

Learning from ELIR 2003-07
**Aligning enhancement strategies
with staff development**



Sharing good practice

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Preface

In 2003 Scotland adopted a new approach to managing quality and standards in higher education. The enhancement-led approach is now attracting significant international interest. Its key features include a focus on improvement; important roles and responsibilities for students; and partnership working between Universities Scotland, the Quality Assurance Agency for Higher Education (QAA) Scotland, the National Union of Students in Scotland, the national independent student development service, Student Participation in Quality Scotland (sparqs), the Higher Education Academy (HEA) and the Scottish Funding Council.

In addition to Enhancement-led institutional review (ELIR), the Scottish Quality Enhancement Framework (QEF) comprises a rolling programme of national Enhancement Themes, institution-led review at the subject level, student engagement in quality management, including support provided through sparqs, and the inclusion of student reviewers as full members of institutional review teams.

Scottish higher education institutions have made significant progress in developing their approaches to the management of assurance and enhancement. Institutions' success is apparent in the published ELIR reports from the first cycle, 2003-07. Institutional systems continue to be judged rigorous and robust in assuring the quality of provision and the maintenance of academic standards. Individual institutions have taken the enhancement agenda forward according to their particular strategic priorities and mission, supported by a common sector-wide framework. With growing insight into the management of enhancement, institutions have made very effective structural, systemic and process changes designed to encourage a culture of critical reflection on learning and teaching, and the wider aspects of the student experience.

These various changes combine to create a synergy which reinforces and strengthens the drive for enhancement. The growing focus on the student experience has led institutions to foster wider student engagement in quality and enhancement processes, with external support for the training of student representatives being provided by sparqs. The recent (2007) independent external evaluation of the QEF stated that it 'brought right to the fore the simple and powerful idea that the purpose of quality systems in higher education is to improve student experiences and, consequently, their learning' and concluded that 'the approach to quality that we review(ed) here is ambitious, distinctive and, so far, successful'.

QAA Scotland began the second cycle of ELIR in autumn 2008, using a revised method which will build on these achievements in a number of ways: integrating ELIR more fully with other aspects of the QEF; sharpening the focus on the enhancement of the student learning experience through the three fundamental principles of quality culture, student engagement and high-quality learning; and drawing more on good practice, not only across the UK, but internationally (including through the inclusion of an international member on future ELIR review teams).

Having excited considerable interest since its inception, both in the UK and internationally, the enhancement-led approach to managing quality in Scotland now finds resonance with approaches in a number of other countries, most notably in

Ireland, Finland, New Zealand and increasingly, in the United States of America. QAA Scotland will continue to develop these and other international links to inform the ongoing development of the enhancement-led approach in Scotland.

This report is one of a series of six reports addressing a range of topics relating to the enhancement-led approach in Scottish higher education over the last five years. It provides an overview of emerging alignment of enhancement strategies with staff development and explores a number of different aspects, including: the impact of quality enhancement strategies on approaches to staff development; reconfiguration of support for learning and teaching; mechanisms for identification and dissemination of good practice; approaches to the induction, training and development for new staff; continuing professional development (CPD) for experienced staff; and approaches to the recognition and reward of excellence in teaching.

The companion reports address evolving approaches to the management of assurance and enhancement; institution-led quality review at the subject level; student engagement with quality assurance and enhancement; the impact of virtual learning environment (VLE)-based and other information technologies on quality enhancement; and employability and personal development planning. An interim report on evolving approaches to the management of assurance and enhancement, based on the first 15 ELIR reports, was published in June 2007. These reports collectively provide evidence of the impact to date of the enhancement-led approach, to inform national and international debate and, more particularly, to support the ongoing development of the enhancement-led approach and the embedding of a quality culture across the Scottish higher education sector.

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Background

The Scottish Government's Lifelong Learning strategy recognises the need to develop a quality framework which is 'fit for purpose' and which puts learners' needs at the centre of educational systems.¹ The enhancement-led approach to quality in the Scottish higher education sector is consistent with this. For the purposes of ELIR, enhancement is defined as 'taking deliberate steps to bring about continuous improvement in the effectiveness of the learning experience of students'.

The Scottish higher education sector is small but diverse, containing within it a wide range of institutions of varying missions and sizes, cultures and organisational complexity, including three designated small specialist institutions. Across the sector, institutions have approached the enhancement agenda from a variety of starting points and perspectives. The ELIR method has the flexibility to address this diversity while systematically addressing key aspects of managing provision.

ELIR reports are structured around three main sections:

- internal monitoring and review of quality, standards and public information
- the student experience
- the effectiveness of the institution's strategy for quality enhancement.

The factual evidence of the overviews is complemented by the more discursive commentaries which provide deeper insight into the effectiveness of the various systems, processes and strategies, and the way in which they interact to support quality assurance and quality enhancement.

This analysis is based on a detailed examination of the reports of 20 ELIR reviews, conducted during the first cycle of ELIR, 2003-07 (see Annex 1). It draws primarily on evidence compiled from the sections addressing the student experience, especially in relation to the institution's approach to the promotion of effective learning, and the effectiveness of the institution's strategy for quality enhancement, together with the final summary. Early draft versions were circulated for comment to members of the Scottish Higher Education Enhancement Committee, the QAA Scotland Committee, and to QAA Scotland officers, all of which provided valuable and constructive feedback.

While each ELIR report covers broadly the same aspects of provision, it represents the outcome of an engagement with the institution, which will necessarily address the institution's own state of evolution and particular strategic priorities to promote enhancement, with differing emphases from one institution to another. This overview is a synthesis of information drawn from ELIR reports from the first cycle, not a snapshot at a single point in time. Its primary purpose is to illustrate developments across the sector over the last five years. QAA Scotland is conscious of the ongoing evolution and development of institutional approaches to enhancement, particularly in institutions which were reviewed early in the cycle, as well as the importance of institutional context. Consequently, the particular examples of practice cited here have not been attributed to institutions, but are offered as a stimulus to reflection and further development, rather than as exemplars of good practice in themselves. However, QAA Scotland will be pleased to facilitate enquiries relating to specific examples, by referring them to the relevant institution. Please contact t.barron@qaa.ac.uk

¹ *Learning to improve: quality approaches for lifelong learning*, Lawrence Howells, Scottish Executive, Edinburgh 2005.

Executive summary

The 21 ELIR reports published between March 2004 and May 2007 show that institutions in the Scottish higher education sector are beginning to adopt a more strategic approach to staff development, to align staff development with enhancement strategies. In many institutions, the reconfiguration of centres for educational development has extended their strategic role, through improved links with quality assurance and enhancement processes, and direct involvement in supporting the implementation of enhancement strategies. The focus on enhancement has led to the emergence of formal and informal mechanisms to support the dissemination of good practice and promote practitioner engagement. These developments are indicative of wider changes aimed at developing a more reflective, evaluative and learner-centred approach. This approach is further supported in some institutions through HEA-accredited professional development programmes for new staff, which burgeoned towards the end of the ELIR cycle, although the engagement of experienced staff in CPD continues to be seen as a challenge. Changes in academic promotion criteria to recognise and reward excellence in teaching are too recent to have had a measurable impact, but taken together with new academic managerial and liaison roles to support the enhancement of learning and teaching, may help to build a career path in learning and teaching.

General conclusions

From the evidence of the first cycle of ELIR, the following general conclusions emerge.

- Institutions increasingly recognise the need for alignment between enhancement strategies and human resources (HR) strategies.
- The role of centres for academic practice is being refocused to support the implementation of enhancement strategies.
- Reconfigured centres for educational development are better able to support the identification and dissemination of good practice, through better linkage between quality assurance and enhancement processes and staff development.
- Formal and informal communication channels are helping to promote practitioner engagement, including internal networks and practitioner groups, as well as institution-wide events and open meetings.
- Liaison roles at faculty/school/subject levels provide a key link with central services, including staff development.
- Variation in institutional provision for induction and development for new lecturing staff during the first ELIR cycle has been significantly reduced by the ongoing development and implementation of HEA-accredited professional development programmes.
- Engaging experienced staff in CPD remains a challenge.
- More time is required before the impact of changes in academic promotion criteria to recognise and reward excellence in teaching can fully be assessed.

Future development and enhancement of approaches to staff development

Collectively, the ELIR reports identify a number of aspects where good progress has been made and where a continuing focus would serve to strengthen approaches to staff development. These mainly relate to ongoing systemic change to nurture cultural change. Evidence from the annual discussions with QAA Scotland confirms that individual institutions are addressing a range of issues as part of their follow-up response to the ELIR. In the wider context, the identification of some of the more challenging aspects of arrangements for staff development will inform continuing work to develop cross-sector strategic support for the embedding of enhancement by the partners in the QEF. From the evidence of the ELIR reports, the following emerge as key areas for future consideration.

- The alignment of staff development with learning and teaching strategies.
- The need for strategic coordination of staff development provision across faculties/schools/subjects, and, where relevant, campuses, to ensure consistent support for institutional strategic plans.
- The role of HEA-accredited professional development programmes in developing commitment and interest in teaching innovation.
- The development of multi-faceted mechanisms to support individual development and active engagement.
- The engagement of experienced staff in CPD.
- The role of institution-led subject review as one of several mechanisms for the identification and showcasing of good practice.
- The need to overcome compartmentalisation in the compilation and dissemination of good practice.
- Evaluation of the impact of changes in academic promotion criteria to recognise and reward excellence in teaching.

Introduction

1 The aim of this report is to provide an overview of emerging alignment between enhancement strategies and staff development in the Scottish higher education sector. The report focuses on the strategic role of centres for educational development; changes in the organisation of support for learning and teaching; the development of formal and informal mechanisms for the identification and dissemination of good practice; approaches to staff development for new and experienced staff; and approaches to the recognition and reward of excellence in teaching, innovation in teaching and teaching scholarship. The ELIR reports demonstrate how the enhancement-led approach is impacting on the approach to staff development, such that it is becoming more closely allied with support for learning and teaching, and more directly linked to the implementation of institutions' strategic objectives. They illustrate early progress in the provision of development for new academic staff through HEA-accredited postgraduate certificate programmes, as well as institutions' varied approaches to the provision of CPD for experienced staff. Also considered are a range of initiatives to raise the status of teaching, including the revision of academic promotion criteria to recognise excellence in teaching.

Impact of quality enhancement strategies on central support for staff development

2 The ELIR reports indicate that institutional quality enhancement strategies are beginning to drive approaches to staff development, as institutions come to recognise the need for greater alignment between strategies for enhancement, learning and teaching and HR strategies. This linkage is manifested in a number of different ways: express commitment in enhancement strategies to staff development; internal restructuring and reconfiguration of support services, to provide improved support for learning and teaching; the growing importance of centres for academic practice in the strategic implementation of enhancement strategies; greater focus on the identification and dissemination of good practice together with the development of mechanisms to facilitate this; development funds for innovative projects; recognition and reward for excellence in teaching through awards and prizes; and revised criteria for academic promotion. While the ELIR reports understandably place greater emphasis on institutional strategic initiatives and the strengthening of capacity to support them than they do on individual staff development, they also provide an insight into emerging mechanisms to support individual development and engagement.

3 The earliest ELIR reports suggest a wide range of activities taking place in institutions, but in a disconnected way, and with little clarity as to whether these activities are having a measurable impact on the quality of learning and teaching. However, institutions demonstrate an early appreciation of the need for central coordination of new approaches to learning and teaching in order to maximise benefits. Also, ELIR reports frequently emphasise the importance of monitoring the impact of activities, both singly and collectively, as quality enhancement strategies become more established.

4 In early ELIR reports, institutions demonstrate awareness of the need to utilise available expertise to support a more proactive, targeted and strategic approach to support enhancement. In the majority of institutions, educational development units have combined responsibility for academic practice and academic staff development, with a clear role in informing and supporting the implementation of enhancement strategies. The evidence shows how institutions have sought to refocus that role, through specific initiatives, and through the design and delivery of professional development programmes and events for academic and academic-related staff, to achieve closer alignment with enhancement strategies and more explicit identification with the enhancement of student learning. One ELIR team comments, 'As the University continues with its development of such an approach to innovation and improvement, more of the benefits of the Centre's expertise are likely to be realised, particularly if its role in implementing the Academic Strategy can be further clarified and made more specific'.

5 In different institutions this refocusing occurs in different ways. In a number of examples, there is a clear desire to foster the development of e-learning and blended learning by bringing together pedagogy and technology, through the integration of centres for educational development with learning technology units. One institution's approach is described, as follows: 'The University Management Group has approved in principle two proposals to enhance staff development for teaching and learning. The first involves placing responsibility for the design and delivery of continuing professional development for teaching and learning with the colleges and schools, supported by a central University unit, which would provide generic pedagogic advice and support. The second proposal involves grouping the resources of the existing individual units, [the Educational and Staff Development unit, the Learning Technology Unit, and the Academic Learning and Study Unit] to form a single central group with the remit of supporting a substantial range of staff development related activities.'

6 A much later ELIR report illustrates a marked evolution in the role of the centre for educational development, including clear responsibility for implementation of, and provision of developmental support for, aspects of the institution's enhancement strategy, combined with an outward-facing role, linking with the Enhancement Themes and the HEA. It describes how the recently reconfigured centre for educational development has taken 'lead responsibility in implementing several of the institution-level enhancement activities linked to the components of the Teaching and Learning Strategy...including the development of an institutional policy for personal development planning; establishing effective institutional linkages with appropriate external agencies, in particular linking with the Enhancement Themes and the Higher Education Academy; delivering staff development to support the effective use of technology in teaching, learning and assessment, including training of staff in the implementation of the University's new VLE; and reviewing the role and operation of the Learning Enhancement Coordinators'.

7 Some of the later ELIR reports also describe how 'hub and spokes' models for the operation of centres for educational development are being refined in order to effect better linkages with academic schools and departments, to disseminate good practice more effectively, and to provide a more attractive career path in teaching and

learning. In one such example, the institution has developed, with assistance from the HEA Change Academy, the '[title] Academy', a major initiative to support learning and teaching. The Academy incorporates the existing academic practice unit with the addition of peer-reviewed teaching fellows drawn from across the institution, who will work part-time for the [title] Academy, collectively helping to shape and develop the institution's learning, teaching and assessment practices, and adapting and disseminating 'best teaching practice'. Also noted in the ELIR report is the demonstrable enthusiasm of staff for the Academy, which, it affirms, 'will seek to provide a more visible, coordinated and hence effective vehicle for the fostering of high quality teaching and learning'.

8 Some smaller institutions, without significant central resource for educational development, have adopted distinctive and highly integrated approaches to the implementation of enhancement. Assisted by the HEA's Change Academy, one small institution has developed an overarching quality enhancement implementation project, White Space, which encapsulates a number of different foci of enhancement, including staff development, pedagogy, new learning spaces, enterprise and other generic skills, student engagement, and research. The institution emphasises that the implementation of its strategies depends necessarily on achieving full engagement with them by staff and has adopted a multi-faceted approach to securing this. Here again, the ELIR report highlights the need for alignment between staff development and learning and teaching strategies, noting that, 'the University has made clear progress in its active engagement of staff in quality enhancement but recognises that the step-change necessary to bring about the transformational change to learning and teaching associated with full implementation of the White Space project will require greater alignment of staff development and learning and teaching strategies and activities'. To further this objective, the institution has established an Organisational Enhancement Committee, which the ELIR report considers likely to facilitate the alignment by supporting developments in the related areas of organisational development, quality enhancement and implementation of the University's HR strategy.

9 Achieving staff engagement with enhancement is a major consideration in the implementation of institutions' enhancement strategies. The evidence of the ELIR reports shows that institutions have sought to address this mainly by strengthening existing links between institutional enhancement strategies, centres for educational development and practitioners at faculty/school/department level. Vice-Deans (teaching) play a pivotal role in the translation and integration of faculty/school learning and teaching agendas with the institutional enhancement strategy, and as conduits between faculties/schools and the centre. New liaison roles at the subject level such as that of Learning Enhancement Coordinators, noted in paragraph 7, have an important practical liaison role with centres for educational development. However, these new roles are still developing, and engagement at the individual practitioner level remains a challenge for many institutions, as one ELIR report observes, 'while the link between school and University strategic planning has been strengthened, the extent to which strategic enhancement is a priority for individuals remains a challenge'. The report continues, 'There is a strong staff commitment to enhancement, through a wide range of innovative approaches to learning and

teaching, and various means of disseminating good practice at school and institutional level. It is to be expected that, as University strategy becomes embedded in school plans and as explicit linkage between quality assurance processes and quality enhancement is strengthened and becomes a familiar part of the University's learning and teaching culture, individuals' engagement with the [Quality Enhancement Strategy] will be strengthened.'

10 Another means of achieving practitioner support for wider strategic objectives is through institutional development funds for innovative projects proposed either by individuals or small groups of staff. In general, the ELIR reports suggest that as enhancement strategies have become more developed, institutions recognise that such projects need to be targeted and consistent with institutional priorities. In one such example, the institution operates two funds, drawing a distinction between personal initiatives and those responding to strategic direction, but in all cases applications for funding must be aligned with school enhancement priorities. Interestingly, in this institution, students are represented on the panels judging the bids for funding.

11 In some of the specialist and more recently designated higher education institutions, staff development features more prominently in the institutional enhancement strategies, and is linked to institutional strategic objectives, such as, for example, development of flexible learning, including e-learning; aspirational targets for staff to become Fellows or Associates of the Higher Education Academy; moves towards all staff having a teaching qualification; and the development of policy, procedures and criteria for staff promotion. Here the linkage between enhancement and HR strategy is more explicit than is generally the case.

Organisation of support for learning and teaching

12 Centres for educational and staff development are becoming key vehicles in the strategic promotion, support and implementation of enhancement. To this end, they have a particular strategic role in aligning staff development with enhancement strategies, and a communication role in facilitating the dissemination of good practice, and encouraging practitioner networks, all of which combines to drive cultural change. As one ELIR report notes, 'In the short period of its existence, [the Educational Development Unit] has driven a process of cultural change so that learning and teaching are genuinely valued activities.... It is clear that pride in teaching and in pedagogical scholarship are encouraged'.

13 Many such centres are seen to be proactive in the design and delivery of professional development programmes and events for academic staff, through liaison with key academic managers in faculties, schools and departments. But it is clear that they are also assuming an increasingly important role in the identification and dissemination of good practice in learning and teaching, for example through the development of practitioner networks; internal publications to showcase good practice; and internal conferences and other events and initiatives. There is evidence that structures are evolving to facilitate communication and flow of information: commonly, in 'hub and spokes' models, learning enhancement coordinators or their equivalent provide a key link between schools or departments and the centre.

14 The major initiative in one institution to reconfigure support for learning, teaching and staff development, though the formation of an 'academy' (described in paragraph 7) was prompted by a recognition of some of the difficulties in operating the 'hub and spokes' model of support. For example, the 'spokes' may communicate individually with the centre, but less effectively with each other, with the result that the 'hub and spokes' together do not necessarily constitute a 'wheel', and so fail to adequately support exchange of good practice across disciplines. This view is echoed at a second institution also operating a 'hub and spokes' model, where it is recognised that, to date, its Learning Enhancement Coordinators have had only limited success in raising the profile of teaching, learning and assessment, and in disseminating good practice at faculty and school level. In response, the ELIR report encourages the institution 'in the interests of more effective dissemination of good practice, to strengthen the links between [the central service] and the Learning Enhancement Coordinators'. In collegiate institutions, communication problems of this kind appear to have been avoided by devolving responsibility for continuing professional development for learning and teaching to the colleges and their schools, but supported by a central unit. In this structure, college directors of learning and teaching identify cross-college needs and work collaboratively with each other to establish forums in which staff can discuss quality enhancement opportunities.

15 Institutional networks also help to promote staff engagement and facilitate the dissemination of good practice. One small institution has successfully adopted this approach: the institution has replaced its previous 'hub and spokes' model, in which a centre for educational development operated in combination with school learning and teaching committees, with a facilitated network to support quality enhancement, which is managed through the institution's quality office. The ELIR report notes that a presence on the University portal has been established for the network with the aim of providing a hub for knowledge sharing on a range of teaching and learning topics: 'the network is seeking to encompass as many staff as possible through engagement with: the annual University enhancement conference; the regular enhancement workshops; the University's quality enhancement newsletter; and the Postgraduate Certificate in Higher Education Teaching', concluding that 'the network clearly has the potential to fulfil an important role in helping to bring about the planned closer integration between staff development and learning and teaching'.

16 In contrast, one of the larger institutions has adopted a more dispersed approach, focused within individual schools, through the appointment of teaching fellows. Their purpose is to support developments in learning and teaching across the institution, where all staff are actively encouraged to include research-informed approaches to practice in their teaching. While the teaching fellow scheme is clearly acknowledged as an example of good practice, it nevertheless appeared to the ELIR team to lack strategic coordination, as operated at the time of the ELIR. Although the teaching fellows are undertaking or facilitating significant enhancement activity within their individual schools, they are often working in relative isolation, and not always connected to developments in other schools, or more widely across the institution. Moreover, their significant involvement in quality assurance and enhancement arrangements results in high workload demands. The ELIR report therefore invites the institution to review its operation of the scheme, suggesting 'there would be benefit

in the University considering how it might more effectively harness the energies of the teaching fellows in working towards the aims of its quality enhancement strategy and Strategic Plan'.

17 For institutions with diverse student populations, there is an identified strategic need to support staff in addressing this diversity. For example, in one multi-campus institution, where the demographic composition of the student population is rapidly changing, with over half the student population studying part-time and just under two-thirds over the age of 25 on entry, the centre for educational development is reported to have a particular strategic role in developing support for staff who are teaching a much more diverse student population.

18 A major consideration in multi-campus institutions is how to ensure consistency in the delivery of staff development to support institutional strategic priorities, and what structures are needed to effect this. For example, in one small institution, with campuses located in different and relatively distant regions, the promotion of effective cross-campus communication and interaction is a key priority. In this case, the institution's Education and Training Division promotes the recognition and dissemination of good practice in a range of ways, both formal and informal. The Education Executive Team has overall strategic responsibility, working with the Education Management Group on operational aspects, and in liaison with a teaching group manager on each campus. These formal structures are complemented by teacher liaison groups at each campus, which are open to members of staff active in teaching or externally contracted teachers of the institution's programmes, and which are recognised and encouraged as a sounding board for new ideas and a means by which comments and observations may be communicated into the formal education committee system. Interestingly, the ELIR report also notes plans to augment support for staff development by appointing champions from within the Education and Training Division, with responsibility for particular themes or parts of themes.

19 For smaller institutions with more limited internal resources, the development of provision to support learning and teaching is often a strategic priority. In two cases, the ELIR reports confirm institutional plans to develop and augment existing provision. In a small specialist institution, a proposed Centre for Creative Education is intended to play a key role in the implementation, development and evaluation of the new, integrated learning, teaching and quality enhancement strategy: 'Specifically, the [institution] believes that such a centre would bring together the pedagogical research activities of [the institution] and act as an interface between the existing learning and teaching agenda [and] as the conduit for disseminating good practice within [the institution].'¹ Similarly, another institution is reported to have established a Working Group on Educational Development in order to review the University's organisation and resourcing of its educational and staff development support, with the intention of developing proposals further. Matters under consideration by the Working Group at the time of the ELIR included professional standards and teaching qualifications of staff, induction arrangements for new staff, training of teaching assistants and career development.

Identification and dissemination of good practice

20 Centres for educational development play an important role in the development and dissemination of research-informed approaches to practice, but, as noted in paragraph 13, are becoming increasingly important conduits for the dissemination of good practice in their institutions. They disseminate good practice in a variety of ways, as follows:

- staff networks and practitioner groups
- online communication and websites
- staff development programmes, for both new and experienced staff
- developmental events such as workshops and awaydays at institution, college, faculty, school and department levels
- annual internal conferences
- publications, showcasing the outcomes of internally funded development projects
- guidance documents and handbooks supporting policy implementation
- online communication and websites.

21 Enhancement-led internal quality assurance and enhancement procedures are increasingly identified as one of the most important mechanisms for the recognition of good practice. For example, in many institutions, annual school or faculty overviews are developing into rich repositories of good practice identified in annual internal monitoring and review processes, including notably processes for programme approval and re-validation. Similarly, institution-led quality review at the subject level and, where it exists, internal review of service departments, afford further opportunities for identifying or showcasing good practice. In the case of two institutions, where the process of quality review at the subject level is relatively new or developing, the ELIR reports also comment on the value of the staff development opportunity afforded to staff who attend subject-level reviews as observers.

22 The ELIR reports indicate that, within institutional service areas, the administrative office supporting quality and enhancement is particularly well placed to compile information on good practice, drawing on reports from departments, faculties, schools and colleges to senior central committees, as well as on the outcomes of less formal focus groups at different levels. The ELIR reports confirm that in several institutions the 'quality' office has established a website to summarise good practice identified. As one ELIR report notes, 'The Quality Office has recently established a website summarising the good practice identified through the audit of programmes, programme approval/re-approval, external assessors' reports, [institution-led quality review at the subject level] and the review of Business and Academic Service Departments. This development has the potential to make a useful contribution to the dissemination of good practice'.

23 The difficulties in realising the full potential of dissemination and implementation of good practice are also widely acknowledged. One issue is the tendency towards compartmentalisation in the early approaches to identifying and disseminating 'good practice', with information compiled piecemeal, depending on how and where it has

been identified. Centres for educational development, which are seen to play a key role in supporting dissemination of good practice in a variety of ways (see paragraph 20) may operate through different mechanisms, and draw on different evidence, to administrative offices supporting quality and enhancement.

24 As institutions develop their approaches to identification and dissemination of good practice, the links between centres for educational development and academic registry units supporting quality and enhancement, and between centres for educational development and departments and schools, are becoming increasingly important. Such linkages not only enable the identification and dissemination of good practice to be more effectively managed, but also create an important synergy for the enhancement of the student learning experience, as the following extract illustrates: 'On an annual basis, the Quality and Enhancement Unit provides a report to the Learning and Teaching Board on the common themes raised in the previous year's validation reports. This forms the basis for discussion with the schools and the Centre for Learning and Teaching on areas for further training and support.' The ELIR report further states that the Quality and Enhancement Unit's annual report is used to disseminate good practice identified during validation events, including examples of good practice in the design and content of student handbooks.

25 In a few cases, the linkage between educational development and quality appears to be more substantive and formalised, through the direct involvement of educational development staff in certain quality processes. This includes, for example, provision of support and guidance for departments in the formulation of reflective analyses for institution-led quality review at the subject level, membership of review panels, and scrutiny over the development and approval of new programmes. Some of the later ELIR reports show more fully how such involvement can facilitate the dissemination and implementation of good practice, the benchmarking of practice against elements of the QAA Academic Infrastructure (*Code of practice for the assurance of academic quality and standards in higher education*; subject benchmark statements), the use of external resources (for example, the HEA; Enhancement Themes) to inform developments, and the promotion of internally identified good practice.

26 Effective mechanisms for the identification and dissemination of good practice are crucially important. Beyond published outputs, events help to foster staff engagement and development. The ELIR reports provide examples of approaches to staff engagement by encouraging networking through a variety of events, including open discussion fora, linked to a central committee or process, and developmental workshops, seminars and conferences. For example, one of the smaller institutions is reported to have established open fora associated with the central committee for teaching, learning and assessment, which clearly provide an important link in the chain of communication: 'Within the University, there has been dissemination through reports to TLAC [the Teaching, Learning and Assessment Committee], the establishment of working groups, discussions at TLAC Open Fora, and at school level through directors of teaching reporting at their teaching committees.' The Committee's open fora also provide a platform for presentations by recipients of the institution's awards for innovative projects in learning and teaching. In one of the larger institutions, the outcomes of annual monitoring processes now culminate in a cross-institutional discussion forum.

27 At another of the smaller institutions, where the enhancement strategy is conceptualised as a multi-faceted project, a series of workshops and seminars have been held to explore the project with staff, as well as a one-day conference. This approach appeared to have been well-received by staff: 'In discussion during ELIR, teaching staff indicated that the network approach had enabled individual academic staff to champion specific initiatives and raise topics of concern for discussion with a wider group of colleagues. Examples of discussion topics have included the VLE and plagiarism. Teaching staff also spoke positively about the White Space workshops and White Space Day, expressing the view that these events had brought together staff from across the University and had facilitated the sharing of good practice.'

28 Whole institution events are also assuming greater importance, particularly in smaller and/or multi-campus institutions. At one small multi-campus institution, an annual education conference with external speakers provides exemplars of good practice in teaching, learning and assessment, and supports development and implementation. This institution emphasises the importance of whole institution dissemination events as a means of integration and promoting knowledge transfer across the campuses and areas of activity. Similarly, one of the small specialist institutions holds an annual staff development week, in addition to other development events offered throughout the session.

29 The national Enhancement Themes have afforded a range of opportunities for staff engagement at sector-level, and the ELIR reports demonstrate their impact in a number of different dimensions: the involvement of senior staff from across the sector on Enhancement Theme Steering Committees, both contributing to and learning from a sector-wide body of good practice, and having direct influence on the shaping of institutional enhancement strategies; the participation of a large number of staff in Enhancement Theme events; the close alignment of many institutions' strategies with the Enhancement Themes; the internal dissemination of the outcomes of Enhancement Theme projects and associated staff development events; and the more recent engagements between institutional contacts, Enhancement Theme Steering Committees and project directors as a more integrated strategic implementation of the Enhancement Themes was taken forward. There is broad evidence of the influence of the national Enhancement Themes on the development of policy in areas such as assessment, induction, student support systems, employability, flexible delivery, the first year and the research-teaching nexus.

Development for new staff

30 As a preamble to this section, two significant external developments during the period of the ELIR cycle should be noted: first, the establishment of the Higher Education Academy (HEA) in 2004, and secondly, the development by the HEA, in consultation with the higher education sector, of *The UK Professional Standards Framework for teaching and supporting learning in higher education* in 2006.² The ELIR reports capture the beginnings of a trend to develop HEA-accredited postgraduate certificate programmes in higher education for new academic staff during a period of rapid change. The ELIR reports, published over a four-year period to June 2007, show six institutions as offering HEA-accredited postgraduate certificate programmes in

higher education at the time of their review. However, it is important to note that by June 2009, 15 institutions were offering HEA-accredited programmes, and one institution with no previous provision had expressed interest in the development of such a programme.³

31 Over the period of the first ELIR cycle, the ELIR reports convey a sense of the variation between institutions in the arrangements for induction, training and development of new staff. In some of the larger institutions, centres for educational development were running programmes comprising both induction and structured development, with the aim of developing critically reflective practitioners. In some cases there is an expectation, in others a requirement, that new staff will undertake a Postgraduate Certificate in Higher Education.

32 HEA-accredited programmes cover both pedagogical theory and practical strategies as well as including peer observation of teaching. Typically, at the end of the first ELIR cycle, these development programmes involve the production of a portfolio that is peer-reviewed, facilitating application to become a Fellow of the Higher Education Academy.⁴ In the small specialist institutions, where visiting lecturers and part-time staff make an important contribution to the student learning experience, there were plans to develop procedures to extend access to appropriate induction and staff development to such staff; and one small specialist institution was planning to explore with its validating universities the provision of a formal teaching qualification for new staff.

33 In one large institution, a one-day central induction event is complemented by a further half-day orientation programme which includes a 'needs analysis' to help identify further development requirements. All schools are provided with guidance packs in order to structure local induction programmes. A common element of local induction is for new members of staff to be assigned a mentor. Following induction, staff have available to them a range of development opportunities relating to three distinct stages of their careers: the 'Orientation', 'Professional Academic', and 'Learning and Teaching Scholarship' levels. The ELIR report confirms that 'All new teaching staff pass through the Orientation level, most full-time teaching staff will operate at the Professional Academic level, and some may wish to pursue a career focused on learning and teaching, and so move on to the Scholarship level'. Aligned with the

² *The UK Professional Standards Framework for teaching and supporting learning in higher education* was developed in response to the White Paper, *The Future of Higher Education (2003)* for institutions to apply to their professional development programmes and activities and thus demonstrate that professional standards for teaching and supporting learning are being met. The framework is a descriptor-based approach whereby higher education institutions determine their own criteria in the application of the standards framework. In order to demonstrate application of the standards, six areas of activity, core knowledge and professional values (all derived from the HEA's existing Accreditation Scheme) are applied to learning outcomes and assessment activities within the institution's professional development programmes. For further information, see: www.heacademy.ac.uk/ourwork/policy/framework

³ Further information on HEA-accredited programmes is available at: www.heacademy.ac.uk/ourwork/profesional/recognition/programmes

⁴ Further information on the HEA's national Professional Recognition Scheme is available at: www.heacademy.ac.uk/ourwork/profesional/recognition

staff development provision, the institution has offered a Postgraduate Certificate in Education to all full and part-time academic staff since 2003, in which a significant component is a work-based learning contract. Registration on the programme was strongly encouraged, but not mandatory, and by the time of the ELIR a total of 65 staff had enrolled, with an average completion time of two years.

34 Another large institution operates a Professional Development and Review Scheme for probationary lecturing staff, which is designed to fulfil a range of functions: help new staff develop to their full potential as a lecturer; provide ongoing support through an assigned mentor; and provide regular reviews of progress through an assigned reviewer. A central part of the scheme is the Professional Certificate in University Teaching, of which the first two stages are a contractual requirement and the third stage, the development of a supervised portfolio, leading to HEA certification, is optional. The content of the programme is focused around six core aspects of university teaching expertise: learning and teaching in a research-intensive university; teaching-learning strategies; course design and management; assessment and feedback; academic guidance and supervision; and professional development and the university teacher. In view of the time commitment required to complete the final stage of the certificate, a revised modularised programme was introduced in 2007-08.

35 In a smaller institution, where the completion of an HEA-accredited postgraduate certificate is mandatory for all probationers, the ELIR report highlights the perceived impact of this approach: 'Over 100 staff have now completed the programme (including a number of more experienced staff). This in large part explains the commitment to, and interest in, teaching innovation which has permeated the University's culture.' The ELIR report also observes how the institution's educational development unit builds upon the professional qualification: through consultations and advice on the application process, they encourage staff to register with the HEA, with the result that, at the time of the ELIR, around half the institution's academic staff were registered practitioners of the HEA. The ELIR team viewed this as 'convincing evidence of institutional and staff commitment to quality and innovation in teaching'.

36 However, even where there is no formal mandatory qualification (at the time), the evidence shows that some institutions are providing considerable support and development for probationers, which includes the development of reflective practice through a portfolio of evidence. For example, the ELIR report of one research-led institution affirms that consideration of excellence in teaching and learning starts with the selection process, where deans are required to ensure that teaching quality and practice are addressed during the formal interview. The ELIR report notes, 'Interviewees are asked to give a talk on their research to an audience including students so that their presentation style can be appraised'. In this case, all newly appointed inexperienced staff are required to attend a week-long induction, which appeared to be well received: 'In discussion, recently appointed staff indicated that the induction had been very useful and they had found the [centre for academic practice staff] extremely supportive.'

37 Following induction, academic staff at this institution have a probationary period lasting up to four years, with a mentor to observe and comment on teaching practice. Focusing on the institution's development of reflective practice, the ELIR report notes that 'probationers are normally required to produce a series of three reflective reports on their teaching, research and administrative activities, drawing on a portfolio of evidence which they are encouraged to compile', and that 'These reports (or profiles) are the same as those required of staff applying for promotion, and the University has expressed its intention to develop a single process for assessing and rewarding teaching, at both probation and promotion'.

38 Development programmes for doctoral students also attracted comment in the ELIR reports. One of the largest research-led institutions has been running a transferable skills programme for doctoral students and a professional development programme for research staff since 1997, and has since built a national reputation in the area of transferable skills training and career development for researchers. This provision has been further enhanced following the Roberts Review, leading to a step change in the amount and style of personal and professional development support, and the development of infrastructure and systems to support this. The institution has also developed a Code of Practice on Tutoring and Mentoring to ensure that all tutors and demonstrators have a clear understanding of their roles and responsibilities, together with an online handbook. However, the ELIR report did identify an issue relating to the implementation of training of research students for teaching duties. While this was intended to be compulsory, research students expressed the view that the training was not enforced and there was no mechanism for monitoring whether it had been undertaken. There is no evidence in the ELIR reports to suggest that this is a more widespread issue.

Continuing professional development (CPD) for experienced staff

39 Over the period of the first ELIR cycle, a majority of institutions had recently revised or were about to revise arrangements for staff appraisal and performance review pending the outcomes of the Joint Negotiating Committee for Higher Education Staff Framework Agreement, for the modernisation of pay structures. The information available in the ELIR reports on performance review systems is therefore uneven: with agreements on the Framework Agreement pending, the earlier reports focus more on staff development provision in general, while the later reports have more substantive comment on appraisal and performance review systems as one means of identifying staff development needs. Where revised systems had been introduced, they appear to have included more reflective, developmental aspects, but it was too early to comment on their impact on the enhancement of learning. Overall, therefore, the ELIR reports do not provide a uniform overview of CPD provision for experienced staff, or their involvement in the HEA's National Professional Recognition Scheme. This section will begin by looking at the available evidence on appraisal and performance management systems as one context and driver for staff development within institutions.

40 The following examples illustrate the development of more reflective approaches to staff development within performance review. One revised scheme was described as including a staff learning and development plan, which is held with schools and departments to ensure that development requirements can be reviewed at that level. In another example, all the staff are expected to complete personal development plans, which link training and development priorities to divisional/group and personal role objectives, leading to proposed actions and intended outcomes. Two particular examples from small specialist institutions show how approaches are evolving and being refined. In the first case, the staff development interview is based upon a self-review, and the outcomes of this process are linked to the internal quality review at the subject level. The ELIR report comments, 'The proforma encourages the interviewee to identify difficulties encountered, unused skills, and staff development needs. It might also include a section allowing the interviewee to record successes and achievements, in particular any teaching initiatives which merit wider dissemination. There is an opportunity to comment on very similar issues on the related form in the departmental review process.' The ELIR team reported that, although the emphasis of one is departmental and the other individual, it was not entirely clear why the two could not be combined. In the second case, the ELIR report confirms overall staff satisfaction with the Annual Review process as a mechanism for identifying development needs and for facilitating their career development more generally, but expressed the view that 'there remains an emphasis on research and consultancy rather than pedagogic skills as criteria for advancement'. In addition, the ELIR team observed that 'in relation to part-time staff who work in more than one school, it appeared that it is not always entirely clear who is responsible for their career development and the College could reflect on this'.

41 Another context for the identification of staff development needs is peer review of teaching. The ELIR reports confirm a variety of approaches to peer review of teaching in a number of institutions across the sector. The evidence suggests that the operation of peer review presents more challenges to the larger institutions, but seems to have greater prospect of success when operational responsibility is devolved to schools or colleges. In at least two cases, there appeared to be no systemic peer review of teaching beyond the development programme for new lecturers. However, one of these institutions did recognise the desirability of a wider system of peer observation, and one of its colleges was considering its implementation for 2005-06. In one of the largest institutions, where a system of peer review had been introduced in 2002, as part of the institution's overall strategy for improving learning and teaching, the ELIR report highlights the difficulty of ensuring and sustaining uniform levels of participation. Originally, it was decided that participation on the scheme should be the normal expectation for every teaching member of the academic staff. However, a review of the scheme, conducted after two years' operation, revealed it had only been a limited success, and that participation rates in schools varied widely, due in part to a lack of understanding that the scheme was designed to be a reflective rather than an inspection process. The ELIR report notes that, to overcome this difficulty, the institution was now considering the possible incorporation of peer review of teaching into individual college strategies. More positively, in another large institution, where peer observation of teaching was encouraged but was not mandatory, the ELIR report notes that the process was organised by schools, and where it operated was found to be useful.

42 It is evident that some smaller institutions have had greater success in implementing peer review of teaching. The ELIR report for one such small institution affirms, 'The ELIR team noted that peer observation of teaching was now the policy of the [institution] and was in the process of being implemented. It was clear that many staff saw it as an important way of enhancing and developing their academic practice and were taking ownership of the process'. In another small institution, the ELIR report notes that peer observation of teaching has been developed in tandem with the revised arrangements for student module questionnaires, in which schools were asked to include at least three questions on individual teacher performance, commenting that 'Together with peer observation, this is intended to provide regular information about teachers that will allow heads of school to monitor the quality of teaching and provide support and staff development when required'. One of the small specialist institutions had a very particular approach in which peer review of teaching was an integral part of the departmental review process operating on a three-year cycle, within a six-year cycle for departmental review. Yet another small specialist institution affirmed that although it did not have a formal scheme for peer review of teaching, this was an inevitable product of team teaching, in which critical feedback was being provided. In this case, the ELIR team suggested that the institution might consider adopting more widely the good practice demonstrated within some departments and schools.

43 The reports reflect some development in institutional approaches to, and staff engagement with, CPD over the period of the ELIR cycle. The earliest ELIR report reflects the institution's experience at that time, that enhancing the quality of student learning through CPD events for experienced staff is more problematic, and that attempts to build in a mandatory amount of time spent on CPD were not widely supported by staff. The institution nevertheless anticipated that the imminent introduction of a performance management scheme would mark a steady change in attitudes towards CPD. However, the institution's aspiration to provide an environment in which all staff are valued and supported in their development and innovation in learning and teaching, which was a central objective of the institution's quality enhancement strategy, appeared to be at odds with staff perceptions revealed by a report commissioned from the OBHE, which noted 'a general sense that teaching was undervalued and did not contribute sufficiently to promotion/reward'. This perception is repeated in a number of ELIR reports, and is indicative of the challenges faced by institutions in seeking to raise the profile of learning and teaching, and the importance of systemic and strategic measures, to support the development of a quality culture. In the small specialist institutions in particular, HR strategies include aspirational targets for the achievement by staff of teaching qualifications and membership of the HEA. However, in reality, the institutions recognised the pressures on staff in a small institution and that without strategic action it would be difficult for staff to make time for development activities. Encouragingly, later ELIR reports illustrate the impact of systemic and strategic measures to drive cultural change. In some institutions the rising status of learning and teaching is evidenced by the growing proportion of staff who are Fellows of the Higher Education Academy.⁵

⁵ The HEA's Professional Recognition Scheme is designed to support the implementation of the sector-owned UK Professional Standards Framework. There are three categories of professional recognition: Associate of the Higher Education Academy (AHEA); Fellow of the Higher Education Academy (FHEA) (formerly registered practitioners); Senior Fellow of the Higher Education Academy (SFHEA). Further information is available from the HEA website at: www.heacademy.ac.uk/ourwork/professional/recognition

44 Continuing professional development is offered to staff, through centres for educational development and, where appropriate, HR departments. The ELIR reports indicate a range of topics, typically including mentoring, assessment, course design, feedback, employability, plagiarism, e-learning and research supervision, as well as training for contract research staff and postgraduate tutors. Some larger institutions also provide training for particular roles, such as directors of studies or course organisers. In some institutions, the development of new patterns of learning and teaching is further encouraged by funding for specific innovative projects. As one ELIR report notes, 'An impressive diversity of projects has been supported by these funds and the recipients are motivated and enthusiastic about the various ways in which they could see their teaching practice being enhanced. The projects had been disseminated through presentations to new staff at induction, the [centre's] newsletter and through incorporation in schools' learning and teaching strategies'. Yet, another institution relies more on networks to support staff development, specifically a teaching fellows' network and an educational research network. The former network uses an annual conference to disseminate good practice, and innovative learning and teaching approaches, while the latter provides formal and informal opportunities for staff to share ideas, collaborate on projects and to develop their understanding of pedagogical developments and research skills. The ELIR report notes that 'Both the ERN and teaching fellows' networks appear to be effective, though educational research to date has been led by enthusiasts in specific areas and, as a result, has lacked strategic oversight.... The University is encouraged to consider the ways in which the work of the two networks could support the strategic aims of the University more directly'. Through varied approaches, such as these, institutions are seeking to foster an academic culture in which engagement with higher education pedagogy is seen as a necessary and normal part of academic life.

45 In particular cases, there is recognition of the need for staff development provision to be aligned with institutional strategies, for example to support a planned expansion of research activity or to promote the development of flexible learning. In one such example, where the institution is expanding research activity, staff development is being addressed in a number of ways, including mentoring by the validating institution's staff; through supervisor training; and through staff themselves studying for research degrees. Sharing of good practice and cross-institutional consistency is being fostered through the activities of PhD coordinators in the schools, whose role is to provide practical support to supervisors, and through the appointment of a research degrees coordinator at institutional level. In another example relating to the development of flexible learning, the ELIR report notes that 'There would be benefit in the College developing more explicit conceptions of the range of meanings of student-centred and blended learning approaches. These could be used to help focus staff development and support in ways that exploit the potential opportunities of these approaches in the context of the College's organisational structure, strategies and plans'.

46 The alignment of HR strategy with institutional strategy is further illustrated in the case of a developing institution, which funds around five sabbatical posts each year that academic and administrative staff can apply for on a competitive basis in order to undertake research and scholarship. The ELIR report notes, 'although there

is an emphasis on research, about one-third of successful applicants have related to teaching activities. These have been clearly aligned to institutional objectives, such as the development of honours programmes and e-learning'. The ELIR report also notes the increasing popularity of these sabbaticals with greater numbers of staff submitting applications.

Recognition and reward

47 One of the key initiatives to raise the status of teaching has been a widespread revision of criteria for academic promotion coupled with the introduction of new promoted posts based on excellence in teaching, innovation in teaching and teaching scholarship.

48 For example, at one ancient institution, the new categories of University Teacher and Senior University Teacher are expected to deliver research-informed, if not research-led teaching. The ELIR report notes, 'The University's human resources documentation refers to broad criteria for promotion, with a clear commitment by the University to reward excellence in teaching, and the team was informed that opportunities are being explored to allow personal chairs to be awarded in the area of student learning'. Similarly, another ELIR report affirms that, 'Each year a number of promotions to senior lecturer or reader are made on the basis of teaching excellence. For many years the University has made accelerated increments or discretionary payments to staff who provide evidence of their good practice in teaching or curriculum development'.

49 The '[title] Academy' has already been cited in paragraph 7. Prior to its creation, the institution's main promotional route on the basis of teaching and learning was to the position of teaching fellow, which was seen to be equivalent to a senior lectureship/readership. However, in view of the fact that only two staff were successful in meeting criteria for the teaching fellowship, the institution revised the promotional framework, developing a new role for teaching fellows within the new Caledonian Academy, based on secondments on fixed term contracts. The ELIR report comments positively on the development: 'Staff are supportive of these new arrangements and view the implementation of the Caledonian Academy as an important opportunity to develop their experience and record in teaching and learning, and to facilitate promotion to senior lectureship or above, using the revised promotional criteria.'

50 At another institution, where the 'teaching fellow' career path was established somewhat earlier in 1996, there were at the time of the ELIR over 60 teaching or senior teaching fellows in post. In this case, with terms comparable to those of the Caledonian Academy, the appointment is not in perpetuity, and staff must re-apply on a five-yearly basis. Successful applicants receive a small increase in salary, with the possibility of promotion to senior lecturer, reader and professor, on the basis of their contribution to teaching. The ELIR report affirms, 'Teaching fellows are expected to contribute to improvement and enhancement activities at local and institutional levels as well as contributing to the quality assurance and enhancement procedures of the University through participation on committees'.

51 Even where no new titles have been introduced, institutions have taken steps to recognise and reward excellence in teaching through existing promotion structures. For example, at one of the largest research-led institutions, the ELIR report states, 'The need to increase the recognition and reward given to innovation in learning and teaching at the highest level has been met by the introduction of personal chairs of student learning and five such promotions have been made since 2003'. Interestingly, at another research-led institution, while no new titles have been introduced, the process of promotion to all academic grades includes an assessment of teaching. This assessment is based on a range of evidence, such as information derived from student questionnaires, involvement in curriculum development or with HEA subject groups, internal awards for development projects, as well as the applicant's own reflective analysis of his or her contribution to teaching and learning. The ELIR report notes the impression of staff that 'teaching is now valued more highly than previously, although younger staff still considered that research was likely to carry greater weight'.

52 One of the final reports of the cycle notes the institution's introduction of the role of teaching fellow as a promotion opportunity for staff who excel in innovation in teaching and learning, with the criteria for the award aligned to those for promotion to reader, with the observation that, 'The University has expressed the view that the fact that only a few members of staff have been successful in becoming teaching fellows reflects the historic lack of explicit career progression for staff engaged in the enhancement of teaching and learning. The introduction of the role of Learning Enhancement Coordinator [in Schools] was partly intended to provide an opportunity for individuals to develop an evidence base to support an application of promotion to teaching fellow'.

53 At two research-led institutions, where no new post titles have been established, annual awards have been introduced as an alternative way of recognising and rewarding teaching excellence and innovation in teaching. In one case the award is based in part on student feedback and presented at a graduation ceremony as a very visible demonstration of the institution's commitment to teaching excellence.

Conclusions

54 The ELIR reports show that an integrated approach to the management of enhancement includes greater alignment between enhancement strategies and staff development. This has been largely achieved through the refocusing of the role of centres for academic practice, to allow closer involvement in quality assurance and enhancement processes, in the implementation of enhancement strategies, particularly in the area of learning and teaching, and in the identification and dissemination of good practice. They also provide links to external resources and initiatives, for example the Enhancement Themes and the HEA. Academic liaison roles at college/faculty/school and department level provide key communication links internally, with central services. This repositioning of staff development is further strengthened by the ongoing development of HEA-accredited postgraduate certificate programmes for new academic staff. While the engagement of more experienced staff in CPD is viewed as a continuing challenge against competing pressures for their time, this is partly offset by the emergence of practitioner networks and other formal

and informal channels for the dissemination of good practice. At the time of the first ELIR cycle, the implementation of revised criteria for academic promotion, which recognise teaching excellence, was not sufficiently embedded to allow a full assessment of the impact. However, the strategic approach to staff development which is emerging provides a strong basis for continuing future development, and should continue to encourage a deepening engagement of staff with enhancement.

Annex 1

This interim report draws on the evidence of the following ELIR reports.

University of Aberdeen	April 2005
The University of Abertay, Dundee	May 2007
Bell College*	January 2004
Bell College (Follow-up review)*	November 2005
University of Dundee	November 2004
The University of Edinburgh	November 2006
Edinburgh College of Art	March 2005
University of Glasgow	April 2004
Glasgow Caledonian University	December 2005
Glasgow School of Art	February 2005
Heriot-Watt University	February 2006
Napier University	April 2006
University of Paisley*	April 2006
Queen Margaret University College (now Queen Margaret University, Edinburgh)	May 2004
The Robert Gordon University	May 2007
Royal Scottish Academy of Music and Drama	March 2004
Scottish Agricultural College	May 2005
University of St Andrews	March 2006
The University of Stirling	November 2006
University of Strathclyde	April 2005
UHI Millennium Institute	May 2007

* Note: The University of Paisley and Bell College have subsequently merged to form the University of the West of Scotland.

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