where it is associated with an FDTL or TLTP project.

i) Institutional Strand

108. There is little incentive for individuals to invest time and effort in co-ordination and collaboration, especially if it slows things down and the benefits are primarily external to the department/faculty/HEI concerned (Case Study L paragraph 21). Some obstacles to co-ordination lurk in otherwise positive practices: innovation funding designed to encourage diversified local projects can lead to overlapping and ineffective development (Case Study C paragraph 21). A strongly decentralised HEI management structure can militate against having a central educational development function fulfilling a co-ordinating role (Case Study A). Nevertheless, there are countervailing examples of good practice developing.

109. This and the following area (Disseminating and Embedding Good Practice) pose the question of whether policy should be centralist/directive or devolved/enabling in implementing the learning and teaching strategy. The trends apparent in our evidence are:

- generally, HEIs’ learning and teaching strategies have provided central direction and priorities for learning and teaching developments (Case studies)
- learning and teaching strategies have been subject to considerable consultation (ADev Q2)

- two thirds of HEIs responding devolve some learning and teaching strategy funds to stimulate activity in departments and faculties (eg through innovation funds) and in one third the majority of the funding is devolved from the centre (*HoD Q11*).

110. In institutions with a strong devolved departmental or school culture, cross-institutional collaboration is not easy to achieve in any area of work, including learning and teaching. Nevertheless, there are examples of practices developing which are designed to overcome barriers to collaboration, for example:

- incentives that favour collaboration being built into innovation project funding
- creating mechanisms that require faculty-based learning and teaching leaders to get together regularly across departmental boundaries
- making explicit the requirement that internally appointed Teaching Fellows should spend part of their time helping their faculty rather than their immediate department (*Case Study A*)
- building a knowledgeable and respected central learning and teaching support function.

111. Successful central educational development/learning and teaching support functions appear to play a variety of enabling roles (*Case Studies*):

- environmental scanning
- trawling and sifting incoming information
- enhancing transferability of project outcomes
- making connections
- circulating internal experience and good practice
- supporting internal and external bidding processes
- taking the lead on any HEI-wide learning and teaching projects
- leading in dialogue on national issues.

112. In small institutions, there is more opportunity for informal collaboration through 'corridor chats', but these can also be used to thwart collaboration (*Case Study M*).

113. New lecturers' courses are an important vehicle for collaboration because they normally bring staff from across the institution together. These events may be rejected by some departments who believe that generic courses cannot meet the specialist needs of their subject area, but many such courses clearly set out to allow subject differences to be explored, whilst also facilitating communication across subjects. Internal publications on learning and teaching that report on developments and scholarship of teaching also serve to increase cross-departmental collaboration. Some HEIs have used TQEF funds to support these initiatives.

114. Some learning and teaching co-ordination is led from within the Registrar's Office and is linked to preparation for, and the outcomes of, subject review visits (*Case Studies A, B & C*).

115. In terms of external co-ordination and collaboration, the picture is less positive. There are few incentives to collaboration across institutional boundaries. There is little evidence in the institutions' learning and teaching strategies of policies to promote or support external (inter-institutional) co-ordination of effort or collaboration. Where such collaboration occurs it is usually as a function of an FDTL or TLTP project (*for an exception, see Case Study J, paragraph 17*) rather than as one of the functions of a central educational development or support service.

ii) Subject Strand

116. There is evidence of increased external collaboration following the subject strands of TQEF. For example, the FDTL projects have led to networking with colleagues across HEIs (one project at Case Study E involved implementation in 14 institutions). One institution has nominated a specific person in each department to liaise with the relevant subject centre.

117. The link between subject centres and the institutions where they are based is quite limited. Even in institutions that were clearly pleased to have a subject centre, the impact locally centres primarily on the host department and possibly cognate departments, with little carry-over to other departments (see also paragraph 136 below).

118. Some subject centres are developing subject-specific courses for new lecturers (Law, Geography, Languages). These courses will provide an opportunity for HEIs and subject centres to collaborate and to integrate the subject-specific elements of the courses offered by the subject centres with the more generic courses offered at HEIs and vice versa.

'...greater collaboration is bringing about a culture change in the HE sector. One way to encourage greater collaboration is to link funding incentives to collaboration.'
Engineering TLTP Project Co-ordinator, Case Study D

iii) Individual Strand

119. The extent of collaboration within this strand has been limited so far to the seminars held by the NCT for Fellowship holders. There is a possibility that the contribution of the Fellowship holders to the aims of TQEF could be enhanced if collaboration was more actively sponsored (see paragraph 175 below)

iv) Other Collaboration

120. One institution reported that internal innovations on learning and teaching are not only shared within the institution but with the institution's FE partners as well. However there is general acknowledgement in this same institution that external collaboration is weak and there are not enough mechanisms to enable the institution to learn from innovations elsewhere (*Case Study E*).

121. There is also some international collaboration being achieved in the sector (*Case Study J*). However, it would be unrealistic to expect individual institutions to invest much effort in this without stronger incentives; we note that it is one of the stated roles of the Generic Centre.

C. Disseminating and Embedding Good Practice

Overview

122. There are still significant barriers to the widespread dissemination and embedding of good practice in learning and teaching, particularly in large devolved HEIs with strong departmental/faculty structures. Effective dissemination depends on willingness both to export and to import ideas. This is a general issue for the sector as a whole, which we discuss further in paragraphs 271 to 292.

123. In terms of dissemination between institutions, the LTSN and its subject centres are as yet scarcely into their stride. Awareness is still low and their use, though variable, is still quite limited. They can be expected to contribute significantly to dissemination in due course when allied to the next rounds of FDTL projects. It is too early to evaluate their contribution so far.

124. Internally, there continues to be considerable evidence of reluctance to use learning and teaching materials or approaches produced by others. However easily available they may be, they are often felt not to be transferable. (*Case Studies*).

i) Institutional Strand

125. The question of how to disseminate and embed good practice was acknowledged to be a difficult, complex and long term matter, which we discuss further in the section on dissemination and drivers for change. One respondent called dissemination the 'hardest nut to crack' (Case Study K). It is clear that there is no single strategy that is clearly identified as being necessary for success. Rather, our evidence suggests that dissemination must be tackled on a variety of levels by a variety of means.

126. Dissemination is rarely undertaken spontaneously. Incentives and mechanisms are usually needed to stimulate the investment of time and effort involved in making one's own work accessible to others. A decision to promote a policy of dissemination also raises again issues of the best balance of central versus decentralised structures and processes, as we saw above. In at least one institution, competitive advantage is seen as a reason for not exporting good or successful practice (*Case Study D paragraph 22*).

127. There are some "stars" in the case study HEIs who seem to think more widely than their own course or department. They are energetic in the development of learning and teaching and generous of ideas internally and externally. They are the "cosmopolitans" of the system (*eg Case Study G paragraph 14*). One Dean observed, however, that his best member of staff, an NTF and FDTL Project Director, had become so busy externally that his availability and value to his own institution was thereby undermined (*Case Study F paragraph 24*).

128. We found some examples of developing practice designed to promote dissemination and the wider internal adoption of good practice. Several institutions have designated learning and teaching co-ordinators or heads of learning and teaching in a faculty or school (sometimes these pre-dated TQEF) with designated responsibilities for dissemination. In one HEI, it was a requirement of all recipients of innovation funding that they should present their results to colleagues on regular university development days devoted to learning and teaching (*Case Study C paragraph 24; see also Case Study J paragraph 20*).

129. The key role of a central unit for the dissemination of good practice emerged clearly from many of the case studies in HEIs with a strong teaching tradition. It was felt to be important that the staff in the central unit had credibility with academic colleagues. In some cases, the publications of the staff in the central learning and teaching unit had been entered in the RAE to reinforce their academic standing in a research community. Conversely, there was some evidence that in the absence of a central unit the process of dissemination was slowed down or made more difficult (*Case Studies A, M*).

130. A key feature of many institutional strategies is the emphasis on ICT, e-learning, computer assisted learning (CAL) and computer aided assessment. Some central units have a strong role in supporting these developments and embedding them in teaching departments. In some of the case studies, the role of helping staff with CAL provided a platform for dissemination of wider issues of curriculum design and supporting students' learning. Most respondents felt that progress was being made in making information available to staff about e-learning and that staff skills in ICT in support of learning and teaching were being improved.

131. 80% of academic developers reported holding "celebration" events to disseminate good teaching (*ADev Q10*). In more than half of the cases, this practice pre-dates TQEF; nevertheless it is becoming more common. In some cases, annual reports are required from departments or

faculties on their activities relating to learning and teaching as a means of communicating with others across the institution. In several cases, websites and publications are used as dissemination vehicles.

132. Several institutions reported that TQEF funds supported the development of annual institutional learning and teaching conferences. In one case, the organisers were 'immensely surprised' by the take up by staff, with over 450 attending and 'universal acclaim' from staff for the events (*Case Study A paragraph 24*).

133. In small HEIs, the limited financial value of the TQEF imposes restrictions on the scope for disseminating good practice. It was suggested by one such small institution that a regional grouping of similar institutions could share good practice and break out of the isolation that a smaller HEI can experience.

ii) Subject Strand

134. The LTSN and its centres are key mechanisms for dissemination and embedding. Asked about their relevant subject centre, fewer than one in five of academic staff responding to questionnaires have a working knowledge of it (*AS Q1*), and those who actively use the subject centre for information or advice are less than 10% (*AS Q3*). We asked academic staff about the increase in their use of LTSN subject centres compared with a year ago. The increase is marginal (7/140) (*AS Q3*). It seems that there is a lot still to be done to raise awareness. Some staff recognise that the subject centres have the potential to be an important player in the dissemination of good practice within their subject (*AS Q3*).

135. It is early days for the subject centres, and the current evaluation of their work to date by the team from Lancaster University will give a clearer picture of their development. It is too soon to take a view of their impact on dissemination across the sector.

136. The effect of a subject centre on dissemination within the institution in which it resides seems to vary. In several cases it was asserted that the subject centre had had little internal impact. In *Case Study L* it was said that the centre needed to distance itself somewhat in order to communicate effectively across the sector and not to be seen as promoting its department of origin. In other cases, some use was being made of the subject centre for disseminating good practice internally (*Case Study F*). It is evident that at present there is considerable movement taking place in this area.

137. The impact of FDTL and TLTP on disseminating good practice across the sector has been evaluated in other reports (HEFCE 98/68, TLTP).

138. The evidence of any impact of FDTL and TLTP projects on dissemination within the institution in which they were/are based was mixed. Some case study institutions provided evidence that the impact had been significant. Having the project had built confidence and given recognition to the department concerned, which enabled outcomes to have a wider impact across the institution. This was particularly noted within a small college environment (*Case Study F*). In larger institutions, with stronger departmental barriers, the impact of having an FDTL or a TLTP project was more likely to be restricted to the department(s) involved (*Case Study L*).

139. Where content is more generic, there is greater likelihood of institution-wide embedding. For example a project, which developed a way of doing peer observation, was used across the whole HEI and another produced some courseware for study skills or software for computer-aided assessment (*Case Studies A & D*).

140. A general comment was that, while it is recognised that there is now a lot of information available to teaching staff on ways to develop learning and teaching, time is needed to absorb the

sheer quantity of material and to adapt what there is to local conditions. This goes some way to explaining frequent references to “not invented here” - reluctance to use others’ ideas and materials.

141. Anecdotally, and by contrast with the cosmopolitan perspective of the “stars” referred to in paragraph 127, there appears to be a majority whose horizons in searching for learning and teaching resources or advice are still very local.

iii) Individual Strand

142. There is no direct expectation that NTF award winners will be active in dissemination as a consequence of their award. Nevertheless, since they are in the main outstanding individuals with a strong commitment to developing teaching, assessment, and the curriculum, they are likely to have an important influence in disseminating good practice within their own department and the institution (*Case Studies C and F*), and more widely through professional and subject associations.

D. Research and Innovation

Overview

143. TQEF has significantly stimulated support for learning and teaching innovation and development within HEIs. The resulting activity is primarily the development and implementation of innovative practice, rather than research. ICT and other technology-based developments are the strongest area of development and innovation. We found little systematic evaluation of the overall impact of innovation within HEIs. The impact of FDTL projects, where they exist, is primarily external to the HEI where they are located.

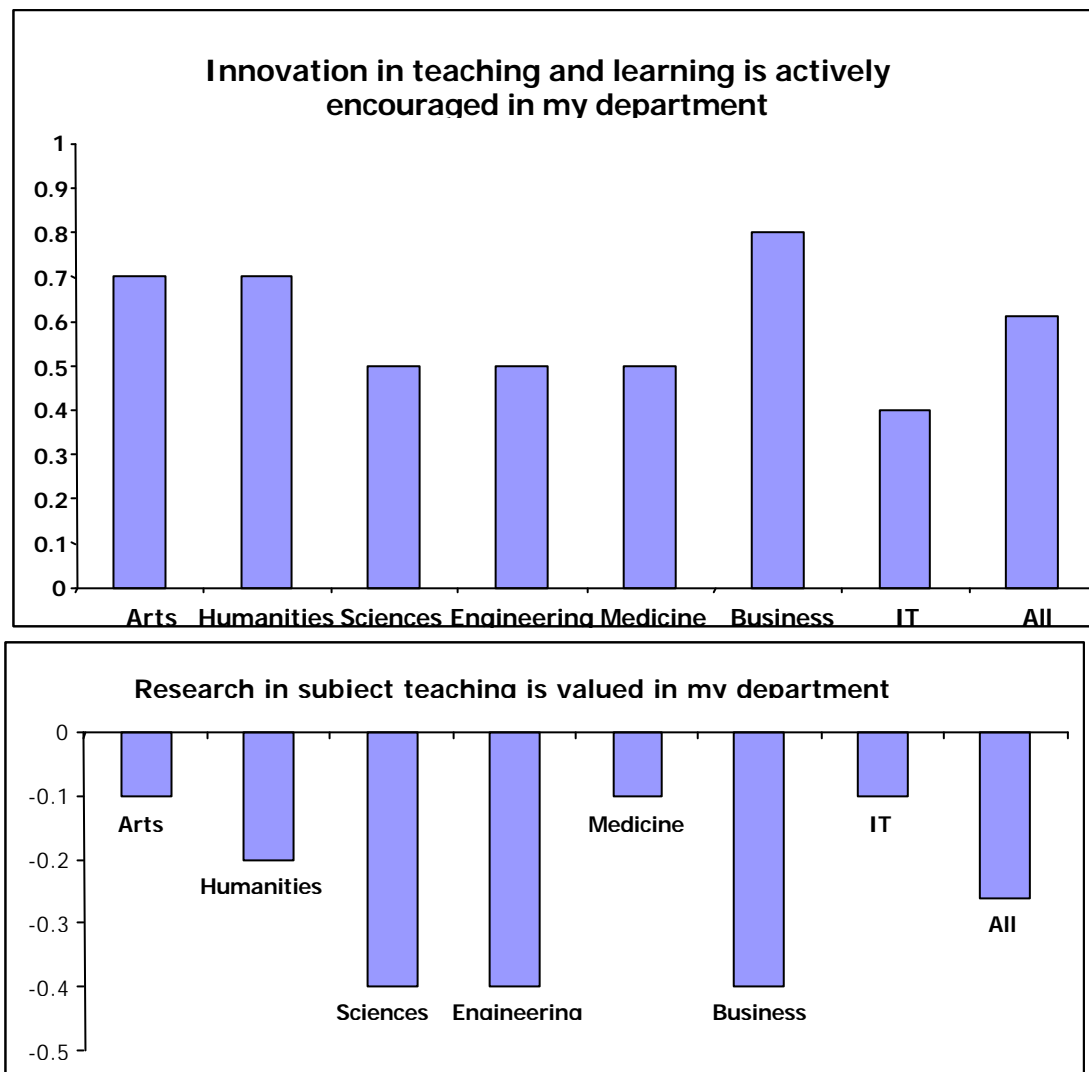
i) Institutional Strand

144. There is extensive use of learning and teaching funding allocations to create or enlarge HEIs’ internal central innovation funds, or to delegate project funds to faculties and schools for this purpose. One institution reported there had been a £1m in-house fund in place since the late ‘90s (*Case Study D paragraph 27*). TQEF funds have been used to supplement existing grants programmes, and in some cases to create new ones. These range from small seed grants from £500-£5,000 per project to as high as £30,000 each. A common criterion for awarding these grants includes the expectation that the work carried out would span the needs of more than one department or faculty and have cross-disciplinary applicability. The monies have been most often used to buy out staff teaching time, to provide specialist equipment, or to buy in assistance.

145. There is some criticism that internal processes for allocating such parcels of funding are bureaucratic or heavy-handed, requiring disproportionate effort for the sum of money involved, when compared to the acquisition of external funding for research projects (and indeed to TQEF itself) (*Case Studies B and C*).

146. Our impression from the case studies is that a large part of the resulting activity is best described as pragmatic development or the implementation of innovation (in the sense of being new to the department or institution concerned) rather than research (in the sense of being rooted in the scholarship of teaching).

147. The difference between attitudes to innovation and research is strikingly shown in the following two figures, which indicate the responses of 140 academic staff to the two given statements (AS Q4). Displacement above the zero line shows relative agreement, and below the line shows disagreement with the given statement.



148. While there are differences in emphasis between staff in different subject areas, there is strong correlation across subject areas about the encouragement for innovation and conversely the lack of value placed on research into subject teaching in their departments.

149. One institution reported the creation of a research institute to carry out high-level research and consultancy in e-learning (*Case Study B*). Against that, several respondents alluded to the low status of educational research within the Research Assessment Exercise as a disincentive to investing time in this area (*Case Study L paragraph 55 and ADev Q11.*) Pedagogic research (known in the sector as PedR) is felt by educational developers to lack recognition both across the sector and in HEIs.

150. Many RAE panels have not considered research into the teaching in their discipline as part of the RAE review but then neither has the Education Panel found a way to review this growing literature. The recommendation of the RAE Fundamental Review notes that 'HEFCE should make it clear that its funds for teaching include an element intended to enable staff to engage in

scholarship.' To date, the first two phases of the Economics and Social Research Council's (ESRC) Teaching and Learning Research Programme (TLRP) have supported little HE research.

151. However, the next phase of the TLRP, which is being funded predominantly by HEFCE, is primarily for educational research at the tertiary level.

'It was generally held by the academics interviewed that the current imbalance between reward for TQA and the RAE is a major deterrent to innovation and research in learning and teaching.'

Case Study D: 30

152. Some institutions reported that the courses for new lecturers promoted the scholarship of teaching and learning by requiring staff to undertake research into their teaching as a requirement of the course. In one case these were then prepared for publication and entered into the RAE (*Case Study L paragraph 28*). Other institutions reported that they encouraged staff to submit pedagogic research to the RAE.

153. There are encouraging examples of integrating rewards to individuals with further stimulus to research and also with dissemination. As was noted above, many institutional Teaching Fellowships require the completion of a pedagogic research project. Teaching research networks have been established in some institutions as a mechanism to take pedagogic research forward. In one case study it is a condition of a learning and teaching development award that a report of the project is made to colleagues on a "University Development Day" (*Case Study C: 24*).

154. By far the strongest overall areas of development and innovation are in ICT, e-learning and other technology-related developments. 88% of HEIs say TQEF funding has had an impact on this area (*ADev Q7*). Many HEIs are investing in the development or enhancement of web-based delivery of learning materials and access to resources. Managed virtual learning environments are also being actively investigated and some institutions are also using the funding from the Rewarding and developing staff in Higher Education initiative (HEFCE 01/16) to support training in web-based learning.

155. We note that there are long term resource implications for the maintenance and support of the investment in such technology-based delivery systems (*Case Study A §39*).

156. While there is a high level of innovative activity overall, we found little evidence of systematic evaluation of the impact of innovations. There is a danger in the assumption that investment in innovation is self-evidently beneficial. We believe it would help HEIs in selecting activities for funding and in evaluating their impact if they did more to ensure that the expected benefits were clearly identified in advance, for example, in terms of enhanced quality, time or cost. These would also serve as a basis for evaluating their success.

ii) Subject Strand

157. Two thirds of Deans or Heads of Departments consider that the impact of the LTSN subject centre in their subject area has so far been nil or negligible (HoD Q15), though a significant number believe such subject-based dissemination has the potential to be effective, and it is too early to measure (HoD Q16), while fewer than one in five of academic staff have a working knowledge of their relevant subject centre (AS Q1.)

158. FDTL projects were set up primarily to disseminate practice from highly rated departments across the country. We have not set out to evaluate them, but rather looked at their impact within

institutions. Given that funding was not intended to benefit just the host institutions, it is unsurprising to find that they have little internal impact beyond the host department.

159. It follows that few academic staff, beyond the departments in which they are located, are likely to be aware of the existence of FDTL or TLTP projects (*Case Studies and HoD Q14*).

iii) Individual Strand

160. Some NTF projects are highly research oriented (*Case D paragraph 28*). One for example which related to social inclusion in the arts for people with special needs was expected to lead to a publication as well as innovative course developments.

E. Building Capacity for Change

Overview

161. We take a broad view of building capacity for change, as the culmination of the efforts of TQEF, with HEIs' policies, culture and values, organisational structures and processes, staffing, staff development and infrastructural support becoming aligned with and supporting the enhancement of quality in learning, teaching and assessment in the context of each institution's mission.

162. Learning and teaching strategies are live documents within HEIs and awareness among academic staff is generally high. They are genuinely influencing behaviour in most HEIs and are actively reviewed and revised (*Case studies and PVC Q12*). Levels of awareness and understanding of institutional strategies are very much higher than for national initiatives in learning and teaching. 90% at HoD level and 60% of academic staff have "working or thorough knowledge" of their HEI's learning and teaching strategy. (HoD Q2; AS Q2). In the majority of our case studies, there is evidence of wide consultation, including with students, on the development of the strategies. Where this has occurred, ownership of the strategy is also said to be wider.

163. Throughout the case studies, there is evidence that HEI structures and processes to support learning and teaching development have been strengthened as a result of funding, but not yet fully embedded in operations or long term budgeting.

i) Institutional Strand

164. The requirement for all HEIs to submit a full learning and teaching strategy in order to qualify for TQEF funding has had a marked effect; either by boosting or endorsing the importance of existing strategies or providing the impetus to develop them from scratch. Further, the funding provided for implementation and earmarked for that purpose has enabled most institutions to put in place or strengthen the most important structures and processes for planning, communicating, implementing and monitoring the resulting strategies. In this sense, there is evidence of a significant and rapid advance in building capacity for change in learning and teaching across the sector.

"Invaluable. It has enabled what might have remained a glossy paper statement to be properly implemented and to become a reality for students and staff"

(a PVC)

165. During the case study visits, we were frequently struck by the positive response to TQEF when set alongside the response to the Quality Assurance Agency for Higher Education's

(QAAHE) subject review processes, although both are concerned with improving the quality of learning and teaching. It emerged that the subject review processes were widely felt to be imposed, and consequently to result in “compliant” behaviour in order to satisfy external quality assurance criteria (on one occasion described somewhat cynically as the “Potemkinisation” of a department). By contrast, the need to produce a learning and teaching strategy to qualify for TQEF funding has generated an internal process of consultation and development aimed at quality enhancement. The resulting strategy is to a much greater degree “owned” by the institution, ensuring that changes in behaviour are more likely to be based on commitment rather than compliance, and consequently to become embedded.

166. Nevertheless, the two remain strongly linked, in that institutions acknowledged that many of the shortcomings addressed in their strategy had been drawn to their attention during the subject review processes.

167. One of the key factors in building capacity for change is the role of senior management in leading the process. In several institutions, the Vice-chancellor has taken the lead. All the case study institutions have a Pro Vice-chancellor (PVC) (or similar title) with responsibility for learning and teaching. However, leadership from above is not always enough. Middle level managers can be major agents for, or blockers of, change, especially where schools/faculties have strong power or influence (*Case Studies A, B and D*).

168. The process of codifying and formally adopting a learning and teaching strategy has had an impact on staff awareness of learning and teaching and has provided a framework for innovation. The process of consultation, when this has involved a wide range of staff, was a valuable opportunity to discuss priorities and appropriate actions that the institution needed to take. In most institutions, a copy of the resulting strategy (or at least a summary) has been widely distributed to all staff.

169. An important element of capacity building is alignment of the institutional structures and processes with the learning and teaching strategy. Although this seems obvious, it is nevertheless rarely considered. The case studies suggest that in many HEIs it was necessary to create new structures (committees, working groups, steering groups, or a central unit) to oversee implementation of the learning and teaching strategy. At present academic developers have mixed views on how well the strategies are embedded into the structures of the institution (*A Dev Q2*). Since many of these structures have been in existence for a short period of time, their long term value and impact cannot be determined at the present time. Examples of positive developments include:

- where they did not exist, Learning and Teaching Committees or equivalent, reporting to Senate usually through Academic Committee, have been established to direct and promote the learning and teaching strategies
- central educational development or learning and teaching support functions have been established or strengthened. Their status, authority and influence have been increased by the formalisation of learning and teaching policy and availability of funds; however, where multiple advice and support points have developed, there is a danger of users becoming confused (*Case Study D paragraph 18*)
- as well as a central support service some institutions are creating networks of learning and teaching champions or co-ordinators in faculties and schools (*Case Studies C paragraph 20, E paragraph 23*).

170. Such development is nevertheless still at an early stage of organisational embedding – much of the activity and staffing is not core funded (*Case studies*).

171. Most HEIs have in place ways of monitoring progress of their strategy in terms of inputs and activities, but a weakness, identified in most HEIs, was the relatively low priority given to evaluation of the outcomes, which we discuss later in the section on management, support and funding (see also Gibbs, 2000, para 50). In terms of building capacity this means that there may be insufficient information and analysis being generated to inform senior management teams of the areas where revisions to the strategy are needed.

172. While the overall picture is clearly positive in terms of building a widespread capacity to enhance the quality of teaching, learning and assessment, there are signs that this development has not yet reached a point where its effects are self-sustaining:

- those HEIs starting furthest back on the change curve are most at risk if funding is entirely discontinued after three years
- new structures and processes are being established to support and enhance learning and teaching within institutions, especially to promote co-ordination, collaboration and dissemination of good practice, but they require more time to become fully “run in”, to be valued and maintained
- much development and learning and teaching support work that has been started is funded on a short-term project basis and/or done by short-term contract staff, as a consequence of the uncertainty over continued funding. Such work and the associated roles are unlikely to become embedded and core-funded by the institutions until the long-term value of the work has been demonstrated.

173. There is nevertheless some evidence (PVC Q9) of increasing willingness to contemplate sustaining a degree of funding from within the HEI when HEFCE's support comes to an end.

“It is crucial that the positive effects ...are maintained once TQEF monies cease – a further period of HEFCE funding to support embedding of the strategy would be invaluable as it remains at an early stage” (a PVC)

ii) Subject Strand

174. The evaluation of the first two phases of FDTL (1998) gave a rather mixed verdict in terms of their impact on capacity building as a whole. Both FDTL and TLTP have contributed to creating new centres of expertise in learning and teaching, and much of this expertise is now being utilised by the subject centres. The potential for the subject centres to contribute to capacity building is clearly there and beginning to be recognised. The role of the Generic Centre to support policy makers and academic developers also has significant potential.

iii) Individual Strand

175. Overall, the relative contribution of the NTFS to building capacity for change lies more in the potential of the Fellows' work as a whole than any individual contributions. The potential for the NT Fellowship holders, each with £50,000 at their disposal, to contribute to capacity building through their projects could be realised if there were a more co-ordinated approach to publicising the outcomes of the projects. There is some evidence to suggest that some NTF award winners, although recognised as high achievers within the teaching of their subject, are relatively unfamiliar with the networks supporting the scholarship of teaching and learning (see HEFCE, *Building capacity for change: research on the scholarship of teaching*, forthcoming).

Overall Observations

176. Within HEIs, the penetration and impact of the institutional strand is much higher than the subject or individual strands. 100% of HEIs have learning and teaching strategies, and 90% of Deans/HoDs and 60% of academic staff have a working knowledge, or better, of them (*HoD Q2; AS Q2*). By contrast, penetration of other strands is as follows (*HoD Qs 13, 14*):

- 11/96 Deans or HoDs have an FDTL project in their faculty or department.
- 12/96 have a current TLTP project
- 6/96 have a National Teaching Fellow.

177. There is widespread evidence that learning and teaching strategy funding has been used to accelerate or make possible development activities that would not have happened so quickly, if at all (*Case Studies and PVC Q3*). The effects of learning and teaching strategy funding are amplified or accelerated where it is applied with the grain of the HEI's existing vision, culture, plans and projects (*Case Studies C, D, F, J*).

178. Relatively small amounts of money in each HEI have been used in many cases to powerful effect. The leverage effect appears to be disproportionately strong, because even a small sum is often a significant addition to an institution's discretionary spending. This effect seems to apply even in small institutions with consequently small allocations (*Case Studies F and M*). The question of funding for smaller institutions is discussed further in paragraph 267 below.

179. The earmarking of funds for learning and teaching is widely welcomed – they cannot disappear into general funds – but there are no central prescriptions on how they should be used (*Case Study L paragraph 48*). TQEF strategy funding has attracted substantial additional internal spending aligned with the overall learning and teaching strategy. More than half of PVCs responding to the survey report spend of an additional 50% on their learning and teaching strategy on top of their TQEF funding (*PVC Q6*).

180. There is a fast-growing number of staff working in new types of role, such as learning and teaching development, and ICT and web support. This poses questions of their location, status and career development. These are discussed further in paragraphs 208 to 213 below.

181. There is little evidence of direct linkages or overlaps between the funding strands of TQEF. Nevertheless there are occasional excellent examples of effective synergy between the strands. These often revolve around individual “star” practitioners, active simultaneously as university or national teaching fellows or FDTL project staff, and in implementing the learning and teaching strategy, whose energy and networking abilities have established such links (*Case Studies A paragraph 39, E paragraph 40; C paragraph 25*). This aspect of synergy is discussed further in paragraphs 189 and 190 below.

182. Attention is being paid to student perspectives in designing and implementing learning and teaching strategies. In all the case studies where we were able to contact representatives of the Students Union, there was evidence that students were consulted about the original strategy and involved to some degree in planning and evaluation of courses and learning and teaching innovations. The commonest means of obtaining students' views are through membership of relevant committees, satisfaction surveys and course/module evaluation systems. In two cases there were examples of student representatives receiving training for these roles (*Case Studies D paragraphs 14, 38 and K paragraphs 45-46*). However, learning and teaching strategies are not felt to address fully the needs of disabled students, although other Funding Council initiatives are available for this purpose (*ADev Q2*).

183. There is little strategic monitoring of progress against HEIs' learning and teaching strategy aims. There is considerable monitoring of individual courses, student satisfaction and staff performance, but we found that these data are generally kept at a departmental or faculty level and are not summated by institutions to establish the overall effects of their learning and teaching strategy nor whether the strategic aims are being achieved.

Cross-cutting Issues

Introduction

184. Having considered the relative contribution to HEFCE's aims of each strand of TQEF, we now deal with the four questions in the terms of reference that raise cross-cutting issues, namely:

- Are there any synergies and/or tensions between the three strands of TQEF?
- Are there any unintended consequences of the strategy to enhance the quality of teaching and learning?
- Are there any barriers to change in the implementation of the TQEF?
- Are the five purposes of TQEF being achieved?

Are there any synergies and/or tensions between the three strands of TQEF?

185. Synergy occurs when two or more things working together produce an effect greater than the sum of their individual effects. In the context of TQEF we need to assess on two levels whether there is synergy. Firstly at a national level, is the approach of bringing the three strands together and managing them as an integrated strategy producing any synergistic effects? Secondly, are the activities in each of the strands within and between the HEIs, interacting in a way that adds value to the learning and teaching development activities?

186. A cautionary word is necessary. We should be wary of relying too much on the boundaries implied by the definitions of the three strands. There is a tendency in the language of TQEF to allow terms such as 'institution', 'subject' and 'individual' to go unchallenged. In practice, all are problematic. The notion of a single entity called an 'institution' with a set of agreed goals and managed structures to achieve those goals, hides the multiplicity of ways in which the boundaries of institutions (internal and external) and their purposes are blurred and always in flux. The notion of 'subjects' and communities of discipline-orientated academics also fails to take sufficient account of inter-disciplinary study and research, the shifting definitions of subjects and the dynamic nature of knowledge creation, all of which call into question fixed disciplinary boundaries. Finally, the 'individual' never acts in isolation but is the product of the context in which he or she works and any achievements always reflect the efforts of teams of staff and sometimes students.

187. Despite this inevitable blurring of the boundaries, the distribution of funding in three strands has enabled resources to be targeted in different but connected ways. It has enabled resources to be directed to three significant and broadly differentiated kinds of entity with which academics typically identify themselves, and it recognises the interconnected communities they inhabit. Thus, synergy is probably starting to take place in the sense that an individual is likely to find that the institution's learning and teaching strategy is becoming clearer, that support and funding for learning and teaching development work are more readily available, that teaching-related work is being given more recognition nationally and locally, and that a greater range of advice and materials is accessible through a subject network. The absence of one or more of these - a clear strategy without resources, resources without recognition of effort, encouragement without practical support - will significantly reduce the impact of the others.

188. At local level, individual teaching practitioners do not perceive much synergy between the three strands (*Case Studies M paragraph 48, J paragraph 36*). This is primarily because the source and name of the funding stream are not necessarily of importance to them, or are obscured by the HEI's own resource distribution mechanisms. This is not to say that the

synergistic effect on individuals' behaviour is any the less because they do not recognise the common national strategy which binds the three strands together as TQEF.

189. We found little evidence of synergy in terms of direct linkages or influences between the three strands. Although TLTP and FDTL pre-dated the preparation of institutional strategies, the subject specificity of most of the projects would make it less likely that they would have a direct influence on learning and teaching strategies. Indeed their function has been usually to operate primarily between, rather than within, institutions. There have been links however between the award of NTFs and the projects in FDTL/TLTP, as we shall now discuss.

190. Our view is that synergy between the strands occurs mainly and indirectly through individuals, and especially the "star" individuals who are the champions of learning and teaching within their institutions and are also the enthusiasts who inhabit and support the subject centres and FDTL/TLTP projects. For example, we interviewed an academic member of staff who had won a university teaching fellowship. Her work was recognised internally and she became the nominee for the NTF, which she was awarded. Since she is an active member of the relevant LTSN subject centre, she wrote up the work in their newsletter, which has led to the findings being shared with other departments tackling a similar problem (*Case Study E and a similar example in Case Study C, including FDTL funding*). Key individuals who become the enthusiasts for and promoters of learning and teaching, some of whom (although by no means all) receive a NTF, are likely to be engaged in developing the institutional strategy (*Case Study K*). The energy, commitment and networking ability of these key individuals seem to be key factors through which indirect but valuable synergy between the strands is occurring.

191. Another form of synergy can occur when institutional strategies contain a subject-based component, which opens the door for interaction with the subject strand of TQEF. This happens particularly where there are strongly devolved strategies that place greater responsibility on departments to set their own goals (*Case Studies J, K & L*). The recognition of subject differences through support for departmental away days (*Case Study K*) and modifications to the new lecturers' Teaching Certificate (*Case Study L*) illustrate how discipline differences can be reflected within institutional strategies. There may be a case for LTSN subject centres to explore with HEIs how they can link with and support HEIs' learning and teaching strategies, where they have these subject-based components.

192. Wider synergy can also be observed where a funding body priority for the sector is taken into institutional strategies and the use of TQEF funding. A good example is the importance given to student employability in some institutional learning and teaching strategies. Gibbs (2000) found that 24% of institutions gave priority to 'innovation emphasising employability, work experience, key skills' (18% gave it "a mention" and 58% "no mention"). This places employability as one of the top three priorities in learning and teaching strategies along with staff development and developments in ICT.

193. In three of the case study institutions, employability featured strongly. In *Case Study B*, a principal purpose of the use of TQEF funds was to integrate key skills and improve graduate employability. This was being achieved through staff development from the Careers Advisory service, additional teaching fellowships, improved programme specifications and work placements. In *Case Study G* Career Planning Agreements were being agreed for all full-time courses. In *Case Study L*, a framework for developing and certificating key skills was being developed as an additional qualification for undergraduates.

194. We should not lose sight of the possibility of synergy within, as well as between, strands. For example, synergy can be achieved by creating links between individual National Teaching Fellows. The NCT has attempted to do this, and a recent Scholarship of Teaching and Learning

conference also provided a forum for NTF award winners to discuss their projects. In the subject strand there is evidence that good collaboration between subject centres and FDTL/TLTP projects (*Case Study K*) can be advantageous. It is indeed now a requirement of phase four of FDTL that “applicants are required to produce evidence that they have come to an arrangement with either their LTSN subject centre or the LTSN Generic Centre (or both) that will ensure that the products of the development are disseminated as widely as possible” (HEFCE 01/60). In the institutional strand we consider more could be made of establishing links between common mechanisms used in institutional strategies at different HEIs, especially for small HEIs (*Case Study M*).

195. Our initial findings raise a number of questions. How can valuable links between the TQEF strands be promoted if they are not to be dependent on the knowledge and networks of the “star” individuals? How is communication achieved between the strands? For example, how will subject centres best find out about potentially relevant projects within institutions? This suggests substantial environmental scanning across the sector. The role of conferences where development work is reported (ILTHE, Staff and Educational Development Association (SEDA), Society for Research in Higher Education (SRHE)), journals and texts, networks such as those fostered by membership organisations such as SEDA, SRHE, Southern England Consortium for Credit Accumulation and Transfer (SEEC), Heads of Education Development Group (HEDG) and various subject associations and professional bodies, are all important ways in which this kind of communication is achieved. The NCT is another locus of knowledge across the strands, which has the potential to foster interaction. The ILT might also contribute as its membership extends.

196. Within faculties and departments, the possibility of making connections and achieving synergy depends on there being sufficient knowledge about relevant development work being undertaken in their own institution, accessible in the relevant subject centre or in progress in the relevant FDTL/TLTP projects and NTFS activity. Staying abreast of the volume of generic development work being undertaken presents a daunting challenge to individual academics or heads of department.

197. The most successful communications strategy seems to be to designate individuals within departments with the time and commitment to gather this knowledge and share it with colleagues. We found evidence of this approach being successful through the appointment of departmental or faculty learning and teaching co-ordinators, with the release of teaching time to carry out this work (*Case Studies E & K*).

198. Despite the beneficial contributions made by central educational development activities our survey results show that there is a long way to go before the typical university or college lecturer is well enough informed about the sources of learning and teaching knowledge and support available (*AS Q1-2*).

Tensions

199. There is no evidence of any material tensions at a policy or an institutional level as a result of TQEF funding. However, we can detect some potential tensions. One is between the agendas of the subject centres and institutional strategies. Work sponsored through a subject centre or FDTL/TLTP could take the staff involved in a direction that diverged from the institution’s strategy. One example (see paragraph 118 above) is a possible conflict between institutional preference for a generic new teachers course and subject centres developing subject-specific training for new lecturers.

200. There is some evidence that the recent multiplication of sources of information about learning and teaching is causing some confusion in the sector (*Case Study G*). The subject centres are attempting to co-ordinate information, but may be seen by those with relatively low

levels of awareness of learning and teaching as another and separate source adding to the confusion. However, from another angle, this multiplicity may also be seen as an enrichment of the debate, creating a wealth of materials and ideas available to academics. Some ways of accumulating and summarising these sources and outputs would seem to be desirable and we refer to this further in paragraph 251 below.

201. The tension that undoubtedly exists and impacts on the success of TQEF is not so much between the strands but between the goals of TQEF and other individual, institutional and HEFCE priorities. In particular, we found that pressure on staff to achieve research output militates against giving time and effort to teaching developments. The lack of recognition given to writing textbooks and learning materials in the RAE, even when these derive from research, is similarly a disincentive. The growing literature on the scholarship of teaching and learning is providing an alternative to purely subject-based research and this trend is being encouraged by many of the subject centres, but this literature tends not to receive recognition comparable with traditional forms of research.

202. Finally, it is an aim of TQEF to encourage institutions to develop new opportunities to collaborate. In a context in which HEIs are in competition for students, there could be reluctance to share expertise on teaching and learning or to publish the outcomes of projects which are believed to give the institution a competitive edge in student recruitment. It is also possible that some HEIs will want to market a product to the rest of the sector and therefore be unwilling to collaborate by offering it freely through subject centres (*Case Study D*).

Are there any unintended consequences of the strategy to enhance the quality of learning and teaching?

203. On the whole, we found little evidence of unintended consequences in the case study institutions.

204. The very short timetable for the funding and the late payment in the first year of the institutional strand created difficulties for some institutions. Contracts for staff appointed using TQEF institutional funding have typically been restricted to 26 months. In some cases, the late payment of funding has led to project slippage and reduction in anticipated outputs. There is a danger of short term funding leading to relatively short term thinking, with a concentration of effort on those things that can be achieved within the time parameters of the funding. This is enhanced by the uncertainty about whether there will be a continuation of funding for the institutional strand. This uncertainty is creating difficulties for planning future activities related to TQEF.

'The allocation of monies to institutions came two-thirds through the first year and this was out of phase with our implementation. Because of this one aspect, our spending has not adhered to the planned timetable. We need knowledge of funding well in advance of the years in which it is to be spent. To engage in major developments employment of new staff has to be planned and actioned ---this takes a long time to ensure maximum efficiency.'

(Academic Developer)

Are there any barriers to change in the implementation of the TQEF?

Values and culture

205. A major barrier to implementing the TQEF objectives is the relative status of teaching and teaching-related activities in higher education compared with research. Many senior academics have chosen their profession because of a pre-disposition towards research, and their professional identity and self-esteem are closely bound up with their research and publications. For them it is a simple choice between spending scarce time on research rather than the seemingly less-rewarding teaching.

206. In some institutions and departments complacency can adversely affect the effort put into enhancing teaching quality. Where subject review scores are relatively high, this can be taken as a sign that learning and teaching is judged to be satisfactory by an external authority. This conclusion is then used to justify internal resistance to doing any more to enhance this aspect of the HEI's performance, especially where the subject review process has itself been felt to be onerous.

207. Although scholarship of teaching is required to underpin the continued development and adoption of soundly-based improvements in learning and teaching, it is felt by educational developers to lack sufficient policy support and recognition (see paragraph 150 above).

208. A number of heads of department suggested that another barrier to change might be what one of them termed "initiative fatigue". It was their view that staff reluctance to change was influenced by a perception of being "bombarded" with initiatives of this type.

Staffing matters

209. Recent reports (including the previous evaluation of FDTL) have noted the increase in the number of specialist staff associated with the institutional implementation of central initiatives to enhance aspects of learning. The growth in numbers of such staff has been evident in this evaluation, not only through FDTL and TLTP projects, but also with the use of TQEF funds in many HEIs to establish or strengthen educational development units.² Difficulty in the recruitment of such staff has been a delaying factor in the implementation of several case study strategies.

210. In the sector as a whole no accurate data exists on the number of such staff, but one estimate is that in the region of 10,000 may be employed. A recent study³ for JISC on the career development of learning technology staff (using this term fairly widely) identified approximately 7,500 specialist personnel (excluding academic staff active in the area), although this did include some more general educational developers and library based learning resource staff. Adding non-technology activities, and those involved in HEFCE funded widening participation projects (including disability) directly related to learning, is likely to increase this number by at least 2,500, making an approximate figure of 10,000 not unrealistic.

211. We identified a concern among such staff that their status and career development needs are not widely recognised, and - in general - there is little explicit identification in the human resource management strategies of most institutions about the needs of this particular group.

212. For those on short-term contracts (which may be approximately half of the total population) specific issues are raised, although these are similar to those for the many other researchers in HEIs also on short-term contracts. Unless they are used sensitively by institutions, there is some

² For an analysis of the growth of such units, see Gosling (2001)

³ Career Development of Learning Technology Staff: Scoping Study
JISC Committee for Awareness, Liaison and Training Programme January 2001

evidence that reliance on short-term staff on projects to enhance learning may have a number of drawbacks:

- the start of projects is often delayed because of difficulties over recruitment
- contract staff may leave before the end of a project to ensure that they have continuity of employment
- the “collective memory” of previous activities in the relevant area is often weak, and sometimes completely lost
- later employment in the private sector may have strong appeal, particularly for those in ICT projects, where the salaries are attractive.

213. The JISC study referred to above contains a comprehensive discussion of the issues involved and multiple recommendations for both the sector and institutions. Whilst we do not agree with all of the proposals that the report contains, the recommendations deserve detailed study. Institutions should also ensure that their own human resource strategies address the needs of such staff.

Other factors

214. As has been stated before, a key barrier to change is the limited availability of staff time, particularly with teaching staff. Responses in the questionnaire to Heads of Departments and academic staff consistently noted the lack of time and money as barriers to the successful implementation of the strategy (*HoDs, Q8 & 17; AC Q17& 25*). 82 of 87 HoDs singled out lack of time as a major constraint on improving teaching (*HoDs Q17*). One important element of the TQEF funding has been the use of funds to buy out staff time to engage in a variety of activities to enhance learning and teaching. However, in specialist areas, it is not always easy to find replacement staff and the time involved in finding replacements is a disincentive.

215. Within individual institutions, other factors such as timetabling, resource distribution and management of staff workloads can also have a negative impact where they are not aligned with institutional learning and teaching strategies (see Gibbs, 2000, para 46). One aspect that is rarely considered as a barrier to change is the availability of the right kind of physical space where teaching can take place. Changing teaching methods can require a different mix of teaching spaces in order to be successfully adopted. One university has noted this point and is evaluating its current use and configuration of space (*Case Study C*).

216. As noted earlier, uncertainty over the longer-term funding of the institutional strand is causing some key pillars of the implementation to be put in place on a temporary basis (eg short-term funding-dependent contracts for key learning and teaching support staff).

“The approach to teaching requires a culture change that will not be achieved easily or quickly. A further tranche of TQEF funding is needed to keep the momentum onwards and upwards”

(Academic developer)

Are the five purposes of TQEF being achieved?

Overview

217. The funding bodies have taken a relatively non-directive approach to the implementation of TQEF. This has been positively received by the institutions and is a major factor in the developing institutional commitment to the enhancement of learning and teaching.

218. It is an important consequence of this approach that the resulting learning and teaching strategies reflect the diversity of the sector and the variety of missions and priorities within HEIs. As a result, there is not necessarily any direct link between the funding bodies' five main strategic purposes for TQEF and the aims and progress of individual HEIs' learning and teaching strategies, since the former were not a prerequisite in the development of the latter.

219. When it comes to answering the question "are the five purposes being achieved?" therefore, there is no simple way of identifying progress through the overt achievement of objectives in the HEIs' strategies that reflect the funding bodies' key aims. We say this, not as a criticism of the approach, but because it has an important consequence that affects this report. If all HEIs were to achieve what they aimed to do in their learning and teaching strategies, it would not mean that HEFCE's five aims had been achieved. We therefore have to interpret what we have observed in institutions, in order to build up a picture of progress across the sector towards the funding bodies' aims.

220. This mismatch also goes some way to explaining why there is evidence of considerably more progress in those areas where the HEI itself can clearly identify with one or more of the five HEFCE aims (i.e. encouragement and reward, research and innovation, and building capacity for change). There is less progress where the aims are more easily identifiable with the wider perspective of the funding bodies (co-ordination and collaboration, disseminating and embedding good practice).

221. It is also consistent with the above that there is evidence of more progress in, and development of mechanisms for, *internal* co-ordination, collaboration and dissemination (i.e. within HEIs), than there is for *external* activity of that kind (i.e. between HEIs) where the benefits to the individual HEI are less apparent.

222. There is a second likely reason for greater success in internal than in external co-ordination and collaboration. It is a simpler task to achieve collaboration within the direct management span of one institution than across institutional boundaries. Partly this is because of the management relationships involved. Even within institutions, vertical collaboration within a faculty for example is easier to achieve than horizontal or inter-faculty collaboration. It is also partly because, across institutional boundaries, the possible motivations for collaboration (eg pooling experience for common advantage, spreading development or infrastructure costs) are less likely to be obviously shared. An externally provided stimulus may be needed to produce significant changes in behaviour. We discuss the possible drivers of sector-wide change of this kind in the section on dissemination and the drivers for change.

223. Finally, we must always bear in mind the risks of generalising across the sector, given the fluid and multi-variate situation in which most HEIs, departments and individual staff find themselves.

Encouragement and Reward

224. Overall, we take the view that a substantial start has been made in the encouragement of effort devoted to enhancing teaching. TQEF funds have been applied in approximately half the HEIs to encourage and reward individual contributions to learning and teaching. Some HEIs are funding internal Teaching Fellowships. Together with other institutional innovation or development funds, these are acting as a significant reward or encouragement, albeit principally to those who are already enthusiastic.

225. Attention is being given to revising promotion criteria to give increased emphasis to good teaching, but the impact almost entirely disappears above senior and principal lecturer levels and research is still the dominant criterion for further advancement in the majority of HEIs.

226. Professional development is a feature in the majority of the learning and teaching strategies. Membership of the ILT has been encouraged by a majority of HEIs. However, the response from staff suggests that there is more for the ILT to do to establish the value and benefits of membership.

227. The NTFS has had a mixed reception from the community. There has been some effect in raising the profile and status of teaching and this is most noticeable within the 32 institutions that have been successful with nominations.

228. Raising the quality of learning and teaching is now firmly on the management agenda in most HEIs, and this is beginning to be reflected in HR policies, rewards and incentives, together with a recognition that more needs to be done.

Co-ordination and Collaboration

229. Within individual HEIs, mechanisms are being developed or strengthened to co-ordinate learning and teaching developments and promote collaborative activity across internal boundaries. The availability of TQEF funding has made it possible to do so (though developments are generally not yet sufficiently embedded to be sustained without further funding).

230. There is a growing recognition of the value of a knowledgeable and effective educational development or learning and teaching support function and there are an increasing number of models of effective practice. However, there are difficulties in driving this from the centre, especially in heavily decentralised management structures or where faculty cultures are strong. Progress in these environments is slower.

231. In terms of external co-ordination and collaboration, the picture is less positive. There are few incentives to collaborate across institutional boundaries either within the sector or reflected in individual HEIs' policies and practices. There are some signs of increased external collaboration associated with FDTL projects.

232. Collaboration with partner FE institutions to extend the HEIs' learning and teaching strategies to HE delivered in FE has received little attention to date, except in only one of the case study institutions.

Dissemination and Embedding

233. There are significant problems associated with the concept of dissemination and progress in this area is not good. Paragraphs 271 to 292 discuss the problems of transferability, the limited extent to which institutions are systematically considering the need to disseminate, and the issue of receptivity to importing and adapting external ideas.

234. In terms of the internal mechanisms for dissemination, we would confirm the comments in paragraphs 229 and 230 above. Where knowledgeable and respected central learning and teaching support functions have developed, they can work to achieve the transfer of outcomes and embedding of good practice, but the barriers are considerable, especially in decentralised environments.

235. The LTSN subject centres and the Generic Centre have a unique opportunity to create new and improved methods of dissemination through developing linkages with teaching and learning innovators in faculties and departments, as well as the central academic developers in HEIs. This connectivity would be a major contribution to the dissemination and embedding of good practice.

236. HEFCE and the other funding bodies need to consider what further steps would ensure that transferability of outputs and dissemination are considered at an early stage in project formulation for all teaching projects and not as an afterthought.

Research and Innovation

237. Overall, TQEF has stimulated activity in this area within HEIs. A considerable proportion of TQEF funding has been used to support or launch internal projects. The development and application of e-learning technologies is a major strand of such work. However, much of the activities being funded are “innovation” only in the sense of being new to the institution or department concerned.

238. There are good arguments for increasing the recognition of and support for scholarship in learning and teaching and thereby encouraging staff to engage in more penetrating and original research and development work.

239. More attention could be given within HEIs to defining the expected benefits of these innovation activities as a basis for monitoring and evaluating results.

Building Capacity for Change

240. The institutional strand of TQEF has had a marked and positive effect in building foundations for change within HEIs – in strategic thinking, consultation, planning, resource allocation and developing mechanisms and processes for implementation. By avoiding a prescriptive approach, TQEF has allowed this work to reflect the diversity of the HEIs and has reduced any possible resistance to change.

241. There are clear signs that, in some but not all institutions, the new structures and processes are significantly vulnerable to the cessation of TQEF funding at the end of the three years of the institutional strand (particularly in those HEIs with most ground to cover in building such capacity for change).

One DVC was adamant about the need to maintain the TQEF funding for another round so that continuity and forward movement could be maintained.

In a separate interview with one of the Deans at this same research-led university, this same sentiment was voiced:

‘We hope there will be another round of TQEF – we think it’s working!’

A PVC in another institution noted:

‘It is crucial that the positive effects of learning, teaching and assessment development are maintained once TQEF monies cease — a further period of HEFCE funding to support embedding of the strategy would be invaluable as it remains at an early stage.’

Management, Support and Funding

Management

242. The TQEF programme is managed by the TQEF Management Committee which reports to HEFCE's Learning and Teaching Committee (LTC). The TQEF Management Committee is the successor to the Innovations, Transfer and Transformation Committee which met twice in the autumn of 1998 before simplifying its name to the TQEF Management Committee. In 1999 the LTC established a Task Group on Strategies which developed the thinking on the institutional strand of funding.

243. The TQEF Management Committee works in partnership with the LTC which has overall responsibility for advising the HEFCE Board on the HEFCE's strategy on learning and teaching. It can advise on the development and monitoring of the programmes and the design of projects, and has a role in assessing and evaluating bids and making recommendations on the allocation of funding. It receives reports on FDTL/TLTP projects and on institutional learning and teaching strategies from the TQEF National Co-ordination Team, regular reports from the ILTHE on its management of the NTFS, and reports on the LTSN from its Director. A report on the ILTHE is also presented to the Committee.

244. As the LTSN is a UK-wide initiative, its management strategy is set by its own LTSN UK Steering Committee on which the TQEF Management Committee has two of the six non-assessor members. The role of this Steering Group is "to advise the funding bodies on funding proposals related to the LTSN". The Steering Group does have a role in overseeing "the monitoring and evaluation arrangements for the LTSN as a whole", which explains why it, rather than HEFCE, commissioned the independent evaluation of the LTSN.

Support

245. The type and level of support for those introducing innovations in learning and teaching is a critical success factor. Managers of the TQEF core funding within an institution have a number of external sources to which they can turn for help:

- the HEFCE Executive can advise them on the development and production of their learning and teaching strategy documents, but not on the implementation of the strategy
- the Generic Centre of the LTSN has as one of its main activities: "advising... HE institutions on generic learning, teaching and assessment issues, including the use of new technologies" and is thus available to provide help on a broad range of generic issues
- their HEFCE regional consultant is their first port of call in matters affecting the TQEF funding and the progress of the strategy
- the network of 24 LTSN subject centres is the main resource for advice and support on subject matters
- JISC's Generic Technology Centre is the source of information on technical ICT matters
- professional and subject associations can help where relevant
- JISC ASSIST, a unit of JISC which helps HEIs to use new developments in ICT
- the ILTHE as a source of professional advice for its members

- specialist consultants in learning and teaching, who are usually educational developers or members of the professional groupings such as SEDA and HEDG.

246. Project directors of either the TLTP and FDTL projects have in the past received a comprehensive support service from the NCT, which has been funded by HEFCE on an annual basis. As a result of this the NCT staff have helped to develop and train a network of project directors and specialists in the sector in learning and teaching innovation. It is assumed that similar support may be available to future FDTL projects, although it may be needed less because of the growing competence of project directors and the close links that future projects are expected to have with their subject centres. Nonetheless NCT's experience is that newly appointed project directors will always welcome advice on project management, budgeting and internal evaluation.

247. The NCT has a different role as regards the institutional strand of the TQEF. In the first two years its work was restricted to helping institutions develop their learning and teaching strategies. Now it is more geared to seeking out good practice in four defined areas. With the NTFS its task is limited further to one of organising network events for Fellowship award winners. The responses to our survey of NT Fellows showed that this networking was very welcome.

248. The Generic Centre has hardly established itself and, as we found in our case studies, is barely known within institutions. Its activities are designed to help the LTSN meet its first ambitious, strategic aim "to be the primary information and advice resource for all staff involved in learning and teaching in HE on subject specific and generic learning and teaching practices". In view of the disparity between the staffing levels of the Generic Centre and the scale of its brief, it will be essential for it to develop a focus in its activities.

249. The HEFCE regional consultants are the public face of HEFCE in their region and are the first person to whom those responsible for the institutional strand should turn. They were expected to be a source of professional advice on learning and teaching strategies and were responsible for deciding whether strategies were final or "emerging". Once the strategies are accepted by HEFCE, the regional consultants' role becomes one of monitoring, which we discuss below.

250. The 24 subject centres are the first line of support for academic staff faced with a learning and teaching issue within their discipline. Unfortunately the evidence from our survey (see AS Q1 in Appendix 1 D) showed that 55% of academic staff had zero knowledge of their subject centre; only 18% had a working or thorough knowledge of it. Even among Deans and heads of schools 24% had zero knowledge (Appendix 1B Q1). Academic developers confirmed this view of subject centres since 58% of them thought that collaboration with LTSN subject centres had had little or no impact within the institution yet (Appendix 1B Q7). We recognise that some LTSN centres have still to get themselves established and that many departments with niche specialisms feel that broadly based subject centres have little to offer them. Clearly, despite this, there is a major communications issue ahead, a point which has already been recognised by the LTSN Executive and the Lancaster external evaluation team.

251. This number of agencies and advisers clearly invites the question whether there are too many, and whether the notion of a "one stop shop" envisaged by the CTI/TLTSN evaluation has been lost. It also reinforces the initial views of the external evaluator of the LTSN that "differentiation" is one of the key issues. If this were to happen and each agency was to develop specialisms in discrete areas, there would still be an immense communications task of telling potential users who is expert in what field. A central information service could be needed. Thus, we return to a one stop shop or gateway to all the specialist helpers, which is a role that the LTSN and the Generic Centre are ideally placed to adopt, given their long-term role.

Monitoring and evaluation

252. TQEF activities are monitored by the HEFCE Executive through the Annual Operating Statements (AOS) which are submitted by institutions to HEFCE each year. In these some questions relate to the learning and teaching strategy and the HEI is expected to report on progress against the targets set out in the original submission

253. An analysis of the AOS returns for July 2001 yielded the following picture of progress. The following is a summary of the key indicators across the 126 HEIs reviewed (HEFCE and DEL).

254. Table 3 below shows, for each of the relevant two years, the total number of HEIs whose AOS returns were assessed by the Funding Bodies' own internal reviewers as providing insufficient information, or whose performance was assessed as "poor". (Performance was assessed against HEIs' own proposed activities and targets for applying their learning and teaching allocation of funds within their strategies.) There is evident improvement year on year in the quality of the returns, and a reduction of more than half in the number falling into the category where performance is assessed as "poor".

Table 3 Reviewers' assessment of progress in implementation

1999-2000		2000-2001	
Insufficient information provided	Performance assessed as "poor"	Insufficient information provided	Performance assessed as "poor"
14	9	8	4

255. We also looked at the reasons given by the reviewers for their assessment of progress⁴, in which they applied the following four categories:

"Exemplary" (13 HEIs)

"Insufficient information" (8 HEIs)

"Satisfactory" (101 HEIs)

"Poor" (4 HEIs)

- "Exemplary" reflected variously the achievement or exceeding of all targets, the undertaking of additional activities, excellence in dissemination, co-ordination of implementation with another HEI and research into outcomes.
- "Insufficient information" reflected a straightforward lack of evidence or detail on key activities to support the HEI's statements about progress.
- The "Satisfactory" category included many comments that qualified otherwise positive assessments. The most frequent of these were (in descending order of frequency) general slippage on timetable; shortfall on targets for ILT membership; lack of measurable targets of achievement; lack of progress in making key appointments; lack of progress on staff development plans.

⁴ The question to be answered by reviewers was: "How would you describe the institution's progress against the 2000-2001 targets and activities on their Annex E or agreed revisions to it?" (Annex E is the required statement of how the HEI will apply its learning and teaching funding allocation in implementing its learning and teaching strategy)

- The “Poor” category was applied by reviewers in four cases where there was signal lack of progress on key objectives. In one case the learning and teaching funding allocation has been suspended pending a revised programme of activities.

256. We also examined the reasons given by reviewers who expressed specific concerns about slippage or underspend of the funding council element of funds for HEIs’ learning and teaching strategies (23/126). There were three broad areas of concern, approximately equal in frequency:

- concern about getting better information on the progress of implementation
- concern about getting better information on how funds had been spent
- concern about slippage causing HEIs’ spending plans or expectations to extend beyond the three-year period of funding (ending in July 2001) when current entitlements will cease.

257. The HEFCE staff we spoke to recognise that this monitoring is based on a light touch. There is a view that the overall learning and teaching strategy is more important than just the programme element within it, and that it is not desirable to micro-manage, or examine, an element within the overall strategy.

258. We were impressed by the apparent willingness of the regional consultants to be as flexible as they were able to (on matters of TQEF programme content and timing) within the usual constraints of accountability. While this may relate partly to personal style, we found that some institutions were not aware that such a flexible approach was possible. This may need to be communicated to them all.

259. The evaluation of the elements of TQEF is spread among various players. Individual FDTL and TLTP projects are expected to have internal evaluations and, as we saw, the Tavistock Institute has evaluated TLTP3. FDTL Phases I and II were evaluated in 1998 and the report was published in November of that year (HEFCE 98/68). The LTSN UK Steering Group has just appointed a formative evaluation which will continue until December 2002. The first year of the NTFs has been evaluated internally by the ILT and a favourable verdict was reached, although since the project element of the scheme is not scrutinised, the scope of the review was limited.

260. This leaves the institutional strand as the only element which has had no external evaluation until this present study. We believe that the combination of our questionnaire surveys and the case studies of 12 institutions have given us a comprehensive bank of evidence on how institutions have been using this strand of TQEF funding, but it has not enabled us to reach any views on the extent to which the TQEF is contributing to improved student learning.

261. One problem contributing to this has been the timing of the bulk of this evaluation during the vacation period when access to students has been very limited indeed.

262. In paragraph 190 we commented that we found very little evidence of “strategic monitoring” within institutions of their progress against their learning and teaching strategies. Nor were there any examples of assessing the effect of the innovations and changes on student outcomes. We found no institution which had sought to answer the simple layman’s question – “has this made any difference?” Although we accept that the design and methodology for such an evaluation is difficult to develop and possibly expensive to undertake, it was surprising that none of our case study institutions had started to tackle the matter. The challenge would be to find a method that would be transferable to most institutions and that would not involve large data collection exercises.

263. One way in which an improvement in the quality of learning and teaching can lead to direct benefits for the institution is through the annual mechanism for bidding for Additional Student

Numbers. HEFCE 01/54 is an example of this and states that HEFCE is inviting bids “that will support the expansion of high quality in learning and teaching” as one of the four criteria for awarding extra students. Any such bids must show how institutions “will build on this by developing the learning environment to benefit students” (paragraph 47). The invitation states that the learning and teaching strategy will be the basis for assessment of current good practice.

Funding and Value for Money Considerations

264. The cost of the TQEF over three years amounts to £90m or roughly £30m per annum. This is less than 1% of the sum of £3,162m that HEFCE will distribute for teaching in 2001-02. It represents 9% of the special or non-formula funding that HEFCE allocates each year for a wide range of policy initiatives, but it is dwarfed by the £370m to be spent in three successive years from 2001-02 from the recently designated fund for rewarding, retaining and developing staff (HEFCE 01/16).

265. If we regard the TQEF institutional strand as an incentive to institutions to invest in product development, this 1% would be small in comparison with other service industries. However there is enough evidence to suggest that it may well have triggered, or be matched by, a similar sum from institutions’ own resources. This may mean that the sector is spending 2% of its teaching revenue on identifiable self-improvement and renewal, a slightly better percentage.⁵ However, it is not possible to estimate any accurate statistics on this, since the main resource devoted to teaching improvement is that of academic staff time; and, as we know, no record is ever taken of how this is used.

266. Several issues relating to funding arose in our meetings and visits: whether the formulaic method of allocation disadvantages smaller institutions; the sustainability of the activities now being funded; the question of additionality and the extent to which TQEF monies were funding things that institutions would have done in any event. We discuss each of these points in turn.

267. 26 smaller institutions are receiving less than £25,000 a year through the institutional strand and half of these are in the London region. We visited two such places (*Case studies F and M*) in order to see how this sum was used. We found that the funding was a catalyst for change, although, as it coincided with other positive factors (such as a new Director keen on learning and teaching), it might not have been sufficient on its own to engender any change in culture. Common sense would imply that, even though a discretionary sum of this kind can act as a lever and a catalyst, it is not enough to support all the various change mechanisms that are needed. The salary of an educational developer in a small institution is virtually the same as one in a large institution. An innovation project is the same cost in both. Smaller institutions will also be less able to find the matching funds from their own resources. There is a case for considering whether a different funding mechanism (say a minimum grant) might be adopted.

268. Although we did not ask any survey questions about sustainability, it was a common topic in our case study visits. As the concluding evidence in paragraphs 176-183 makes clear, there was a general consensus that TQEF support was needed for a further period, as the necessary changes were only just beginning to be understood and adopted. Experience from other environments suggests that it takes at least five years to achieve a culture change, and the scale

⁵ Another possible benchmark is with the sums spent by manufacturing business on R&D per worker, known as BERD. DTI figures show that for the UK it was \$300, compared with \$575-975 for our main international competitors. Given that UK HE aspires to be world class, we could apply a sum of say \$600 to the numbers of academic staff in HE. This would give an annual spend of \$78m or £54m on research into teaching, much more than is currently being spent. Even so the figure is understated, since commercial R&D expenditure on knowledge workers (a more relevant comparator to university staff) is obviously much higher than on manufacturing employees.

of the conversion needed within most HEIs is acknowledged to be substantial. It has to be accepted however that some institutions were well ahead in implementing programmes of enhancing learning and teaching before the arrival of TQEF. One might now argue that these no longer needed external funding. Were it decided to pursue this line, a way would have to be found of identifying those HEIs that “no longer deserved TQEF money”.

269. The obvious mechanism for making a distinction is to use the steps, and indicators, outlined in Annex E of the institutional Annual Operating Statements to see to what extent they had achieved the performance they had expected. However, our case studies show that most institutions are achieving what they had set out to do (in terms of actions but not necessarily in terms of student benefit). Thus, any continuation funding based on these indicators of performance might not be very selective. We therefore believe that it would be preferable to continue funding all institutions, rather than to attempt some discrimination between those who had succeeded and those who had not.

270. The question of additionality has to be faced. Was the TQEF simply funding something that institutions would have done anyway? The evidence in suggests that TQEF funding accelerated what institutions wanted to do. Once they had accepted the need to devise a learning and teaching strategy and fund the actions required under it, they were inevitably agreeing to some form of institutional investment (whether centralised or devolved). The arrival of TQEF support simply helped to make more things possible in a quicker timescale. By earmarking money for learning and teaching it also sent messages about their importance, which would not have been the case if the funds had simply been added to the formula allocation. In some research-intensive institutions the TQEF funds were particularly valuable in flagging the importance of teaching and signalling that it was acceptable to devote central university resources to this kind of activity.

Dissemination and Drivers of Change

Dissemination and Embedding

271. The evaluation of FDTL (1998) identified a number of concerns about the dissemination of project outcomes. It suggested that the impact of central initiatives cannot be maximised without effective strategies being in place for ensuring the adoption of grant outcomes beyond the immediate grant holder. However, achieving the dissemination, institutional adoption, and subsequent transfer to - and implementation at - other institutions of project outcomes is likely to present a substantial and continuing challenge to HEFCE and DEL. Despite progress by HEFCE in establishing a structure to enhance dissemination of learning and teaching activities, we are not convinced that comprehensive strategies are yet in place for maximising the potential of TQEF in this regard.

272. From the data collected there remains general conceptual confusion about what the dissemination of outcomes of centrally funded initiatives involves. Early indications are that TQEF is no exception to this, despite the preparatory work undertaken by HEFCE and others. Traditionally, dissemination for most academics has meant the sharing of information (usually research based) through well-recognised mechanisms such as publications, conference papers, and - more lately - web sites. Behind such approaches lies not only a respect for academic autonomy, but also an assumption that rational behaviour will adopt alternative approaches to learning and teaching, once information about them has been made available. Our evidence, and that of other evaluations, question this assumption.

273. However, from the perspective of policy makers and some institutional managers, dissemination in large initiatives such as TQEF is usually perceived as only the first stage of a process which leads to multi-institutional adoption of outcomes, through the sharing of materials and processes, thus potentially increasing both efficiency (through cost sharing) and effectiveness (through the use of good practice outcomes). Where this is the case, it follows that the assumptions and expectations concerning dissemination must be clear, and that appropriate policies and support for enhancing dissemination need to be in place.

274. It would, of course, be a mistake to make a simplistic assumption about the ease of transferring developments in teaching between both disciplines and institutions. The “not invented here” syndrome has always been a powerful factor in limiting the spread of both alternative teaching practice and new learning materials. However, this phrase also simplifies a complex set of inter-related cultural, institutional and personal factors about teaching. It follows that any view that processes, materials or other outcomes developed by one TQEF strand will easily be adopted elsewhere is naive at best, and any realistic attempt at encouraging such transfer needs to be based upon clear strategies for overcoming powerful barriers.

275. A particular problem, which appears to have caused confusion for at least some projects, concerns the variety of terms used in HEFCE statements. In addition to dissemination, the terms “embedding”, “transfer”, and “implementation” are used widely, but without clarifying what is meant or the differences between them. In the FDTL evaluation it was suggested that clearer guidance could be provided about types of dissemination, and that it would need to take account of at least the following approaches to dissemination:

- information made available to relevant TQEF partners and interest groups
- information made available more generally to the higher education community and to the public

- the consideration in one institution of ideas and/or action resulting from TQEF projects in other institutions
- the piloting or testing of ideas and/or action resulting from TQEF projects in other institutions
- the implementation of ideas and/or action resulting from TQEF projects in other institutions
- the evaluation of implementations in other institutions and the provision of feedback to the host.

276. However, we are not aware of any document that provides such guidance, and believe that the suggestion is still valid.

277. The general barriers to enhancing learning and teaching within universities are well known. In summary they include: the lack of parity of esteem in many institutions between teaching and research; institutional and system-wide funding and resource allocation mechanisms which may provide disincentives to enhancing teaching (the absence of a parallel to the RAE has been widely cited); traditional academic autonomy limiting teaching innovations to narrow areas of personal responsibility; and general difficulties in the management of change in universities. All these factors have been commonly identified in numerous reports, and there is a view in some HEIs that TQEF and other such initiatives cannot meet their full potential until such barriers are removed.

278. Within HEIs considerable conceptual confusion continues to exist about the nature of dissemination and embedding, what these processes involve within and across HEIs, and accordingly how good practice can be developed across the sector. One view would see this process in relatively mechanistic terms and be critical of HEIs who fail to develop strategies for ensuring that “good” practice in one area can rapidly be transferred to another. Conversely, a dominant view in cultural terms would see the whole conception of “good” practice as being relativistic, and would regard the idea of embedding across different kinds of institutions and multiple disciplines as being highly problematic. It is not the role of evaluators to resolve these issues (hence our recommendation for further clarification and guidance), but it is appropriate to point out relevant issues that have arisen from the data collection in this study.

279. The starting point must be the need to recognise that dissemination is an integral part of many projects, and this now appears to be well established within the later stages of FDTL. It is almost self-evidently the case that no dissemination will take place unless project workers within host HEIs see it as their role, and have the time and resources available. There is some evidence from FDTL projects that conflicting pressures on project workers may inhibit the amount of dissemination undertaken, but FDTL is not alone in this regard.

280. Despite the dangers of oversimplification, dissemination and transfer involves the process of exchange: a product or process has to be made available in a transferable form that has the potential to attract the interest of others, and it has to be received (and subsequently implemented) by those who are willing and able to do so. Traditional academic behaviour would tend to undertake these two elements of exchange in an unplanned and unco-ordinated way. For example, any adoption resulting from dissemination by publication is largely serendipitous, and this is often true even within individual departments. Despite the increased attention on dissemination and related processes within TQEF, much activity is still of this kind, although there are, of course, some collaborative FDTL projects where multi-institutional adoption is a formal project goal.

281. Presently TQEF is implicitly based upon the diffusion of ideas model, and unless the idea or project outcome is useless, there will always be early adopters - the enthusiasts. However, most diffusion either stops there or struggles to move forward thereafter, unless certain conditions are met. Often the diffusion model operates via networks, subject centres, and co-ordination teams etc, and that is the approach followed in large measure in FDTL. However, little attention is paid to rigorously reviewing outputs (as is done in research) and validating activity. This suggests that more needs to be done both to benchmark projects (because they are funded does not mean the outcomes are good), and to build the climate of credibility by demonstrating the rigour of the processes of selection, monitoring, evaluating and benchmarking. There are numerous issues here in relation to the dissemination approaches of subject centres that will need to be examined as part of the current evaluation of the LTSN.

282. On the receiving side of the exchange, there appear to be few HEIs who have adopted planned or highly focused ways of encouraging the adoption of good practice from elsewhere. Although we found one institution where project outcomes (FDTL and others) were widely disseminated by a central office to relevant departments, who were encouraged to build them into their own teaching.

283. Notwithstanding the activities of the LTSN subject centres, in general we conclude that many HEIs could be much more explicit in the implementation of their learning and teaching strategies in encouraging staff and departments to be more proactive in testing and adopting good practice elsewhere. One way this might be done is through a simple three-phase model adapted from an approach to benchmarking in higher education (including managing learning and teaching). Table 4 summarises a possible methodology for identifying stages of progress and ways for institutions to systematically review good practice from elsewhere. There are three stages of development – emerging, developing and mature; and three areas for assessing the approach - approach used, application of the steps taken, and measurement/outcomes.

Table 4 Possible methodology for identifying progress and reviewing good practice

Stage of Development	Approach	Application of the Approach	Measurement/ outcomes
Emergent	Anecdotal approach to incorporating good practice from elsewhere. No system evident. Tends to be reactive	Some pilot areas or one department only. Numerous gaps	No data, or some outcomes achieved in some areas but not strong
Developing	Systematic approach, some integration with other processes	Covers most areas of the HEI, no major gaps, but work in some areas still underdeveloped	Relevant data collected and positive outcomes in most areas. Good monitoring procedures
Mature	Robust systematic approach with evidence of routine refinement. High level of integration	All areas of the HEI covered, with negligible gaps. Few variations or weaknesses	Positive outcomes in all key areas. Leading edge when compared to others

284. Our belief, based upon the case studies we have undertaken and learning and teaching strategies we have reviewed, is that most HEI dissemination activity remains at the anecdotal level, and although a robust approach may only be capable of being implemented in highly task

oriented institutions, much more could be done to encourage a more rigorous approach to adopting practice from elsewhere.

285. We conclude elsewhere that the three-strand structure adopted by HEFCE provides a considerable step forward in a system-wide approach to successfully disseminating learning and teaching practice. Indeed, TQEF is unique internationally in attempting to address individual, project, and institutional elements. Nonetheless it is important to recognise that the structure being adopted (and the more planned approach by institutions suggested immediately above) only removes some of the barriers to dissemination and adoption, and by itself does little to bring it about. Information from case study institutions, the evaluation of other relevant initiatives, and a general literature review conducted for this study all suggest that there are several other factors of importance:

- first, despite developments in team teaching, in many HEIs teaching remains a relatively individual activity, unlike research which, in many disciplines, is increasingly team based. This culture, whilst permitting the enthusiast the freedom to pursue personal interests, usually lacks peer pressure to enhance practice, and indeed the continuing difficulties in some - by no means all - HEIs over peer observation of teaching is a testament to this
- second, dissemination and adoption through the operation of professional networks (whether or not subject based) assumes the active participation of individual staff who are both able to participate and also value doing so. The way that these academic “cosmopolitans” pursue their interests in teaching may therefore be very different from their colleagues whose focus is much more local, and often focused on past practice
- third, an implicit assumption within TQEF appears to be that academics behave as they do in research when dealing with learning and teaching, both in processes and attitudes. This means seeking evidence, evaluating it and constantly incorporating it into current work. Indeed, critical review of publications depends on this being done. However, within the majority of the academic community (outside those who are the “early adopters” of good or new practice in teaching) we have been able to find little evidence that this is necessarily the case in relation to teaching. Rather, the evidence (including that from CPD in other professions) tends to suggest a slow and cautious approach by most academics to developing teaching practice over time. They need powerful and convincing evidence before they respond to external inputs. It has to make “sense” to them, and to offer a significant advantage over current practice, so more attention needs to be paid to “sense-making”. It follows, that some forms of external encouragement to change may well be ineffective - however well intentioned. For example, codes of practice barely gain compliance and by themselves may not be a very productive route
- fourth, although the operation of LTSN subject centres presents an obviously attractive way of disseminating within a disciplinary context, it needs to be recognised that not all projects are equally capable of widespread dissemination. For example a project in teaching 'basic' maths may be much easier for others to adopt than a more narrowly focused project within a specific discipline. This raises issues not only of dissemination, but also project selection.

Drivers of Change

286. In addition to the factors concerning the adoption of innovation by individual academics, much more attention needs to be given to the operation of the key drivers of policy implementation and how these can influence teaching enhancement at both institutional and department level. In addition to what might be considered the “standard” factors which encourage change management (appropriate institutional resource allocation strategies, the existence of “product champions” etc), we observe that there appear to be four main potential drivers of any major sector-wide change:

- incentives (possibly - but not necessarily - financial) for institutions, departments, and individuals. A prominent incentive is likely to be to ensure the retention of students, particularly as recruitment expands to meet the Government participation targets
- professional and disciplinary support, status, and credibility
- the existence of legal or regulatory frameworks which broadly command the support of both institutions and staff
- the existence of a clear and relatively unambiguous policy which helps set priorities for action.

287. In our view any major sector-wide change requires at least one of these factors to exist, and implementation is encouraged where at least two exist.

288. To illustrate the point, some examples from other HEFCE initiatives can be taken. Research quality and output have increased not only because academic staff value them, but also because three of the key drivers operate strongly (financial reward, professional status and credibility, and a national policy which unambiguously prioritises research in the minds of HEIs and staff). Similarly, enhancements in disability provision in HEIs have come about not primarily because of the actions of individuals within HEIs (although these have been important), but because financial and now legal drivers are in place. In such a context, HEFCE-funded projects can operate in a far more receptive institutional climate.

289. However, so far as the enhancement of learning and teaching is concerned, it is difficult to see how these drivers have operated to any significant degree. First, outside a few specific disciplines there are no legal drivers, and the debate over the roles and powers of the QAA is evidence of sector-wide concern about the nature of regulatory mechanisms. Second, until recently there have been no real incentives to enhance teaching, and while TQEF and the allocation of additional student numbers may start to address this there is a danger of the focus being on student recruitment and not retention. Third, the values of most - not all - professions and disciplines do not place teaching above research or practice. The only key driver that exists is an accepted national policy, and this remains the most important potential contribution of TQEF. The evidence collected for this study shows that HEFCE's learning and teaching policy is starting to make a difference in many institutions, although there is still a long way to go.

290. It follows that - at least in the short term - the most likely driver to enhance teaching is a clear and coherent HEFCE policy that broadly commands the support of both institutions and staff. Elsewhere we conclude that this support is growing, although much work remains to be done. However, by itself it is unlikely to create the conditions whereby the widespread adoption of good practice is likely to occur without considerable resistance, and it follows that HEFCE will need to give considerable thought to whether other key drivers may be required to ensure the necessary system change.

291. None of this is to say that genuine pressures on time and other resources do not act as serious barriers to the adoption of new practice by some academic staff, and we came across several examples where good practice had to be compromised because it was too expensive in staff time. In this context, a point made to us by some institutions was that talking about "good practice" was inappropriate; rather what was provided was "best affordable practice".

292. It should be noted that such difficulties are not unique to England and the UK, and for example both the Australian and US initiatives to enhance learning and teaching have attempted to address the need for effective dissemination. The difficulties faced were accurately summarised in the report of the Boyer Commission on higher education in the US: "Serious responses to complaints about undergraduate teaching have generated original and creative pedagogical and curricular experiments. But too often bold and promising efforts have vanished after external grant support disappeared, have withered on the fringes of the curriculum, or have been so compromised that their originality has been lost" (The Boyer Commission 1998). In Australia the recent Committee for University Teaching and Staff Development (CUTSD) initiative has suffered from similar difficulties with dissemination despite initially adopting a subject centre approach, and this has led to a re-focusing of activity by the new Australian Universities Teaching Committee.

Conclusions and Policy Issues

Conclusions

293. The institutional strand of TQEF funding has had a significant impact on the sector by ensuring that all HEIs that had not already done so have formulated or codified a learning and teaching strategy. In many institutions the process of agreeing this strategy has raised the level of institutional debate on the enhancement of learning and teaching.

294. The non-directive approach of the funding bodies in the institutional strand of funding has been well received and the resulting funding for implementation of the strategies has acted as a powerful lever for enabling and accelerating change. There is also good evidence of additionality being achieved through institutional contributions to the learning and teaching strategies, which in some cases match or even exceed HEFCE support.

295. The majority of the combined HEFCE and institutional resources has been used in strengthening the central learning and teaching support structures, professional development of staff, and in innovation and development projects with a strong flavour towards assisting technology-based delivery of learning and teaching.

296. Research tends to dominate the culture and priorities of most HEIs so that, while there have been some advances in recognising and rewarding contributions to learning and teaching, in many institutions it is performance in research which still dominates the promotion criteria. In such institutions the impact of TQEF has been to add the enhancement of learning and teaching to the strategic agenda, but not to the detriment of research.

297. Necessary mechanisms and structures for internal co-ordination and collaboration in sharing learning and teaching developments are now emerging and there is an increasing awareness of their importance. However mechanisms for external collaboration across institutional boundaries are slower to develop in the absence of incentives.

298. External dissemination of good practice in learning and teaching and its embedding remains disappointing. It is probably too early for the LTSN and the subject centres to have made a significant impact since they suffer from a low level of academic staff awareness within institutions. There are also some powerful cultural and attitudinal barriers to the adoption of ideas and materials from elsewhere.

299. Innovation and development in learning and teaching have been stimulated by TQEF funding, which has been added to many existing internal teaching development funds. Activities supported by the institutional funding strand have tended to be at the practical, development end of the R&D spectrum with much of the effort invested in web-based innovation in learning and teaching.

300. The National Teaching Fellowship Scheme has received a mixed reception within institutions. There has been a reduction in initial resistance, but its impact so far in raising the profile of learning and teaching is patchy. The Fellowship award winners are generally recognised as deserving their awards and usually honoured within their institutions.

301. Overall, there are signs of real gains in the structural and attitudinal capacity for change across the sector, although these are vulnerable to the cessation of funding, especially in the institutions which have the most changes to make.

302. Within the limited contacts with student representatives that we were able to make at this time of year, there is consistent evidence of student involvement in consultation on the learning and teaching strategies and in the design and evaluation of innovations.

Overview of Trends and Risks

303. We were asked by the project Steering Committee to provide an overview of trends and key vulnerabilities across the three strands of the TQEF. This inevitably involves a high degree of generalisation. With that caveat, we provide such an overview in the table below:

Table 5 Overview of trends and risks

Strand	Approach	Progress	Key risks
Institutional (supporting HEIs in developing and implementing strategies to improve learning and teaching)	Systematic approach adopted across the whole HE Sector (England and NI only) Some local integration with other initiatives and strategies (e.g. employability, widening participation, rewarding/developing staff) Lack of integration with HE in FE, and needs of disabled students	All HEIs in England and NI are now implementing "full" strategies Strategies reflect the diversity of HEIs and their missions Quality of implementation varies but is rising	Many strategies are still shallow-rooted. Cessation of funding would threaten the embedding of improvements now taking place
Subject (promoting high quality learning and teaching through the development and transfer of good practice in all subject disciplines)	Project-based approach via FDTL/TLTP, spread widely across HE sector National network approach via LTSN, Generic Centre and 24 subject centres is still being developed	FDTL now well established (has been separately evaluated) LTSN: all 24 subject centres operational. Too early to assess impact.	Reluctance of HEIs to import good practice still a barrier to wider dissemination and embedding Lack of incentives to disseminate externally Low level of awareness of relevant subject centres among academic staff limits their impact
Individual (to reward and recognise individual academics who have demonstrated excellence in learning and teaching)	Nominations and awards for National Teaching Fellowships are sector-wide (England and NI only) HEIs may use TQEF funds to reward excellence in learning and teaching	Two years of NTFS awards announced About half HEIs report using TQEF funds to reward individual excellence	Long term impact of awards may remain local and fragmented Research culture may always dominate promotion criteria in some HEIs

Messages for Institutions

304. We found many lessons and good practice ideas of interest to institutions in the case studies, reflecting the diversity of the sector. The most significant points of general application are:

- monitoring and evaluation of the overall effects and outcomes of the learning and teaching strategy requires more attention in every institution we visited, and this is an area where HEFCE advice and support could be valuable

- for innovation projects, it would be useful to specify the intended benefits (eg in terms of improvements in quality or efficiencies in staffing, time or cost) at an early stage, in order to assist in prioritising projects and monitoring the achievement of benefits
- heads of faculties and departments are critically important stakeholders – they can be powerful in facilitating or blocking change within their units
- where faculty or departmental culture and autonomy are strong, co-ordination and collaboration in sharing innovative ideas across their boundaries is difficult to achieve
- central mechanisms overcome these barriers successfully where they can demonstrate that they can provide real value and benefits to the units – e.g. by reducing bureaucracy, and facilitating successful collaboration, income capture and promotion of the unit's successes
- staff working in educational development and learning and teaching support roles can feel marginalised in terms of status and career prospects, compared with mainstream academics. Career planning and development may be required to retain their motivation. Given the rapidly increasing numbers, there are signs that the market for such staff is becoming increasingly competitive. Institutions need to ensure that their own human resource management strategies address the needs of such staff
- significantly different sub-cultures such as in nursing departments need to be accommodated in the learning and teaching rhetoric and distribution of associated resources
- transferability of project results is not a given – it requires attention at the project design stage, together with thinking through the mechanisms for later dissemination
- e-learning and web-based support for learning and teaching are strongly represented in learning and teaching strategies. HEIs need to consider and make provision for sufficient resources to maintain and support these developments in the future from sources other than the TQEF
- we draw attention to the need for HEIs to widen the application of their learning and teaching strategies to embrace any HE delivered by their partner FE institutions. We found little evidence of this being directly addressed as part of their learning and teaching strategies
- survey responses indicate that learning and teaching strategies are not felt to address fully the needs of disabled students.

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HEFCE Building Capacity for Change; Research on the Scholarship of Teaching.

Abbreviations

ADev	Academic Developers
AOS	Annual Operating Statements
AS	Academic Staff
CAL	Computer Assisted Learning
CPD	Continuing Professional Development
CTI	Computers in Teaching Initiative
CUTSD	Committee for University Teaching and Staff Development
DENI	Department for Education, Northern Ireland
DEL	Department of Employment and Learning (Northern Ireland)
FDTL	Fund for the Development of Teaching and Learning
GC	Generic Centre of the LTSN
HEDG	Heads of Educational Development Group
HEIs	Higher Education Institutions
HoDs	Heads of Department
HRM	Human Resource Management (Strategies)
ICT	Information and Communications Technology
ILT	Institute for Learning and Teaching in Higher Education
JISC	Joint Information Systems Committee
JISC ASSIST	JISC Applications, Services and Special Initiatives Support Team
LTAS	Learning, Teaching and Assessment Strategy
LTC	Learning and Teaching Committee, HEFCE
LTSN	Learning and Teaching Support Network
NCT	TQEF National Co-ordination Team
NTF	National Teaching Fellows
NTFS	National Teaching Fellowship Scheme
PGCE	Postgraduate Certificate in Education
PVC	Pro Vice Chancellor
SEDA	Staff and Educational Development Association
SEEC	Southern England Consortium for Credit Accumulation and Transfer
SoTL	Scholarship of Teaching and Learning
SRHE	Society for Research in Higher Education
TLTP	Teaching and Learning Technology Programme
TLTSN	Teaching and Learning Technology Support Network
RAE	Research Assessment Exercise
TF	Teaching Fellows (university funded)
TQA	Teaching Quality Assessment