

‘An Investigation into the Motives for Seeking HEA Fellowship Recognition and HEA Fellowship’s Impact/Influence on Higher Education Teachers’ Individual Teaching Practice’

Darren Minister

UWTSD

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DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: D.G. Minister (candidate)

Date: 22nd September 2021

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA(Education).

Signed: D.G. Minister (candidate)

Date: 22nd September 2021

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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STATEMENT 3

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter library loan, and for the title and summary to be made available to outside organisations.

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Abstract

This research was conducted for a submission for a MA(Ed) dissertation, it is an investigation looking at the motives for seeking HEA Fellowship recognition and HEA Fellowship's impact/influence on Higher Education teachers' individual teaching practice. Research into professional development in HE teaching and HEA Fellowship has increased in the last two decades as a reflection of the changes that have taken place in the HE sector in the UK from the late 1990s to present. The purpose of the research was motivated by my own role within HE as someone who administers and supports an institutional HEA Fellowship programme. The research aimed to combine, and try and explain, HE teachers' motivations for seeking HEA Fellowship and the perceived impact/influence HEA Fellowship has had on teachers' teaching practice. This research fits in a wider context of the changes to HE in the UK and HEA Fellowship's role in the 'professionalisation' of teaching in HE. This research used a mixed methods approach of a questionnaire (quantitative and qualitative) and semi-structured interviews (qualitative) and used convenience and voluntary sampling methods. The analysis of motivations and perceived impact/influence of HEA Fellowship broke the participants down by category of HEA Fellowship they held and career pathway they are on. The findings of this research demonstrate that although some motivations and perceived impact/influences are more prominent, there are a number of variables that have an influence these. There is also a dynamic between the individual and the institution

Chapter One: Introduction

This research is an investigation into the motivations for applying for, and the perceived impact/influence of, HEA Fellowship. In 2003, the Higher Education Academy (HEA) was formed with the merger of the Institute for Learning and Teaching Higher Education, the Learning and Teaching Support Network and the National Coordination Team for the Teaching Quality Enhancement Fund. In 2018, the HEA merged with the Equality Challenge Unit and the Leadership foundation to create Advance HE which is now the accrediting body for HEA Fellowship and the custodian of the UKPSF. There are four ‘categories’ of HEA Fellowship, which are: Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA). In this dissertation, the phrase, ‘HEA Fellowship’ will mean all categories of HEA Fellowship, unless otherwise stated. The different categories are designed to encompass the wide variety of roles in higher education that relate to teaching and learning. Each category of Fellowship or ‘descriptor’ has its own criteria based on the category and the United Kingdom Professional Standards Framework (UKPSF) which is split into three sets of dimensions: Areas of Activity, Core Knowledge and Professional Values (Advance HE, 2011)

1.1 HEA Fellowship developed and evolved in parallel, and in response, to changes in the UK higher education sector in the 1990s and first two decades of the 21st century, most notably: the introduction of tuition fees and student loans, a marketization and consumerization of higher education and the desire for teaching staff in HE to hold a teaching qualification or a recognition that their teaching meets a particular standard, Trolwer, Fanghanel and Wareham (2005) and Brand (2007) provide a good overview of the developing context of HE in the UK. HEA Fellowship has since gained prominence in criteria for appropriate job applications in HE and within institutional promotion criteria. HEA Fellowship is not solely based in the UK.

According to Advance HE, 'As of August 2021 there are 148,415 Fellows has across the world' (Advance HE Website).

The University which is the subject of this investigation is a Welsh research led university. A HEA accredited internal HEA Fellowship application programme was launched in 2015 and the university has seen an increase in numbers of HEA Fellows (all categories) since then. The university also has a PGCert for Teaching in Higher Education (PGCert tHE) where HEA Fellowship (FHEA) is awarded on successful completion of the course alongside a PGCert. Throughout this investigation, the university, which is the subject of the research, will be referred to as 'the institution' and 'the university'. Within the university, I have a role as an academic developer in an educational support unit, with a focus on administering and supporting colleagues applying for HEA Fellowship (categories AFHEA, FHEA and SFHEA) through the internal programme. It is important to note that the data collection for this investigation coincided with the Covid-19 pandemic which started in March 2020.

1.2 The rationale for this investigation mainly originated from my role as an academic developer who supports HEA Fellowship in the institution. I took up my role in the university in 2017 and this dissertation proved a good opportunity to gain a greater understanding of HEA Fellowship, the motivations of those who apply for HEA Fellowship and the perceived impact /influence of HEA Fellowship on colleagues as teachers in HE, but also on their teaching and learning practice. It also offered an opportunity for me add to my department's work, to provide them with a deeper understanding of HEA Fellowship within this specific institution, the possibility of using this information to make changes and amendments to the programme to better assist colleagues in their application for HEA Fellowship and how gaining the recognition has an impact on colleagues.

There is a growing body of literature and research that focuses on HEA Fellowship, some of it carried out or commissioned by the HEA, now Advance HE, by academics and by people who have a same or similar role in HE to me, Kneale et al (2016) note ‘Interest in the value of continuing professional development (CPD) for teachers in HE has increased in response to a changing and complex landscape...’ (p.7). Two pieces of research that inspired my investigation are: Spowart et al (2016), and Botham, K.A. (2018). These articles engaged with motivations and impact/influences of HEA Fellowship and were used (alongside other research) to provide stated motivations and impact/influences for participants to rate in my questionnaire. I thought combining motivations and impact/influences in one piece of research would be an interesting proposition and add to the existing and growing body of research, particularly by using a Welsh University as a setting, as many of the existing research has been conducted in English Universities. The above-mentioned existing research made me consider how these motivations and impact/influences would map onto the university in this study and if any other motivations and impact/influences would emerge by investigating in a different institution.

1.3 This investigation has two research aims:

Aim One: To find out what are the motivations to apply for HEA Fellowship for staff who teach in higher education.

Aim Two: To find out what is the perceived impact and influence of gaining HEA Fellowship on individual teachers’ teaching practice in higher education.

Aim One has a focus on finding the out what motivates colleagues to apply for HEA Fellowship and what influences these motivations. Aim Two focuses on the perceived impact and influence of HEA Fellowship in terms of teaching and teaching practice in HE, again considering what might influence these perceptions. These research aims are designed to build upon, and

combine, existing research such as Thornton (2014), van der Sluis, Burden and Huet (2017), Roberts and McLachlan (2018), Hall (2017), Brown (2015), Spowart et al (2016), Shaw (2017), Botham (2018), Ayres (2018) and Tran (2017) by looking at motivations and impact/influences in one study. The literature review (Chapter 2) will look at this research in more detail, particularly regarding motivations and impact/influences of HEA Fellowship. During analysis, it became apparent that the data produced findings which overarched both Aims. These overarching findings will be considered separately from the two Aims in the analysis and conclusions as they help provide context and explanation for the findings of Aim One and Aim Two.

1.4 This dissertation is split into five chapters. Chapter one being the introduction which has set out the context, rationale and aims of the research. Chapter two is a literature review which discusses and sets out the context of existing literature and research, particularly in relation to professional development, professional development in education and higher education and specific research and literature relating to HEA Fellowship. Chapter three discusses and sets out the methodology used in the research including the methodological approach, the research methods used, sampling method, ethical issues and an evaluation of the research methods used. Chapter four is the analysis and discussion of the findings, this chapter is structured round the research aims. It presents and analyses the main findings before considering validity of the data. The final chapter, chapter five, is the conclusion and recommendations. This chapter draws together the conclusions from the analysis of data again based round the research aims. This chapter will also consider recommendations, personal and professional development, dissemination, an evaluation and suggestions for future research.

This chapter has set out the context, rational and research aims, the next chapter will review the existing literature and research related to this investigation.

Chapter 2: Literature Review

This chapter provides an overview of existing literature and research which is related to my research. This chapter is structured on three levels: Continuing Professional Development (CPD) and reflection, CPD in education and Higher Education (HE) and literature specifically associated with HEA Fellowship.

2.1 CPD

HEA Fellowship falls under CPD in most institutions and has been linked to the ‘professionalization’ of teaching in HE. Eraut (2003) states ‘The professions are a group of occupations the boundary of which is illdefined.’ (p.1). Eraut (2003) also notes that professionalism can be viewed as an ideology and how ‘Johnson [(1972, 1984)] then goes on to define ‘professionalization’ as the process by which occupations seek to gain status and privilege in accord with that ideology.’ (p.1). Eraut (2003) identifies three characteristics of professionalism ideology: ‘a specialist knowledge-base’, ‘autonomy’ and ‘service’.’ (p.223).

CPD has been defined and interpreted in different ways, Burley and Pomphrey (2011) state that CPD contains ‘...different types of knowledge and skill’ and they particularly consider experiential learning and the importance of reflection. (p.18). Burley and Pomphrey (2011) go on to identify three features that lead to successful professional learning for teachers in particular: ‘reflection, dialogue and criticality’ (p.22-25). While du Plessis (2008) provides a definition that considers CPD ‘an integral part’ of an institution’s strategy and that it is an ongoing process (p.62). Further consideration of CPD by Scales et al (2011) is for CPD to ‘make a positive impact’ (p.67). Srinivasacharlu (2019) draws on an existing Organization for Economic Co-operation and Development OECD definition of CPD: ‘...those activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher’ (p.29). HEA Fellowship fits into several of these definitions of CPD, whether achieved through

a PGCert or an experiential application route, but particularly definitions that relate to experiential learning and reflection.

There are several models of CPD, Kennedy (2005) identifies nine: training, award bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative (pp.236-237). The model most resembling HEA Fellowship identified by Kennedy (2005) is ‘award bearing’, who defines it as: ‘An award bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study... This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies.’ (p.238). This model can be applied to HEA Fellowship achieved through a PGCert route, but also through an application direct to Advance HE or through an Advance HE accredited institutional programme, as a category of HEA Fellowship is awarded on successful demonstration that the criteria has been met.

The effectiveness and impact of CPD is considered in literature and research. Guskey and Yoon (2009) discuss issues affecting the effectiveness of professional development, including workshops, outside experts, time, follow-up, activities and content (pp.496-497). While Guskey (2003) highlights the complexities involved in the effectiveness of CPD (p.750). This is supported by Scales et al (2011) who discuss the difficulty in evaluating the impact of CPD ‘...in that it is not always easy to tell precisely which changes result from which activities’ (p.67). While Kelly (2006) suggests that the ‘monitoring and evaluating the impact of CPD is often neglected area of CPD systems and procedures in a school or institution’ (p.114). Manuti et al (2015) review existing literature and research to consider a definition of workplace learning (pp.2-3) before exploring the formal and informal learning in more detail to conclude that formal and informal learning should be seen as ‘...separate rather than parallel...’ (p.12).

The impact of HEA Fellowship is something that is discussed within my research and it is important to note the complexities in perceiving effectiveness and evaluating impact.

2.2 Reflection

A key element of CPD, and especially HEA Fellowship, is reflection. Reflection plays an important role in the CPD cycle as well as being the basis of a HEA Fellowship application. Scales et al (2011) argue reflection's 'fundamental element' in CPD (p.33). They set out a discussion of key theories of reflection including John Dewey and reflective action, Donald Schon and reflection in action and reflection on action, experiential learning, Kolb, Honey and Mumford and Phil Race. They also discuss potential barriers to reflection, such as: stress, apprehensions, organizational ethos, being realistic/ unrealistic, prejudice, confidence and collaboration (Scales et al 2011). Jasper (2006) agrees on the importance of reflection, and focuses on experiential reflection by stating reflection's crucial role in experiential learning (p.21) – a key feature of HEA Fellowship, whatever application route is taken. Jasper (2006) further discusses reflection's role in '...making sense of experience...' (p.21). Jasper (2006) debates what is 'experience' and concludes that 'The role of reflection in experiential learning is not clear because of the multitude of confusions about its interpretation.' (p.37). A common theme in CPD and reflection is that concrete conclusions are not always possible due to CPD and reflection being interpreted and perceived in different ways.

Scales et al (2011) also note that the attitude and perception of CPD can influence impact and effectiveness of CPD, particularly '...a reflective and positive attitude to personal development...' (p.34) and:

'if you regard CPD simply as a bureaucratic process..., then you will only undertake it grudgingly, if at all. If, on the other hand, you take a positive view of CPD as a means to make your professional work more effective and enjoyable and as part of being a lifelong learner, the CPD can be a liberating experience.' (p.35).

This is an important consideration when taking into account HEA Fellowship's association with promotion and probation policies within institutions and could ultimately influence perceptions of impact and influence of HEA Fellowship.

2.3 CPD in Education

CPD in education has been extensively researched, and the first two decades of the twenty-first century has seen greater research into CPD in HE. Day and Sachs (2007) argue that in the context of 'professionalism', CPD is an expectation (p.4). Day and Sachs (2007) also set out the conflicting debates and discourses of professionalism, particularly 'managerial professionalism' and 'democratic professionalism' (p.7). 'Managerial professionalism' is picked up by Glover and Law (2005), who mainly focus on compulsory education, argue on the development of CPD programmes driven by the institution (p.2). While Hardy (2012) argues that 'Teacher professional development (PD) is increasingly seen as vital... in a global context of pressure for improves educational outcomes.' (p.1). This starts to set out some of the modern context in which HE in the UK operates, particularly how HEA Fellowship has developed and promoted by Advance HE accredited institutional internal programmes. 'Managerial' and 'democratic' professionalism are diametrically opposed with different drivers and centres of power (Day and Sachs 2007, p.7). This gives an indication of the debates and viewpoints of CPD in education and the potential conflicts of the two interpretations.

Day and Sachs (2007) also set out models of CPD, particularly drawing on Cochrane-Smith and Lytle's (1999) three conceptions of knowledge: 'knowledge-for-practice..., knowledge-of-practice... knowledge-in-practice...' (p.8), to which Day and Sachs add 'knowledge of self' (p.9). These models categorise different types of knowledge related to CPD and gained by teachers. Alongside these discourses and models, Hardy (2012) concludes how teacher CPD is influenced by social and political contexts and conditions and this can lead to

some CPD being favoured over other (p.22). HEA Fellowship's use in HE metrics and marketing can be linked to this argument.

Building on Hardy's (2012) conclusion, CPD in HE has evolved in a similar context to wider education, but it also has its own specific context in which CPD operates. Skelton (2005) takes a specific focus on HE, he notes the debate on the equality between teaching and research within HE and how CPD in teaching is being used to raise teaching's profile and status (p.3). The context of HE in the early twenty-first century has been one of increasing marketisation and competition, particularly in relation to the increasing cost of tuition fees. This context can explain Skelton (2005) arguing 'Teaching excellence is increasingly subject to measurement and control, and all teachers are encouraged to improve their practice by meeting prescribed standards.' (p.4). This implies a managerial professionalism discourse being created and established within HE. Appleby and Pilkington (2014) writing nearly ten years after Skelton (2005) pick up the theme of raising teaching's status in HE alongside the establishment of the UKPSF (pp.22-23). However, Appleby and Pilkington (2014) note that the UKPSF '...alters the relationship between the individual and the professional body and potentially strengthens the emphasis on accountability and performance of the individual with respect to the employing organisation.' (p.23), so again suggesting a managerial professionalism being adopted and a greater whole institution role for CPD. Brand (2007) provides a further contextual overview of the context and development of teaching and learning recognition in HE. Brand (2007) notes 'Intentional or not, the approaches adopted in the development of the framework in HE focus upon a relatively narrow definition of who/what constitutes a teacher – predominantly the full-time lecturer and post-graduate teaching assistants...' (p.13). However, the 2011 UKPSF does acknowledge the broad and variety of roles in HE associated with teaching and learning (Advance HE 2011, p.2).

With the establishment of the UKPSF in 2006, and the increasing prevalence of HEA Fellowship categories being embedded in CPD programmes and institutional strategies and policies, research and literature related to HEA Fellowship has increased. A significant amount of research and reports have been commissioned and published by Advance HE (previously the Higher Education Academy (HEA)), including case studies, evaluations and toolkits. Kneale et al (2016) state, and support, the complexity of CPD's impact and value and there are a number of factors linked to the design and implementation of CPD as well as the participants who take part (p.13). Within this 'complex' understanding, Kneale et al (2016) set out templates to evaluate teaching development activities and discuss considerations such as potential stakeholders. Land and Gordon (2015) survey teaching excellence strategies in HE, they conclude their survey by setting out challenges to be addressed including the status between teaching and research, teaching excellence at different levels, for example the individual and programme level, and how to minimise the administration associated with league tables (p.21). Tsui (2015) follows up Land and Gordon (2015) with a critical commentary on their survey. Tsui (2015) focused specifically on the kind of teaching excellence that should be recognized, and their role in raising teaching's status (p.4). Tsui (2015) considers the multidimensionality of teaching excellence (pp.4-6) and the impact of teaching excellence awards (pp.6-7). Tsui's (2015) commentary has a focus on teaching excellence in general, and teaching awards in particular, but it does provide an insight into the context that HEA Fellowship operates in and the concept of teaching excellence.

The concept of 'teaching excellence' has been applied to the UKPSF and HEA Fellowship. Law (2011) sets out the context of the report which was a review and consultation of the UKPSF (2006). Although Law (2011) does acknowledge that their '...analysis provides only an overarching picture of responses and does not claim the kind of precision of analysis that more quantitatively focused questions would generate.' (p.13). It should be noted that the

2011 version of the UKPSF was used in my research and was the current version of the UKPSF at time of writing.

2.4 HEA Fellowship

Advance HE (under the HEA) has produced research and literature looking at impact of CPD (Parsons et al, 2012) and the UKPSF (Turner et al, 2013). Parsons et al's (2012) review identifies emerging issues that include impacts on 'teachers' attitudes, knowledge and skills', 'teachers' behaviour and practice', 'effects of disciplinary or generic programme focus', 'Compulsory vs. Voluntary participation in programmes', 'student impact of teaching development programmes' and 'other programme impacts' (pp.15-25). Parson's et al (2012) does identify needs and gaps in the existing literature which include: 'pedagogical clarity', 'use of proxy measurement', 'breadth of impact measurement', 'understanding impacts on students', 'use of longitudinal studies', 'use of teaching studies' and 'use of control groups' (pp.36-38). Turner et al (2013) looks at eight case studies covering England, Wales and Northern Ireland. They conclude that the UKPSF has had significant impact in most institutions and for individuals (p.50). However, they do highlight the need '...for the HEA in their management of the framework is to work with individual institutions to increase the understanding of, and engagement with, the framework by individual teaching staff' (p.50). This indicates that although HEA Fellowship used consistently in HE, there is not always a consistent understanding of what it is.

Research produced beyond Advance HE which studies the UKPSF and HEA Fellowship is increasing. Quinn (2012) provides an analysis of discourses in academic staff development, particularly looking at resistance to engaging with professionalising activities. Quinn (2012) identifies five discourses that have an enabling effect:

'(1) that a good researcher does not necessarily equal a good teacher; (2) that status and value of teaching should be equal to that of research...; (3) that academic staff

development ...is crucial for professional practice; (4) that issues of transformation, equity and redress are the business of teachers in higher education; and (5) that quality assurance needs to be conceptualised as enhancement and development of teaching and learning and not merely as compliance and accountability.’ (p.81)

This picks up themes of status of teaching in HE in relation to research, professional development and quality assurance.

Trowler et al (2005) provides a good overview of the context of development and changes in HE in the 1990s and early 2000s (pp.428-434). They ultimately argue the disjointed and partial nature of teaching and learning policies to 2005 (p.440). It should be considered that this article was published in 2005 and there have been further developments in HE since, including the introduction of the UKPSF. Skelton (2012) sets out an overview of the changes and developments in HE up to 2012 (pp.23-25). Skelton (2012) considered teacher identities in a research led institution. Skelton concludes the complexity of teacher identity and ‘identity struggles’ (p.36). The institution in my research is a research led university. It is also important to note that there have been further developments in HE policy since 2012.

Peat (2014) and Bradley (2014) provide complementary articles discussing HEA Fellowship’s use for development, but also how it can appear hierarchical – a common misconception since the introduction of different categories of HEA Fellowship.

A variety of studies have been produced looking at the motivations and impact/influence of CPD in HE, and particularly in relation to HEA Fellowship and the UKPSF. The following literature demonstrates an overview and examples of motives set out in the literature that informed my questionnaire in particular: Knight et al (2006) looks at the how, why, when, where and what of professional development in HE (pp.321-336). Knight et al (2006) also picks up issues such as ‘General Professional formation’ (pp.323-324), ‘specific professional formation’ (pp.324-326) as well as an overview of broad motivations such as ‘professional (extrinsic) motives’ (pp.329-330), ‘interpersonal motives’ (p.330) and

‘professional (intrinsic) motives (p.330). Crawford (2010) highlights several ‘influences’ on approaches to professional development, including ‘The significance of professional status’ (pp.192-193), ‘extra-institutional initiatives and priorities’ (pp.193-195), ‘intra-institutional initiatives and priorities’ (pp.195-196), ‘supportive networks’ (pp.196-198) and ‘agency’ (p.198). Several articles produced findings which link specifically to motivations for engaging with the UKPSF, HEA Fellowship and teaching excellence, for example: Roscoe (2002) being ‘...spontaneous and opportunistic...’ (p.5), Thornton (2014) ‘...professional development...’ (p.232), Brown (2015) ‘professional recognition’, Hall (2017) ‘Enhancing the student learning experience...’ (p.5), Tran (2017) ‘...career progression...’ (p.2), and Roberts and McLachlan (2018) ‘recognition...development...career...’ (p.60). While Spowart et al (2016) consider motivations and impact, for example ‘...promotion...’ (p.215). The above literature formed the basis of question four in my questionnaire (Appendix D). It is hoped that my research will be able to add to this existing literature.

Other research focuses on the perceived impact/influence of HEA Fellowship, UKPSF and CPD in HE. A variety of examples are documented in the literature and some overlap between different pieces of research. The following provides some examples of impact/influences found in different pieces of research: Gibbs and Coffey (2004) ‘Training can improve a number of aspects of teachers’ teaching, as judged by students.’ (p.98); Hanbury et al (2008) ‘...participants perceived their approaches to teaching to be significantly more student-focussed...’ (p.474), ‘In particular, there were reports in two key areas: teaching and learning practices and curriculum planning.’ (p.474) and ‘...affirmation of existing practices...’ (p.475); Hibbert and Semler (2016); Shaw (2017) ‘...institutional pressures to take part enacted through target setting may limit the potential for schemes to positively impact on learning and teaching.’ (p.149), ‘...refreshing understanding of pedagogic practices...’ (p.150), ‘...reflective learning...’ (p.160) and ‘...career development...’ (p.159); van der Sluis et al

(2017) ‘...results indicate that respondents have made changes to their teaching and related practice...’ (p.12); Ayres (2018) ‘...results can take place at a range of levels: at individual level, across a cohort, course/programme or subject area; or across an entire institution.’ (p.1). A comprehensive discussion of impact/influences is produced by Botham (2018): ‘Individual recognition’ (p.170), ‘Boosting confidence/validating good practice’ (p.170), ‘Engagement with reflective practice’ (p.171), ‘Change in practice related to teaching and learning’ (p.171) ‘Willingness to support and advise colleagues’ (p.172), ‘Engagement with the scholarship of teaching and learning’ (p.172), and ‘A tool to encourage professional development’ (p.172). However, Botham (2018) states:

‘Current studies therefore provide mixed evidence as to whether there is a positive impact on the teaching practice of academics through engagement with institutional CPD schemes aligned to the UKPSF.’ (p.166)

The above research and literature related to impact/influences informed the design and content of my questionnaire question 16 (Appendix D). It is hoped that my research will be able to add to this existing literature. The above literature related to impact/influence should be considered in relation to Guskey (2003), Guskey and Yoon (2009) and Scales et al (2011), as discussed in section 2.1 above, regarding the complexity of measuring impact and effectiveness of CPD.

This chapter has reviewed existing literature related to CPD, the UKPSF and HEA Fellowship in HE. The next chapter sets out the methodological approaches used in my research.

Chapter 3: Methodology

The previous chapter gave a contextual outline of existing literature and research associated with professional development, professional development within education and higher education, and literature and research associated specifically with HEA Fellowship. This chapter will set out the methodological approach and research methods used to conduct the research and will consider the research methods used, research schedule, sampling, ethical issues, conduct of research, research analysis methods and presentation of data collected.

3.1 Research Aims

1. To find out what are the motivations to apply for HEA Fellowship for staff who teach in higher education.
2. To find out what is the perceived impact and influence of gaining HEA Fellowship on individual teachers' teaching practice in higher education.

3.2 Research Methods

My research is an investigation which takes an epistemological approach. Cohen et al (2018, p.5) defines epistemology as 'These concerns the very bases of knowledge – its nature and forms, how it can be acquired and how communicated to other human beings'. In particular, an anti-positivism approach was adopted, Cohen et al (2018, p.16) states anti-positivism 'Whilst still embracing the scientific method and the acceptance of an objective world, it recognizes that there is no absolute truth, or, at least, not one which is discoverable by humans, but, rather, probabilistic knowledge only'. Anti-positivism was adopted as it was felt '...that the observation alone is not sufficient to denote meaning' (Cohen et al 2018, p.17), as I will use theory to interpret the findings of the research and consider multiple perspectives from different participants to develop a social reality. There are criticisms of the anti-positivistic

approach such as ‘...that anti-positivists/post-positivists have gone too far in abandoning scientific procedures for verification and in giving up hope of discovering useful generalizations about behaviour’ and ‘...weaknesses in these newer qualitative perspective’ (Cohen et al 2018, p.23). Taking these criticisms into account, the investigation used a mixed-methods approach of quantitative and qualitative research through two primary research methods: a questionnaire and face-to-face semi-structured individual interviews. In this investigation, mixed methods is defined by the use of both qualitative and quantitative research methods. Mixed methods is chosen as ‘It is claimed that MMR [Mixed Methods Research] enables a more comprehensive and complete understanding of phenomena to be obtained than single methods approaches...’ (Cohen et al 2018, p. 33). Explanatory design approach was taken with a focus initially on quantitative research methods and then qualitative research methods (Cohen et al 2018, p.40). A further reason for using mixed methods research is the possibility that the data collected may be more reliable (Cohen et al 2018, p.43). A draw back to the use of mixed methods is the requirement of acquiring the necessary skills to carry out two types of research methods (Cohen et al 2018, p.49).

The first research method used was a questionnaire. Matthews and Ross (2010, p.201) state that a questionnaire ‘...is a set of questions which can be answered by the research participants in a set of ways... All participants are asked the same questions, in the same order and using the same wording and have the same set of answers to choose from.’ I used an electronic questionnaire designed using Microsoft Forms. A mix of quantitative and qualitative questions, closed and open questions and a range of different questions types were used (Appendix D). A questionnaire was chosen as a research method because using an electronic format allowed for a survey of a relatively larger number of participants at no cost. The electronic format of the questionnaire allowed dissemination to be efficient and data collection responses could also be collated efficiently and enable the use of simple analysis tools and graphs. The questionnaire

was informed by existing literature, particularly research conducted by Thornton (2014), van der Sluis, Burden and Huet (2017), Roberts and McLachlan (2018), Hall (2017), Brown (2015), Spowart et al (2016), Shaw (2017), Botham (2018), Ayres (2018) and Tran (2017), this research and its findings was used to inform my questions and questionnaire design.

Questionnaire was also chosen as a research method because of a number of advantages, for example Matthews and Ross (2010, p.217) argue questionnaires:

‘can be used to effectively gather data from large numbers of people or cases; Data is gathered in the same way for all the respondents or cases; The questions and range of answers are determined by the researcher; Data is ready coded for analysis; If the data is gathered from a statistical sample..., the findings may be generalised to the population’.

These advantages did aid the research by allowing the option for standardized responses and ready coded data. However, it should be noted that questionnaires do hold a number of limitations, Matthews and Ross (2010, p.217) state these as:

‘Give the researcher only limited access to in-depth experience and feelings; Limited opportunities for respondents to answer questions in their own way; Most effective with a large sample; Low response rates may result in a biased sample; May exclude some groups of people’.

The limitations were attempted to be minimized by, for example including a range of question types, such as open as well as closed questions.

The second research method that was used was face-to-face individual semi-structured interviews. Matthews and Ross (2010, p.219) define interviews as ‘...a particular type of conversation between two or more people. Usually the interview is controlled by one person who asks questions to the other. Interviews are used to find out more by asking questions in a

wide range of contexts...'. Interviews were chosen as a research method to compliment the questionnaire and allow for further exploration of themes and findings that emerged from the questionnaire responses (Appendix E).

There are a number of advantages for using face-to-face individual semi-structured interviews, Matthews and Ross (2010 p.232) highlight that interviews are:

'Particularly useful for exploring topics with research participants; Can explore experiences and feelings in some depth; Researcher is in direct contact with the participant; Flexibility to allow participants to talk about research topics in their own way; Some structure ensures that the same research topic areas are covered with all participants; Can be combined with other data collection methods; Data is 'raw' [in participant's own words]; With careful preparation, sensitive or potentially distressing topics can be explored in a comfortable, secure environment'.

The advantage of being able to combine interviews with another data collection method, such as questionnaires was utilised in this investigation as well as exploring experiences in more depth by picking up some themes from the questionnaire and following them up in the interviews, but also by allowing a qualitative research method and data collection to supplement the quantitative data.

However, interviews do contain a number of limitations, for example Matthews and Ross (2010, p.233) state 'Data gathering is time consuming; Researcher needs to develop interview skills, Potential implications of mismatch between participant and researcher of gender, ethnicity or age, Large amounts of 'raw' data may be generated, Participants may focus on issues that are not in the interest of the researcher'. These limitations were attempted to be

minimized by adopting an interviewing position which attempted to give little away so as not to influence the interviewee while they gave their responses.

The interviews were recorded, initially this was planned to be done with a Dictaphone, but as a result of Covid-19 restrictions, this was changed to a Zoom recording. Wellington and Szczerbinski weigh up the advantages and disadvantages of tape-recording, which can be applied to the circumstances of recording via Zoom, they set out advantages such as: ‘Preserves actual natural language i.e. a verbatim account, Can be flattering for interviewee, ‘Objective’ record, Interviewer’s contribution is also recorded and can be reflected upon, Allows interviewer to concentrate, to maintain eye contact and to observe body language’ (2007, p.64). However, Wellington and Szczerbinski note disadvantages, including: ‘Can generate enormous amounts of data, Time-consuming to transcribe, Context not recorded, Presence of [recording] machine can be off-putting e.g. create anxiety, Core issues may be masked by irrelevancies’ (2007, p.64). An advantage of having to convert the recording to Zoom, was that an audio transcript is automatically generated, although editing was required to amend misspellings and corrections. The strengths and limitations of questionnaires and semi-structured interviews were taken into consideration when planning and conducting the research.

Cohen et al (2018, p. 265) state ‘...triangular techniques in the social sciences attempt to map out, or explain more fully, the richness complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data.’ Triangulation was used in this research and achieved through the use of mixed methods of quantitative and qualitative data collection, this is supported by Cohen et al who state ‘Methodological triangulation: this uses either (a) ...or (b) different methods on the same subject of study’ (2018, p.265). Triangulation was employed by using different methods on the same subject of study, notably questionnaires and semi-structured interviews. The questionnaire was conducted first and key themes that emerged from the questionnaire

responses were used to inform the interview questions. A synthesis of the questionnaire findings, semi-interview findings and existing literature was used to engage with the aims of the research. Triangulation was helpful to use in the research as it demonstrates validity and confidence in data (Cohen et al 2018, p.265).

3.3 Research Schedule

The research schedule was informed by firstly, the reading of existing literature allowed the key themes to be identified from previous studies Thornton (2014), van der Sluis, Burden and Huet (2017), Roberts and McLachlan (2018), Hall (2017), Brown (2015), Spowart et al (2016), Shaw (2017), Botham (2018), Ayres (2018) and Tran (2017). The questionnaire was designed, piloted and disseminated to the sample created from the research population. The semi-structured individual interviews were informed by the existing literature and particularly by key themes that arose from the questionnaire responses that could be explored in more depth. The interviews were then conducted after a second sampling process.

3.4 Pilot Study

A pilot questionnaire was shared with ‘critical’ friends. The ‘critical’ friends who participated in the pilot of the questionnaire were not classed as study participants and their responses were not used in the research. The questionnaire pilot was used to test the electronic questionnaire format and settings of Microsoft Forms, check the clarity of the questions and the formatting of responses. Some changes were made to the wording of the questions to help clarity. This was also an opportunity to identify spelling errors and other ‘typos’. The individual semi-structured interview questions were shared with my supervisor for feedback and changes were made to the working of the interview questions to help with clarity and to avoid any leading questions.

3.5 Sample

The population for the research was derived from a list of staff members in the institution in one university in the study who hold a category of HEA Fellowship. This list is publicly available on a website and staff whose names are listed are those who have previously given permission for their names to be shared publicly. From this list, staff from professional services and staff who hold Principal Fellowship (PFHEA) were excluded. This was done as the number of staff in these groups are relatively small and this may have possibly made identification possible and undermined the anonymity of participants. Excluding professional services staff, student service staff and staff who hold PFHEA meant that the population consisted of 300. Two stages of sampling were used: stage 1 was used to identify a general sample to disseminate the questionnaire to. Stage 2 was used to identify a sample of participants for the individual semi-structured interviews.

For the first stage of sampling a mix of convenience and voluntary sampling methods were used. Convenience sampling was derived from access to the public list of staff members' names in the institution that held a category of HEA Fellowship (excluding professional services staff and staff who hold PFHEA). Voluntary sampling was used when people on the public list were contacted via email and invited to voluntarily take part in the study. Only those who voluntarily responded and completed, signed and returned a 'Participant Information and Consent Form' were included in the sample. Convenience sampling has been discussed as an appropriate sampling technique for student researchers due to limited time and resources, convenience sampling allows ease of access (Matthews and Ross, 2010, p.164). Likewise, voluntary sampling can allow a sample to be created and this kind of sampling is better than not at all (Cohen et al 2018, p. 222). However, it should be noted that neither of these sampling methods generate a representative sample and as such generalisations cannot be made.

In total, 262 potential participants were initially contacted using the convenience sampling method (this number excluded people whose staff email address could not be found

publicly). Of this number, 57 completed, signed and returned a 'Participant Information and Consent Form' – this was using the volunteer sampling method. Of those who returned a 'Participant Information and Consent Form', 42 completed the electronic questionnaire. An aim of a minimum sampling size of 30 participants was set as this is considered to be the minimum to allow statistical analysis (Cohen et al 2007, p.101).

Stage two of the sampling was used to identify participants to take part in a semi-structured individual interview. A question was included in the questionnaire asking participants if they would be willing to take part in a face-to-face individual semi-structured interview. Of the 42 who completed the questionnaire, 37 answered that they would be willing to take part in an interview. Those who responded yes to being willing to take part in an interview formed the population from which the interview participants sample was drawn. A simple random sampling method was used to select the interview sample. Five interviews were conducted, the reason five was chosen was based on a proportion of participants who agreed to take part in an interview. An advantage of this sampling method is, as Cohen et al (2018) state: '...each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population...' (2018. p. 215). This was done through the drawing of names from a hat. Although it should be noted, that although this sampling method can be used to provide a representative sample, this was not the case in this study and as such generalisations, again, should not be made.

3.6 Ethical Issues

The research received ethical approval from UWTSD (Appendix A). I also received consent from my line manager to undertake the research in my institutional workplace. The research followed and worked within the guidelines of UWTSD (2017-2020) *UWTSD Research Ethics*

and Integrity Code of Practice, UWTSD (2016) *UWTSD Research Data Management Policy*, and BERA (2018) *Ethical Guidelines for Educational Research*. Potential participants were drawn from a publicly available list on an institution webpage (webpage address not included to maintain anonymity of the institution). Staff whose names appeared on the list had given permission for their names to be made public in line with GDPR. Staff from professional services and those staff who hold PFHEA were excluded from the list due to the relatively small numbers and the possibility this could undermine anonymity. Staff whose staff email address could not be found publicly available on an institution webpage were also excluded from the being potential participants. Potential participants were sent a speculative email with a brief overview of the study and inviting them to volunteer to take part as a participant. All participant responses were anonymised at the point of analysis (BERA, 2018 p.21)

Only participants who completed, signed and returned a 'Participant Information and Consent Form' (Appendix B) were classed as participants, this is in line with BERA's guidance on informed consent (BERA, 2018 p.9). Participants who took part in the interview stage completed, signed and returned an 'Interview Participant Information and Consent Form' (Appendix C), and only those who had completed the form were interviewed. Interview transcripts were anonymised and appropriately redacted and written participant approval of the anonymised and redacted transcript was sought (Appendix C). Interview questions were also shared with the participants in advance of the interview. Only the participant approved, anonymised and redacted transcripts were used in analysis. All original audio recordings and original transcripts were erased once the anonymised and redacted transcripts were approved.

All participant information and consent forms (general and interview), questionnaire questions and interview questions were shared with my research supervisor for their approval. Participant responses were anonymised at the point of analysis: questionnaire responses were anonymised and interview transcripts were numbered one to five, this is in line with BERA

guidelines (BERA, 2018 p.21). Participants were informed that their participation was voluntary and that they could withdraw at any time without the need to provide a reason (BERA, 2018 p.18).

3.7 Conduct of Research

The carrying out of the study's research coincided with the Covid-19 pandemic in the spring of 2020. The speculative email and questionnaire dissemination coincided with the first UK 'lockdown'; a 'working from home' policy and remote teaching/learning was adopted within the institution in the study. As a result, the speculative email was sent more than once in case it became 'lost' in people's email inboxes. The pandemic also meant that I had to change the dace-to-face semi-structured individual interviews to instead being conducted via Zoom video meeting software. This change to Zoom was discussed with my research supervisor and was approved. A number of limitations within my methodology did arise while the research was being conducted. In the questionnaire the phrase 'HEA Fellowship' was used and meant in a generic way to encompass all categories of HEA Fellowship. However, this was not stated within the questionnaire and some participants interpreted as meaning specifically the category of HEA Fellow. This clearly caused confusion for some participants and if the research was to be conducted again in the future, the meaning of the phrase 'HEA Fellowship' would need to be clearly stated to avoid any confusion. The questionnaire drew on existing research and literature, as stated above. The questions and, particularly the closed question questions (Appendix D) specifically drew on the findings of previous research. I initially drew on this research and incorporated it into my questionnaire in the hope that it would give the opportunity to test these findings and provide participants with a broader range of options. However, in hindsight, this may have limited additional findings that may have been generated from my research as the questionnaire may have relied too much on previous findings.

3.8 Research Analysis Methods

Simple statistical analysis will be conducted for the quantitative data produced by the questionnaire. This is used to unpick the responses to identify ‘most popular’, distribution of responses, develop a ranking of motivations and impact/influences and to unpack this data further based on category of HEA Fellowship held and career pathway. For the qualitative questionnaire responses and the semi-structured interviews, thematic analysis will be used to identify key themes. The approach set out by Braun and Clarke (2013 & 2018) which identifies six stages of:

1. Familiarizing yourself with data and identifying items of potential interest
2. Generating codes
3. Generating initial themes
4. Reviewing initial themes
5. Defining and naming themes
6. Producing the report

(Braun and Clarke, June 2018, 00:27:56).

Advantages of thematic analysis include its flexibility to be applied to different types of data, a bottom-up or top-down approach to identifying themes is possible, does not require the need to become immersed in theoretical constructs (Braun and Clarke 2013, p. 178). However, there are weaknesses of thematic analysis, such as it is not theoretically driven therefore has limited interpretative power and the focus on patterns limits a sense of continuity and contradictions and the ‘voices’ of participants can become lost (Braun and Clarke 2013, p180). These advantages and disadvantages were taken into account when conducting the research analysis.

3.9 Presentation of Data Collected

It would not prove feasible to include all raw data, but Appendix F includes selected examples of raw data, particularly participant responses to questionnaire question four and question eight. There is also an example of participant interview response transcripts for interview questions 4-13, with one example of a response per question.

Chapter 4: Findings, Analysis and Discussion

The previous chapter discussed the methodology used in this investigation. The mixed methods approach produced data which is presented and analysed below. This chapter is structured round the two aims of the investigation:

Aim One: To find out what are the motivations to apply for HEA Fellowship for staff who teach in higher education.

Aim Two: To find out what is the perceived impact and influence of gaining HEA Fellowship on individual teachers' teaching practice in higher education.

There were findings that overarched both Aims, these will be discussed first. Then, for each Aim, the findings will be presented and analysed. This chapter will conclude by evaluating the findings, considering the validity and reliability of the data, and summarising the key findings.

In total, 42 participants completed the survey and five of those 42 took part in interviews (Table 1).

Table 1: Number of Participants by Career Pathway and Category of HEA Fellowship held

	Associate Fellow (AFHEA)	Fellow (FHEA)	Senior Fellow (SFHEA)
Teaching and Scholarship Career Pathway (T&S)	0	9	9
Research Career Pathway (R)	1	15	2
Innovation and Engagement Career Pathway (I&E)	0	3	0
'Other' Career Pathway (Other)	0	3	0
Total	1	30	11

4.1 Overarching Findings

There were findings which help explain both motivations and impact/influences of HEA Fellowship, and place the research Aims into context. The confused status of HEA Fellowship emerged, particularly what it is and its purpose. Participants noted the status of teaching in HE compared to research and see HEA Fellowship as a means of raising teaching's status.

“Teaching sometimes can be seen as less important than research yet, it is our ‘bread and butter’ and it needs to be done to a high standard.” (Questionnaire, Participant 27)

“It gives recognition of teaching and goes some way to have it valued as much as research (although we're not quite there yet, I'd say).” (Questionnaire, Participant 21)

Skelton agrees that teaching has been the ‘poor relation’ between teaching and research, but also argues that ‘There is no doubt that the performative discourse has in one sense raised the status of teaching...’ (2005, p. 6).

In the qualitative responses, HEA Fellowship is referred to as a ‘Recognition’, a ‘Qualification’, compared to ‘Professional Body Registration/Chartership’ and that, traditionally, a PhD is the qualification of choice to teach in HE rather than a teaching qualification.

“...it'd be important... in... ensuring that I developed, um, qualification for myself to teach in higher education because it always kind of amazes me that, ... the one main qualification that we tend to ask lecturers to have is quite often to have a PhD, which is a research focused qualification, and people get employed as... lecturers or your other roles within the university based on having a research qualification and there's no demand for having a teaching qualification.” (Interview Two, Line 27-33)

“...that if you've got fellowship or senior fellowship and I could compare... it to my chartered status with [REDACTED]” (Interview Five, Line 142-143)

Quinn (2012) noted ‘For some, the research status conveyed by the attainment of a PhD meant that they were automatically ‘good’ teachers, and that they did not therefore need to engage in any kind of staff development activities.’ (p.73). This sentiment was not

explicitly found in my findings possibly as all participants held a category of HEA Fellowship. Land and Gordon (2015) clarify that ‘...the Higher Education Academy is not strictly regarded as a professional body in the matters, but it does function, *de facto*, as a kind of surrogate.’ (p.16). HEA Fellowship is not a formal teaching qualification, Advance HE describe HEA Fellowship as: ‘Recognition of your expertise’ and ‘...awarded on the basis of evidence of personal professional practice which meets the requirements of one of the four Descriptors of the... (UKPSF).’ (Advance HE Overview of Fellowship website).

A differentiation is made by participants who gained HEA Fellowship through an experiential route, for example through an Advance HE accredited institutional programme or a direct application to Advance HE, as opposed to a PGCert.

“The PG Cert HE course was very influential...” (Questionnaire, Participant 26)

“However, outside of working in HEI’s [Higher Education Institutions] this [HEA Fellowship] really doesn’t enhance career prospects. Other organisations require a formal teaching qualification such as a PGCE and will not consider HEA Fellowship instead of this, so sometimes the perception can be “what is the point?”” (Questionnaire, Participant 23)

Some participants gaining HEA Fellowship through a PGCert imply that HEA Fellowship was secondary and the PGCert provided greater impact. A PGCert is a taught programme which introduces new knowledge and concepts. While an experiential application draws on existing teaching and learning practices and is retrospective. This has different outcomes and influences perceived impact of HEA Fellowship:

“I had to prepare assignments during my PGCert training which inspired improvements of my own teaching practice... The HEA fellowship itself hasn’t impacted on my teaching.” (Questionnaire, Participant 41)

“I don’t feel that it [HEA Fellowship] has impacted particularly on my practice – I was accredited for things that I would have done anyway to improve my programme.” (Questionnaire, Participant 5)

This is supported by Thornton (2014) who found discrepancies between those who achieved recognition through individual entry route and those who completed a PCPD (p.234). While Shaw (2017) argues ‘...while such schemes may be acceptable form of retrospective benchmarking, the ongoing developmental impact may be limited.’ (p.1).

A perception of the quantitative being associated with the institution emerged. The modern context of HE with an emphasis on league tables, student surveys, Teaching Excellence Framework (TEF) and measurable aspects useful for marketing can help understand this perception.

“I mean the institution is just going to count numbers of people who’ve got the various levels of fellowship and they won’t know from those numbers, whether people treated it as a tick box or whether they put some effort in...” **(Interview Four, Line 154-156)**

“I do believe with increasing emphasis on TEF and as a ‘marketing tool’ for the Uni, there will be increasing pressure on academic staff to pursue the fellowship.” **(Questionnaire, Participant 24)**

While aspects identified as individual or personal perspectives came across as more qualitative:

“Has definitely made me much more reflective as a teacher and that has manifested itself in me driving forward a range of pedagogical interventions since gaining SF...” **(Questionnaire, Participant 9)**

This could be a manifestation of the managerial v democratic professionalism discourses (Day and Sachs 2007, pp.6-7). There is a dynamic between the personal/individual and the institutional and how one influences the other, an obvious overlap is ‘Promotion’. On an individual level, participants see this as career progression but are working within an institutional promotion criterion which desires HEA Fellowship. The support of line managers and institutional pitch are important in providing motivations and how qualitative improvement on the individual can lead to quantitative outcomes for the institution:

“because Fellowships is essential for early career academics, and for anyone seeking promotion at [REDACTED] — and elsewhere in the UK.” **(Questionnaire, Participant 10)**

“And my line manager encouraged me a bit...” **(Interview One, Line 23-24)**

“I think it is important that institutions are seen to support HEA Fellowship from the very top. [REDACTED] University has benefited from persistent senior level communications around fellowship, supported by target setting. It is also useful that HEA targets are embedded in individual PDR KPIs. Without this level of institutional support, it might very quickly become less important than other tasks (such as REF outputs).” **(Questionnaire, Participant 30)**

“So if you refine your teaching skills, who’s gonna... receive the benefit of that, well, students firstly, secondly feedback scores, feedback scores feed into league tables, league tables help the institution.” **(Interview Five, Line 168-170)**

The perception of HEA Fellowship being a ‘tick-box’ exercise was raised. This perception was acknowledged in the interviews, but not supported. This view can be influenced by motivations and institutional pitch.

“However I did feel it was another tick box for the university to achieve TEF accolade.” **(Questionnaire, Participant 36)**

“...I think we need to be careful to sell the HEA process as one that is about personal development and growth rather than a mere ‘tick box’ for probation or promotion.” **(Questionnaire, Participant 27)**

“...I respected..., the sort of goalposts that they wanted you to meet in order to get fellowship or senior fellowship... I think that naturally gets you thinking, well, this isn’t... a form filling exercise.” **(Interview Five, Line 192-195)**

Shaw (2017) summarises ‘Even where participation is increased, this may involve ‘box-ticking approaches’ characterised by shallow rather than deep learning processes (Skelton, 2012, pp.266-7), (p.5). This can explain the above responses.

4.2 Analysis of Findings for Aim One:

Data came from Likert Scale and free text questionnaire responses and semi-structured interview transcripts (Appendices D, E, G and H).

The limitations of participants’ perceptions and knowledge of HEA Fellowship before starting an application process is identified. This would likely influence the motivations of

participants applying for HEA Fellowship. The route taken to HEA Fellowship is a factor: those applying direct to Advance HE show a better awareness, while those following a PGCert route less aware. Participants gained awareness in several ways, through colleagues, the institution, applying direct to Advance HE, an internal programme or a PGCert Route:

“I didn’t really know much about it before applying – it was something that was mentioned briefly but not in particular depth in meetings etc.” **(Questionnaire, Participant 5)**

“I initially wrote my application to apply directly to the HEA... so I was quite well informed about this” **(Questionnaire, Participant 16)**

“I honestly did not know the existence before starting the PGCert.” **Questionnaire, Participant 20)**

Knowledge and understanding of, in particular, the UKPSF by individual teaching staff was a key challenge for the HEA raised by Turner et al in (2013, p.50). This still seems to be an issue today.

Figure 1. Percentage of responses Likert Scale 3-5 (agree) for stated motivations for participants on different career pathways and categories of HEA Fellowship.

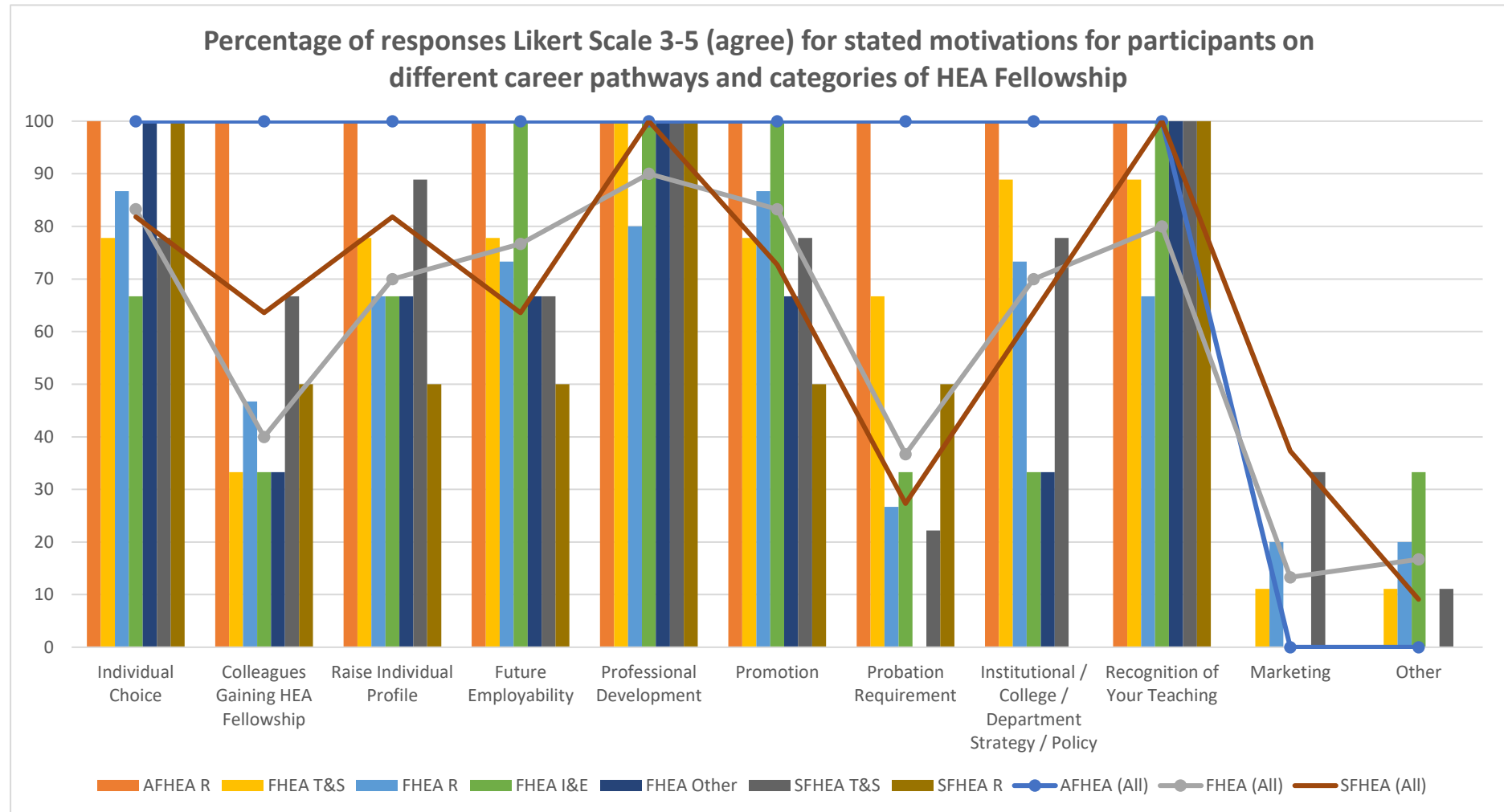


Figure 2. Comparison of Different Career Pathways Percentage of Responses for Stated Motivations for Participants (Likert Scale 3-5)

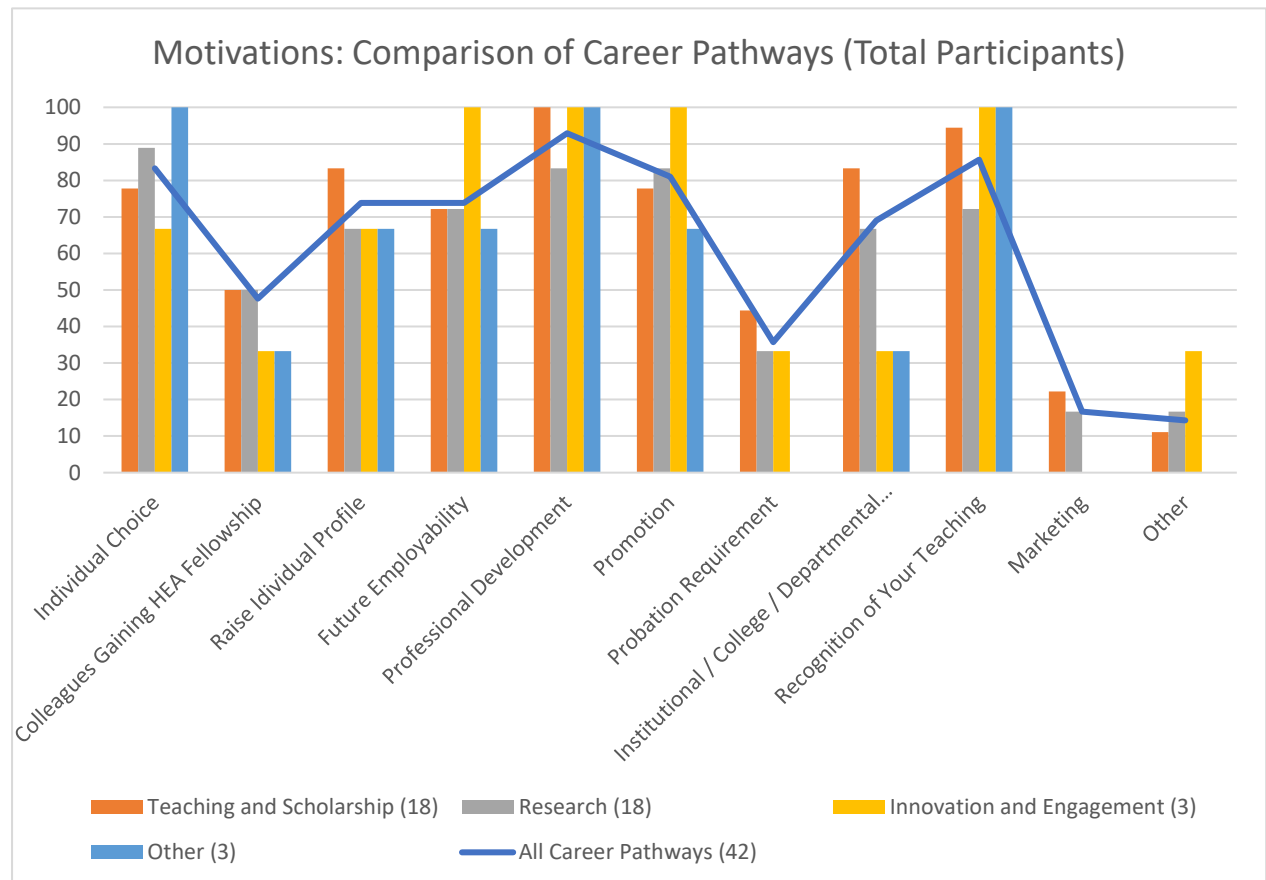


Table 2. Average Likert Scale Responses (0-5) and Rankings of Averages per Stated Motivation. (Excludes N/A and Blank Responses)

Motivations	Career Pathways Averages and Rankings of Motivations (Includes all Categories of HEA Fellowship)									
	All Career Pathways Averages	All Career Pathways Rankings	T&S Averages	T&S Rankings	Research Averages	Research Rankings	I&E Averages	I&E Rankings	Other Averages	Other Rankings
Individual Choice	3.7	=3	3.9	4	3.6	=2	2.67	6	4.7	=4
Colleagues Gaining HEA Fellowship	2.6	10	2.6	9	2.5	10	1.67	10	2.5	7
Raise Individual Profile	3.6	=5	4.1	3	3	8	3.3	=4	5	=1
Future Employability	3.6	=5	3.5	7	3.4	4	3.3	=4	4	6
Professional Development	4.1	2	4.5	1	3.7	1	4.3	=1	4.7	=4
Promotion	4.2	1	4.3	2	3.6	=2	4.3	=1	5	=1
Probation Requirement	3	=8	3.1	8	3.2	=6	2	=8	0	=10
Institutional/ College/ Departmental	3.2	7	3.6	6	3.2	=6	2.3	7	1.7	8

Strategy/ Policy										
Recognition of Your Teaching	3.7	=3	3.8	5	3.3	5	4	3	5	=1
Marketing	1.2	11	1.2	10	1.1	11	1	11	0.5	9
Other	3	=8	1.1	11	2.6	9	2	=8	0	=10

Figure 3. Average Likert Scale Responses (0-5) per Stated Motivation for Career Pathway and HEA Fellowship Category. (Excludes N/A and Blank Responses)

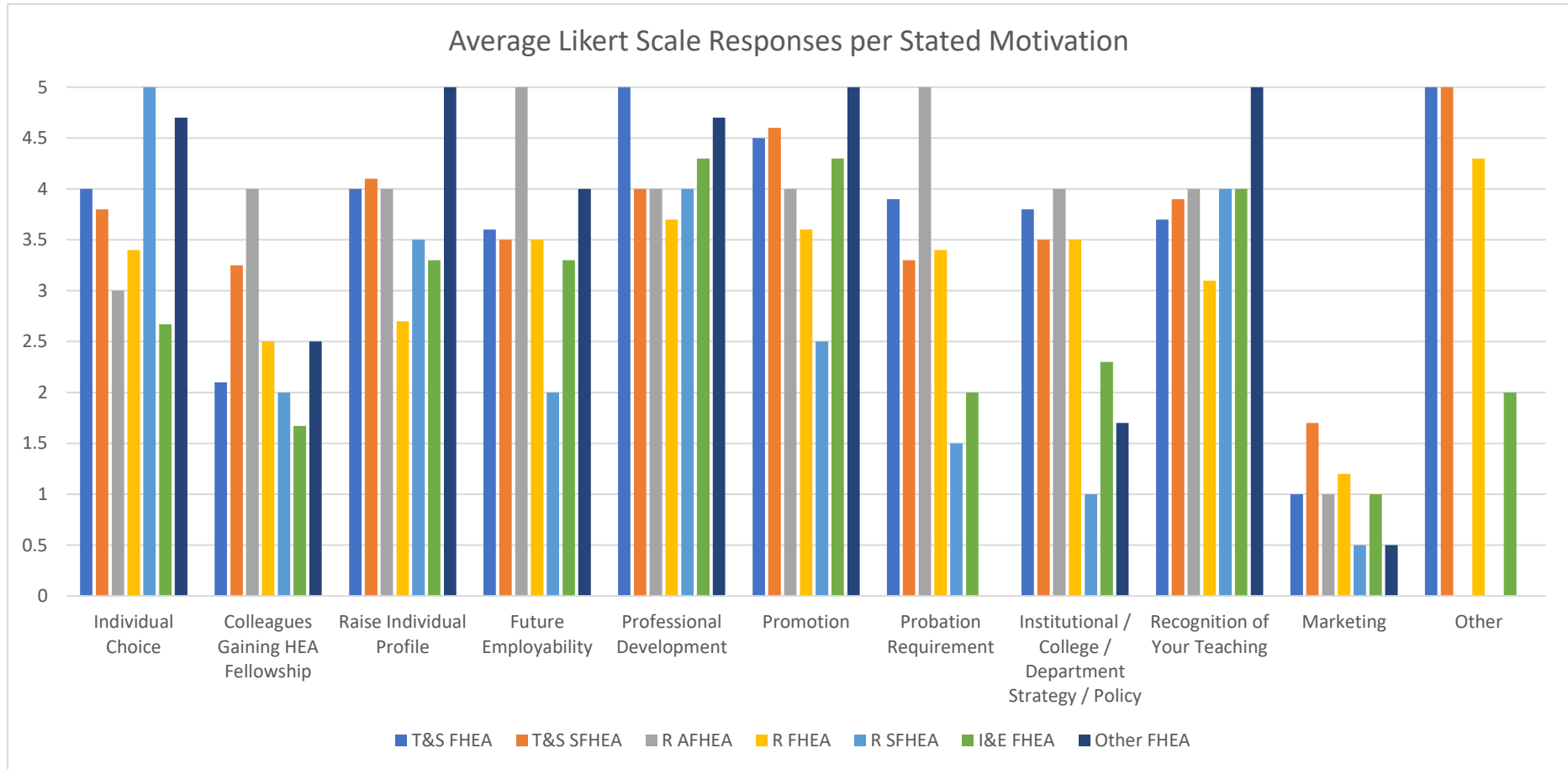


Table 3. Questionnaire Thematic Analysis – Themes Associated with Aim One (See Appendix G for full Questionnaire Thematic Analysis Code Book)

Theme	Definition	Description
Institutional Agendas	How HEA Fellowship is perceived by participants from an institutional perspective	Responses provided by participants that relate to institutional and national agendas in relation to HEA Fellowship
Personal Motivations	Participants’ personal motivations for seeking HEA Fellowship	The personal and individual reasons that motivated participants to seek HEA Fellowship.
Quality	How HEA Fellowship is linked to quality and standards within HE teaching	Participants’ linking of HEA Fellowship to quality issues, standards and the principles and dimensions of the UKPSF
Workload	Participants’ workload is a consideration when making an application for HEA Fellowship	Participants’ consideration of their workload in deciding to start the HEA Fellowship application process

Table 4. Interview Transcript Thematic Analysis – Themes Associated with Aim One (See Appendix H for full Interview Transcript Thematic Analysis Code Book)

Theme	Definition	Description
Validation	The meaning of HEA Fellowship to teaching and teaching practice.	How participants feel about HEA Fellowship and gaining HEA Fellowship and what it means to them in relation to them as teachers and their teaching practice in HE.
Personal Context	Participants’ individual context and circumstances.	How the individual context and circumstances of participants influenced their motivations.
Structural and Wider Context	Institutional and wider societal context and circumstances.	How institutional and wider contexts and circumstances influenced participants’ motivations.

The motivation that gained the highest percentage of Likert Scale responses 3-5 (in agreement) (Fig.2) was ‘Professional Development’ at 92.9%. This motivation is consistent as the highest percentage motivation when broken down by category of HEA Fellowship: AFHEA (100%), FHEA (90%), and SFHEA (100%). The existence of HEA Fellowship and Advance HE providing CPD can help explain this.

“Before the HEA came along... If you were to look for courses like small courses within higher education, you don’t see a great deal. But if you’ve gone to the Higher Education Academy, there’s like a range of CPD courses that coupled with fellowship and senior fellowship, I think that brings in a structured approach...”
[Interview Five Line 178-183]

Hardy, who focuses on compulsory education, argues ‘...PD [professional development] is a multifaceted, reflexive social practice involving the active decision-making by individual, and groups under the specific social settings in which they live and work’ (2012, p.1). In HE, this ‘social setting’ for CPD in teaching is heavily influenced by the UKPSF. Appleby and Pilkington argue the UKPSF, first introduced in 2006, ‘...was subtly different to that of the ILT in that institutions rather than individuals, are members and it is institutions that assume responsibility and ultimately authority for professional development and recognition of staff within the framework.’ (2014, p.23) picking up the dynamic between the institution and the individual. Interestingly, Spowart et al concludes ‘...none of the respondents indicated professional development as their primary role of engagement.’ (2016, p.215). Spowart et al’s research is five years old at time of writing, and could demonstrate a cultural change in relation to CPD. My research is more in line with Thornton (2014) who stated ‘For their professional development’ in the top three motivations for applying for professional recognition (p.232). These contradictory findings could reflect the cultures in different institutions.

Once “other” option motivation is excluded, considering all participants, marketing has the lowest percentage of 3-5 (agreement) Likert Scale responses (Fig.1 and Fig.2) and is also

the lowest ranked motivation (Table 2). ‘Marketing’ is linked to the modern context of HE, essentially the use of league tables, TEF, student satisfaction surveys and student recruitment, explaining why marketing is seen as less of an individual motivating factor, as it is associated with the institution.

“I understand from the outset HEA Fellowship has been part of a neo-liberal attempt to “professionalize” the academic workforce...” (Questionnaire, Participant 10)

“...I believe that there are some sort of... points towards this and things like league tables in that the more universities have a certain number of people who have qualifications like Fellowship or Senior Fellowship, then this can be reflected quite well on the universities.” (Interview Two Line 56-59)

These findings are supported by Botham (2018) who identified marketing being associated with the institution and HEA Fellowship being a useful marketing tool (p.169)

When motivations are considered in terms of average Likert Scale (0-5) response for all career pathways and categories of HEA Fellowship, ‘Promotion’ is ranked as the main motivation. This is due to the increasing requirement within HE institutions to hold HEA Fellowship when applying for academic promotion. Turner et al (2013) discusses the variety of ways in which the UKPSF has been used including to ‘underpin promotion and probation’ (p.50). However, Peat (2014) notes a danger of HEA Fellowship ‘...becoming a tokenistic exercise... linking probation, progression and promotion to formal HEA recognition.’ (p.18) which can explain the perception of HEA Fellowship being a ‘tick box’. Promotion as a motivation is supported by qualitative responses:

“The principal reason was promotion.” (Questionnaire, Participant 14)

“...I went for Senior Fellowship, because I felt that there would be something that would be useful in enhancing my application for promotion.” (Interview Two, Line 43-44)

There is variation in motivations when the data is broken down by category of HEA Fellowship and career pathway. In terms of percentages (Fig. 1 and Fig. 2) for all categories of HEA Fellowship, those participants on the Teaching and Scholarship Career Pathway, ‘Professional Development’ was the main motivation. The need to engage with CPD linked to teaching and learning is achieved through HEA Fellowship:

“I think it is really important for colleagues on a Teaching enhanced pathway to have this recognition and to demonstrate the value of dedication to teaching. For me it was a natural step in career development.” (Questionnaire, Participant 21)

SFHEA participants on the Teaching and Scholarship Career Pathway ‘Recognition of Your Teaching’ was the highest percentage alongside ‘Professional Development’. This could be due to the perceived additional status of SFHEA, particularly if the categories of HEA Fellowship are interpreted as ‘levels’. Spowart et al (2016) noted that ‘Respondents seeking Principal Fellowship perceived their engagement as important for ‘role modelling’ (p.214). This principle may be emerging amongst Senior Fellows.

“I’m noticing now that there’s been a change within higher education, but if you were to go for a job that if you’ve got senior fellowship in particular... the way they word it in a job vacancy is almost seen as you’re elite.” (Interview Five, Line 152-155)

Within the Research Career Pathway, the main motivation was ‘Individual Choice’. This can be explained by less of an institutional requirement to gain HEA Fellowship for participants in this career pathway.

“It was my motivations definitely in fact I had to push a little bit because I was a post doc, well still a post doc researcher.” (Interview One, Line 20-21)

“I’d like to apply for senior fellowship... As I’m on the research route, it’s not a requirement for any promotion so that makes it less urgent.” (Questionnaire, Participant 33)

There are varied motivations for those on the Research Career Pathway (Fig.1) where those holding FHEA rate promotion as the highest percentage, as well as individual choice. The percentage outcomes for AFHEA and SFHEA are more mixed, but only one participant has AFHEA and only two participants hold SFHEA in the Research and Career Pathway.

The Innovation and Engagement and “Other” Career Pathways had three FHEA participants each, the highest percentage motivation being ‘Future Employability’, ‘Professional Development’, ‘Promotion’ and ‘Recognition of Your Teaching’ for Innovation and Engagement and ‘Individual Choice’ and ‘Recognition of Your Teaching’ for “Other”. The significance of ‘Recognition of Your Teaching’ for both Career Pathways could be due to the degree of teaching on these pathways. ‘Future Employability’ can be associated with early career academics or academics who are looking to increase teaching responsibilities who sought HEA Fellowship as a means of improving employability. Tran (2017) argues ‘...receiving formal recognition for continued dedication to teaching and learning highlights your ability to carry out your role to a high standard. In this way, formal recognition can also help with career progression.’ (p.2).

“I decided to get the HEA to improve my teaching skills and to be sure that future employers would recognise them.” (Questionnaire, Participant 20)

In terms of average rankings of motivations (Table 2), ‘Professional Development’ and ‘Promotion’ are the highest ranked motivations. However, “Other” Career Pathway also ranked ‘Raise Individual Profile’ as joint first. Raising individual profile could be due to individual circumstances, for example future career aims and direction. The qualitative data demonstrates individual circumstances are important in the motivations of participants. Aspects that emerged that can influence motivating factors include: the participants’ role, length of service, workload and personal values and views of teaching.

“I think the motivations of individuals is various.” (Questionnaire, Participant 42)

“...the values that it holds and the principles of it matter a lot of what I feel about education anyway.” (Interview Three, Line 23-24)

“I’d like to apply for senior fellowship but finding the time as a programme director is actually quite difficult. As I’m on the research route, it’s not a requirement for promotion so that makes it less urgent” (Questionnaire, Participant 33)

“I was required to pursue Fellowship (through completion of the PGCert) to pass probation.” (Questionnaire, Participant 40)

Motivations identified beyond those stated in the questionnaire include HEA Fellowship being a ‘standard’ or quality.

“It provides recognition of some minimum level of competence that can be recognised by others in the sector (including potential employers)” (Questionnaire, Participant 40)

Some participants’ views of HEA Fellowship are not positive, this can be associated with participants’ individual circumstances, the institutional pitch and line manager. Spowart et al (2016) states that ‘Who promotes the scheme matters.’ (p.214). This marries with the dynamic between individuals and institution. Shaw (2017) suggests factors relating to policies and managerialist initiatives can limit the potential positive impact of schemes (p. 5).

“It appears more important for the university to evidence quality of teaching. The value to the teacher is relatively low.” (Questionnaire, Participant 38)

4.3 Analysis of Findings for Aim Two:

The data for Aim Two was derived from the questionnaire and a thematic analysis of the qualitative responses. (Appendices D, E, G and H).

Figure 4. Change in Perceptions (on a Likert Scale of 1-6) – Note participants were asked to reflect back once they already had HEA Fellowship rather than being asked before and after gaining HEA Fellowship.

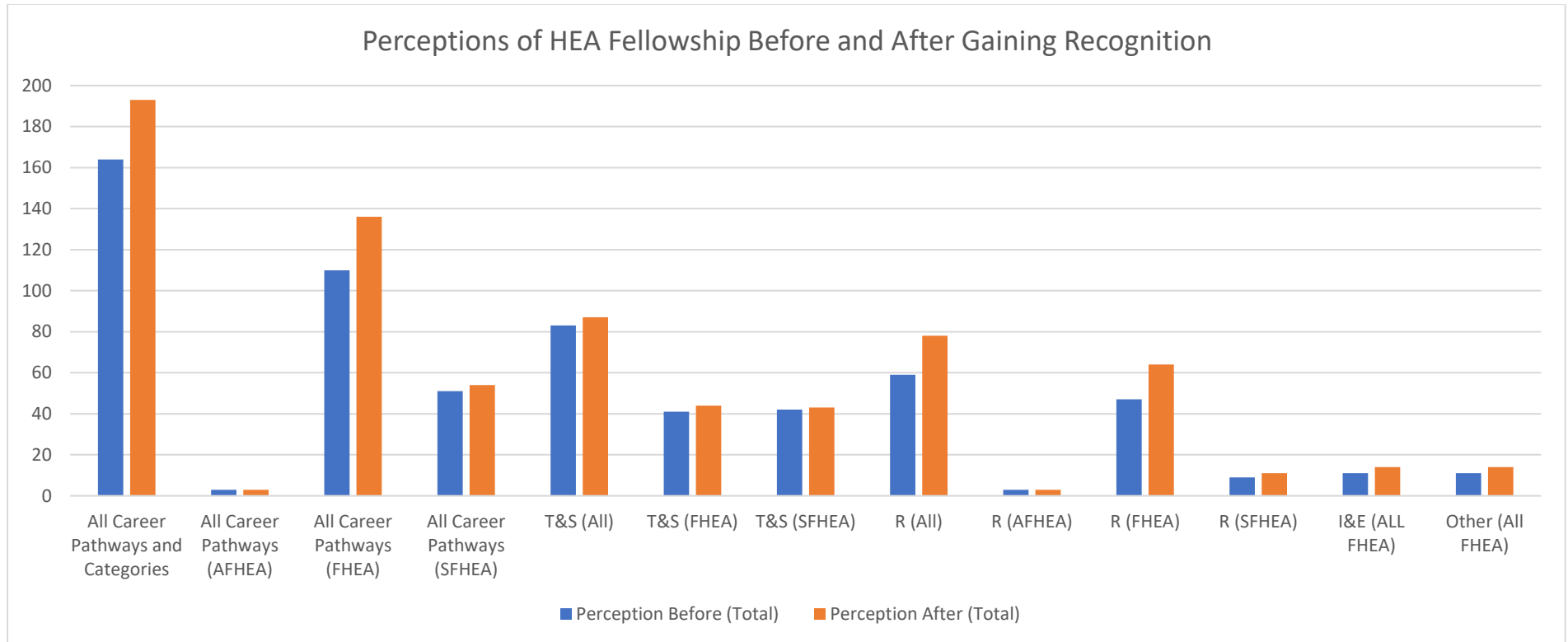


Table 5. Level of Impact of HEA Fellowship Average response based on a Likert Scale of 1-6

Career Pathway and Category of HEA Fellowship	Average Level of Impact (Likert 1-6)	Ranking of Averages
All Career Pathways and Categories	3.9	8
All Career Pathways (AFHEA)	4	=5
All Career Pathways (FHEA)	3.7	9
All Career Pathways (SFHEA)	4.3	=2
T&S (ALL Categories)	4.3	=2
T&S (FHEA)	4.2	4
T&S (SFHEA)	4.4	1
R (ALL Categories)	3.5	=10
R (AFHEA)	4	=5
R (FHEA)	3.5	=10
R (SFHEA)	3.5	=10
I&E (ALL FHEA)	4	=5
Other (ALL FHEA)	3.3	13

Figure 5. Percentage of Responses Likert Scale 3-5 (agree) for Stated Types of Impact for Participants on Different Career Pathways and Categories of HEA Fellowship.

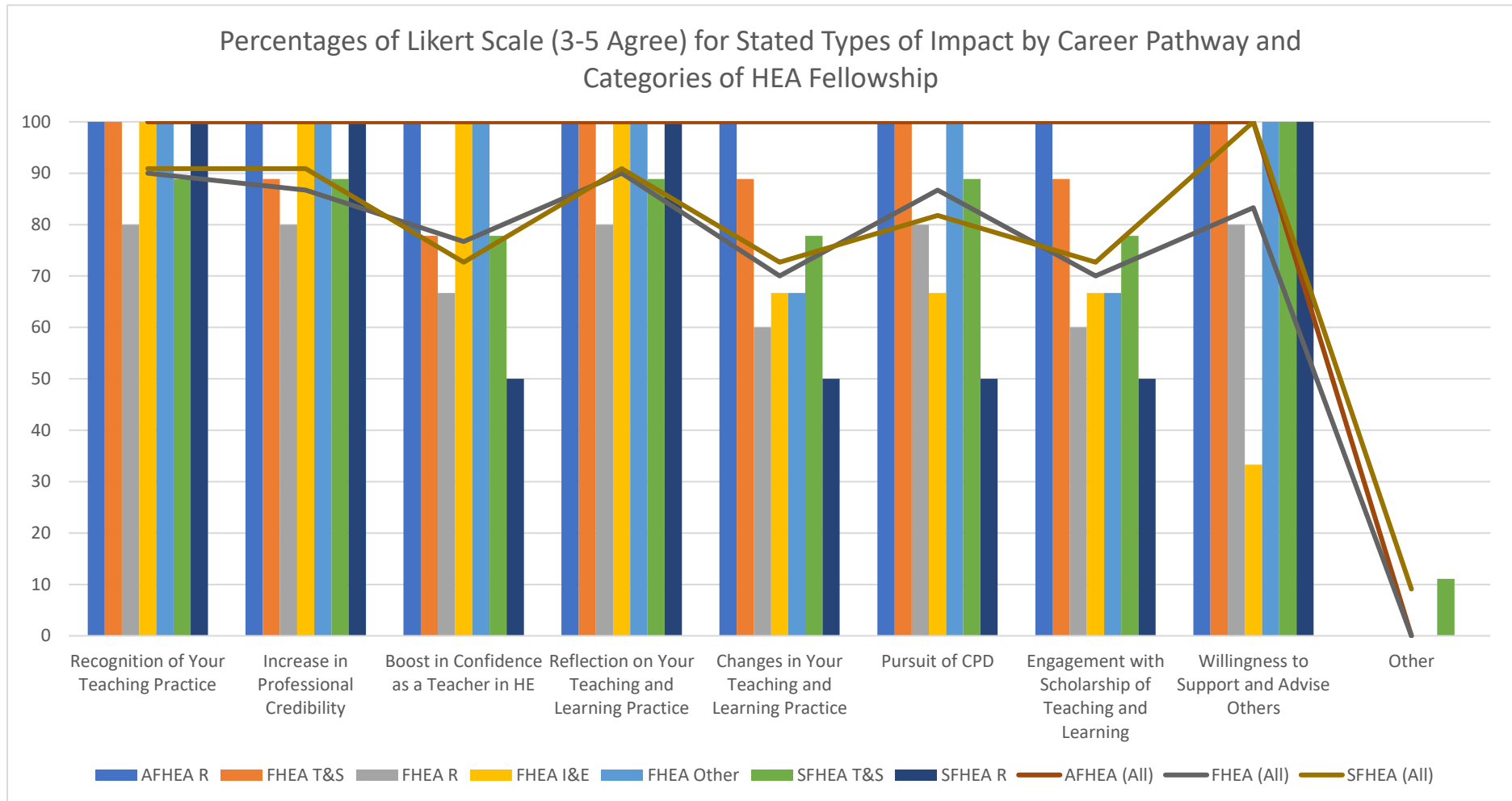


Figure 6. Comparison of Different Career Pathways Percentage of Responses for Stated Types of Impact for Participants (Likert Scale 3-5)

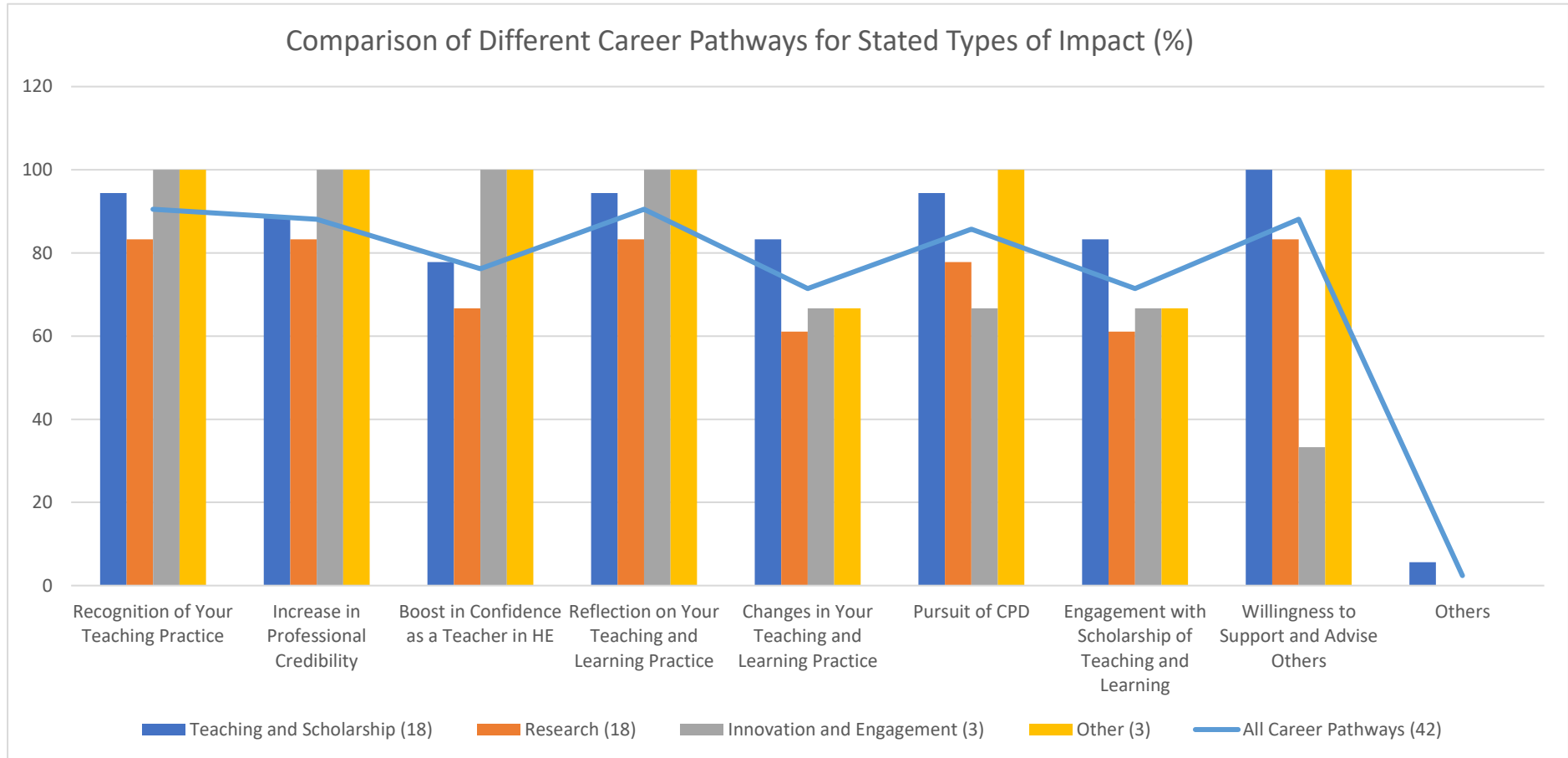


Table 6. Average Likert Scale Responses (0-5) and Rankings of Averages per Stated Types of Impact. (Excludes N/A and Blank Responses)

Types of Impact	Career Pathways Averages and Rankings of Types of Impact (Includes all Categories of HEA Fellowship)									
	All Career Pathways Averages	All Career Pathways Rankings	T&S Averages	T&S Rankings	Research Averages	Research Rankings	I&E Averages	I&E Rankings	Other Averages	Other Rankings
Recognition of Your Teaching Practice	3.9	2	4.2	3	3.3	3	4.3	=2	4.7	=1
Increase in Professional Credibility	3.7	5	4.1	=4	3.28	=4	4	4	4.7	=1
Boost in Confidence as a Teacher in HE	3.5	6	3.7	8	2.8	6	4.7	1	4.3	=4
Reflection on Your Teaching and Learning Practice	4	1	4.3	=1	3.4	2	4.3	=2	4.3	=4
Changes in Your Teaching and Learning Practice	3.3	=7	3.8	=6	2.78	7	3	7	3.7	=7
Pursuit of CPD	3.8	=3	4.3	=1	3.28	=4	3.3	=5	4	6
Engagement with Scholarship of	3.3	=7	3.8	=6	2.6	8	3.3	=5	3.7	=7

Teaching and Learning										
Willingness to Support and Advise Others	3.8	=3	4.1	=4	3.5	1	2.3	8	4.7	=1
Other	1.3	9	2.5	9	0	9	0	9	0	9

Figure 7. Average Likert Scale Responses (0-5) per Stated Type of Impact for Career Pathway and HEA Fellowship Category. (Excludes N/A and Blank Responses)

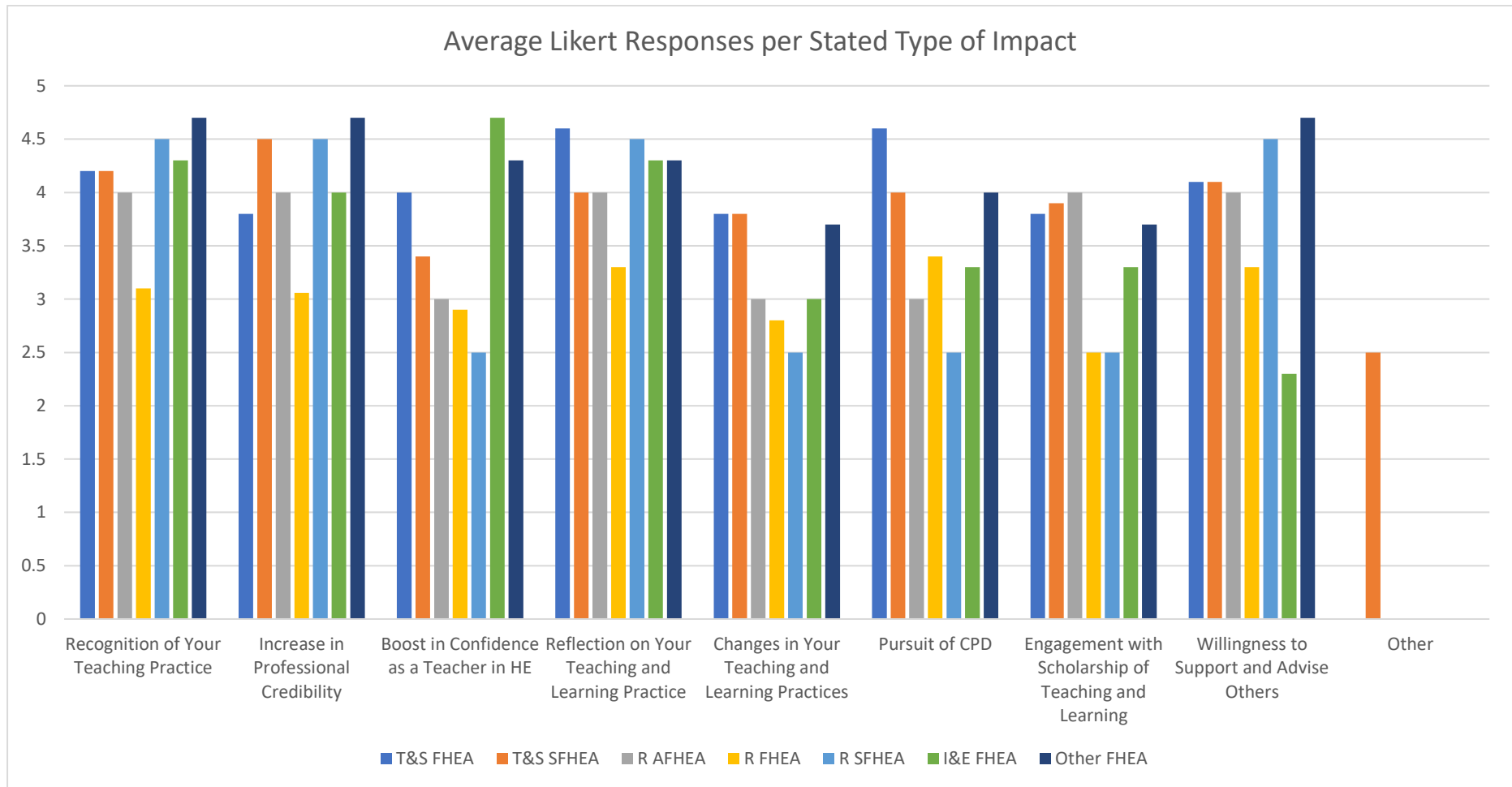


Table 7. Questionnaire Thematic Analysis – Themes Associated with Aim Two (Appendix G)

Theme	Definition	Description
Institutional Agendas	How HEA Fellowship is perceived by participants from an institutional perspective.	Responses provided by participants that relate to institutional and national agendas in relation to HEA Fellowship
Status of HEA Fellowship	How HEA Fellowship is perceived in relation to its status	How HEA Fellowship is perceived in comparison to other qualifications and professional bodies. This can be linked to the route taken to HEA Fellowship, and HEA Fellowship's status nationally, within the institution and personally
Change and Innovation	HEA Fellowship's impact on participants' as teachers and their teaching practice	How HEA Fellowship has impacted on participants' as teachers and on their teaching practice particularly those impacts that have led to innovation and change in teaching practice
Reflection	How HEA Fellowship allowed participants to an opportunity to reflect	How HEA Fellowship encouraged or allowed participants to develop their reflection skills and/or reflect on their teaching practice
Quality	How HEA Fellowship is linked to quality and standards within HE teaching	Participants' linking of HEA Fellowship to quality issues, standards and the principles and dimensions of the UKPSF
Tick Box	The perception that HEA Fellowship can be a tick box or paper exercise	HEA Fellowship can be seen as a 'tick box' or 'paper' exercise whether this is in general or in making an application
Impact on Peers and Colleagues	How gaining HEA Fellowship has led to participants having an impact on their peers and colleagues	The different ways in which participants have had an impact on their peers and colleagues after gaining HEA Fellowship

Table 8. Interview Transcript Thematic Analysis – Themes Associated with Aim Two (Appendix H)

Theme	Definition	Description
Validation	The meaning of HEA Fellowship to teaching and teaching practice.	How participants feel about HEA Fellowship and gaining HEA Fellowship and what it means to them in relation to them as teachers and their teaching practice in HE
Status of HEA Fellowship	How the status of HEA Fellowship is interpreted	Participants interpreted the status of HEA Fellowship in different ways, for example as ‘recognition’, a ‘qualification’, ‘professional status’
Structural and Wider Context	Institutional and wider societal context and circumstances	How institutional and wider contexts and circumstances influenced participants’ motivations
Variability of Perceptions and Expectations	The variety of perceptions and expectations of HEA Fellowship	The variety of perceptions and expectations of HEA Fellowship held by participants
Outlook and Values	Participants views of teaching and approach to teaching	The impact HEA Fellowship had on participants’ outlook and values in relation to teaching and their teaching practice
Standing and Peers	Participants’ sense of standing after gaining HEA Fellowship	Participants’ sense of their own standing and relationship with peers and colleagues after gaining HEA Fellowship
CPD and Pedagogical Understanding	HEA Fellowship’s impact on participants Career and Professional Development (CPD) and their pedagogical understanding	The impact of HEA Fellowship on participants’ CPD and their understanding of pedagogical theory and practice
Community	A sense of belonging to a community	The participants’ sense or perception of belonging, or not belonging, to a community after gaining HEA Fellowship

Variable Influences on Impact	What influences HEA Fellowship's impact	The variety of influences on HEA Fellowship's impact on participants' teaching and teaching practice as well as on the institution
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There is a positive change in perceptions of HEA Fellowship for all Career Pathways and Categories of HEA Fellowship (Fig.4). However, participants were asked to rate their ‘before’ and ‘after’ perceptions of HEA Fellowship after they had gained HEA Fellowship. Shaw (2017) had similar findings: ‘A survey of staff participating in the scheme suggested that there were positive perceptions of the impact of taking part as a form of CPD...’ (p.6).

The highest average rated impact is amongst SFHEA participants on the Teaching and Scholarship Career Pathway while the lowest are the Research Career Pathway (FHEA and SFHEA) and those on the “Other” Career Pathway (Table 5). SFHEA category participants need to: ‘Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.’ (Advance HE 2011, p. 6). This can explain why SFHEA on the Teaching and Scholarship Career Pathway would rank as having the highest impact from HEA Fellowship. Likewise, in the Research Career Pathway, teaching is less prominent and therefore can help explain a perceived lesser impact.

‘Reflection on Your Teaching and Learning Practice’ was ranked first for all Career Pathways, as well as =1 for Teaching and Scholarship Career Pathway, 2 for Research Career Pathway, =2 for Innovation and Engagement Pathway and =4 for “Other” Career Pathway (Table 6). This is supported in the qualitative data:

“The main impact is that it has encouraged me to reflect on my teaching practice.”

(Questionnaire, Participant 7)

“...I think because of the way you write your applications... you almost develop a habit, a natural habit of reflecting...” **(Interview Five, Line 84-86)**

The application process for HEA Fellowship requires a reflective approach to be taken. This can explain why ‘Reflection on Your Teaching Practice’ is a prominent impact/influence on teaching practice. Botham (2018) found engagement in reflective practice was a common theme in their research (p.171).

Interestingly, ‘Recognition of Your Teaching Practice’ ranked in the top 3 for ‘All Career Pathways’ and each individual Career Pathway. As a motivation, ‘Recognition of Your Teaching’ ranked =1 for “Other” Career Pathway, but no higher than 3 in all other individual Career Pathways and ‘All Career Pathways’ rankings (Table 2). Initial motivations can change and perceptions of HEA Fellowship can also change:

“...I suppose my initial motivation was that it was encouraged by the institution but it balanced out more then when I saw that this is actually a good thing.”
(Interview Four, Line 54-56)

Spowart et al (2016) found ‘There was an impression that accreditation raised individuals’ profiles within ‘the community’ (p.213), so although it may not have been a motivation, it emerged as a result of the application process, particularly reflection. Botham (2018) acknowledged comments from participants on how reflection ‘...to reflect on and acknowledge achievement within their practice had enabled them to recognise previously unrecognised achievement as a teacher.’ (p.170)

In terms of percentage of Likert Responses 3-5 (agree) for stated types of impact/influences for participants: for AFHEA there was a consistent perception of impact across all stated impact/influences. There is some consistency amongst FHEA participants in different career pathways with ‘Recognition of Your Teaching’ and ‘Reflection on Your Teaching and Learning Practice’ are all amongst the highest percentage for each career pathway. Likewise, ‘Willingness to Support and Advise Others’ is the highest percentage for all career pathways except Innovation and Engagement, a willingness to support and advise others was identified by Botham (2018, p.172). Amongst SFHEA ‘Willingness to Support and Advise Others’ comes out as the highest percentage for Teaching and Scholarship Career Pathway and Research Career Pathway. This is also the case with FHEA participants and can

be associated with acting as a mentor and assessor for the institution's Advance HE accredited internal application programme

"I was then even able to act as a mentor and assessor on it" (**Interview One, Line 52-53**)

SFHEA applicants are expected to demonstrate an impact/influence on peers' and colleagues' teaching and learning practice as stated in D3.VII of the SFHEA descriptor:

'VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.' (UKPSF 2011, p.6)

It is not surprising that a 'Willingness to Support and Advise Others' emerged as an influential impact for SFHEA participants. 'Increase in Professional Credibility' is given significance by those participants on the Research Career Pathway, Innovation and Engagement Career Pathway and "Other" Career Pathway. This can be explained by these participants having less teaching responsibilities.

Participants identified a sense of community from gaining HEA Fellowship. This was perceived in different ways: being more involved in teaching related committees, acting as an assessor and mentor for internal HEA Fellowship applications, a metaphorical sense of community and the chance to learn from others.

"...has given me that feeling of community because... it's working with [INAUDIBLE] obviously looking at HEA, it's working with other people..." (**Interview Three, Line 77-79**)

"I... don't know if it's made me... a part of a community where perhaps your sort of professional networks have been extended as a result... I mean, whether it's a community where we all take a similar approach because of the fellowship process... That's the way we all think... I don't think I've joined a community." (**Interview Five, Line 129-134**)

"I feel it's made me part of the teaching community in my institution which is difficult sometimes as a researcher." (**Questionnaire, Participant 32**)

“sharing of best practices with colleagues across the university.” (Questionnaire, Participant 42)

An additional perceived impact and influence is a willingness to make changes and innovations to teaching practice.

“It has made me reflect on my teaching practice and motivated me to think of new ideas and ways of approaching teaching.” (Questionnaire, Participant 13)

“I was supported and guided throughout the process and through the application, I generated further ideas for innovation in teaching practice.” (Questionnaire, Participant 27)

There is debate surrounding changes made to teaching practice. The majority of Thornton's (2014) participants who gained Fellowship through an individual route claimed they had not made changes, while a majority of those who gained Fellowship through a PCPD claimed they did make changes (p.234). Van der Sluis, Burden and Huet (2017) concluded that ‘A little over half of the respondents agreed that as a result of applying for a fellowship they made changes to their teaching practices...’ (p8). While Botham's (2018) study found changes in or to teaching practice were an impact of achieving recognition, although Botham breaks this down into three sub-themes (p.171). There were references to engagement with scholarship in my study, but they were less common than reflection and willingness to support others.

“However, I think that through engaging in the processes of applying for Fellowship and Senior Fellowship... has made me more aware of the theoretical side of pedagogy...” (Questionnaire, Participant 13)

There are participants who perceived no or limited impact, this can be explained by specific personal views, but as discussed above, regarding the difference between those gaining HEA Fellowship through an experiential route or a PGCert.

“To be honest, I don't feel that it impacted on my professional activities.” (Questionnaire, Participant 5)

“No significant impact.” (Questionnaire, Participant 1)

Botham (2018) states: ‘Current studies therefore provide mixed evidence as to whether there is a positive impact on the teaching practice of academics through engagement with institutional CPD schemes aligned to the UKPSF.’ (p.166). This appears to be the case in my research.

A willingness to make changes and innovate can be associated with participants’ outlook and values in relation to teaching and student centredness. This can stem from factors such as the application of the UKPSF in teaching practice and the reflective nature of the application process. Botham (2018) concludes that ‘...it is reasonable to suggest that participation in such a scheme can encourage a change in the way a teacher thinks about their practice and these changes in practice can subsequently have a positive influence on the student experience.’ (p.174).

“...I think about the UKPSF ALL THE TIME now (haha). It informs how I think about module design, my feedback my classroom environment...” (Questionnaire, Participant 8)

“It’s... probably now not consciously there every day. But I can say it is there every day... what I think that HEA recognition does is continually remind me what I should be looking at nothing seems to slip, because you’re addressing all of the factors and values obviously, that are covered and, you know, in the..., standards.” (Interview Three, Line 46-50)

“I am more aware of my own teaching methods/style and how it is impacting the students.” (Questionnaire, Participant 15)

Despite the retrospective nature of experiential applications, the UKPSF is viewed as a benchmark influencing teaching practice after recognition is gained, Hibbert and Semler (2016) argue ‘...the UKPSF is a recognised framework that is increasingly accepted as the benchmark in the UK sector.’ (p.13).

HEA Fellowship providing a standing and validation, particularly amongst peers, arose. Roscoe (2002) states that ‘Other reasons [motivations] may be credibility with colleagues, clients and their employers...’ (p.5) this appears in my research. Comparisons were made

between HEA Fellowship being essential for teaching in HE and being an equivalent to a professional body recognition.

“...I do feel there has been some recognition for it and not necessarily anything..., wide reaching... I think on a peer level that's... certainly been sort of maybe an appreciation by other members of staff...” (Interview Two, Line 228-231)

“...I think in terms of other colleagues, those that know people have got a fellowship see it as a good thing that they've got because I know my colleague... she'd put her certificate on her notice board and I thought, Oh, that's good..., and so when I got mine I put it on my notice board....” (Interview Four, Line 132-136)

“...it's almost, like... a quality stamp, that if you've got fellowship or senior fellowship and I could compare... it to my chartered status with [REDACTED].” (Interview Five, Line 141-143)

Some participants felt that HEA Fellowship was being de-valued as more colleagues gained recognition, while others differentiated between those colleagues who gained HEA Fellowship for professional development reasons and those who gained it for promotion for example.

“If that was the case and Fellowship became more normalised then I'm not sure whether this would discredit the status of HEA Fellowship and the good work being done by innovative teachers or not.” (Questionnaire, Participant 15)

“I think there is a delicate balance between individuals wanting to do it for themselves and doing it because the University has targets or it's a condition for promotion.” (Questionnaire, Participant 21)

Quinn's (2012) research had a similar theme:

‘In my analysis of the data this [institutional structures and outcomes] was evident in some lecturers expressing strategic or pragmatic motivation (rather than a genuine interest in their own development as educators) for considering involvement in staff development activities. Some showed an interest in acquiring a qualification of some sort only in order to ensure tenure or promotion or to satisfy policy... requirements.’ (p.80)

Others noted how HEA Fellowship was the preferred teaching recognition in promotion applications even though they already held a teaching qualification, such as a PGCert. Some

participants prioritised their professional background and professional body registration above HEA Fellowship implying academic discipline is an influence on perceived impact, this is supported by Spowart et al (2016, p.212).

“With comments such as it feels like a tick box exercise in order to help you get promotion, when we already have internationally recognised formal teaching qualifications such as the PGCE.” (Questionnaire, Participant, 23)

“Overall, the recognition and professional credibility comes from my professional clinical background and achievement of my PGCE qualification...” (Questionnaire, Participant 23)

“Very little. Coming from an Education background I found the exercise rather pointless.” (Questionnaire, Participant 35)

The perceived impact and influence of HEA Fellowship is variable and can be influenced by factors such as academic discipline, length of service, category of HEA Fellowship and the application route taken.

Participants perceived student awareness and understanding of HEA Fellowship as limited. One participant did explain their HEA Fellowship to their students as an equivalence to Professional Body Chartership:

“I’m not sure that many students are aware about these HEA..., categories of the different levels of Fellowship of HEA. I’m not sure that they would know necessarily what that represents...” (Interview 2, Line 219-221)

“...in a new academic year if it’s new students I’ve not met before and you’ve got to do those formal introductions... I find when I add to that then about my senior fellowship with the HEA and explain who the HEA are which is like a professional body in teaching... I do feel that the reception I get from the students... is respect.” (Interview Five, Lines 207-216)

From a HE teacher’s perspective, HEA Fellowship’s status is not always understood or recognised by students. Participants interpret HEA Fellowship’s status in different ways, which could cause further confusion to students’ understanding.

4.4 Evaluation of Findings

All participants hold a category of HEA Fellowship and all data was collected retrospectively after they achieved HEA Fellowship. As mentioned in the Methodology Chapter, clearer use of ‘HEA Fellowship’ during the data collection stage is needed to avoid confusion when referring to all categories of HEA Fellowship.

As stated in the Introduction and Methodology Chapters, stated motivations and impact/influences used in the questionnaire were derived from previous studies. These were included to provide participants with a broader range to choose from. Although it may have limited participant options to the prescribed list, participants were provided with “other” option, free text space and the semi-structured interviews to explore other options.

Some categories and Career Pathways had a small number of participants: only one participant held AFHEA and two participants on the Research Career Pathway held SFHEA. While for Innovation and Engagement and “Other” Career Pathways there were only three participants for each pathway, and all were FHEA.

Participants were informed of my role in the ‘Participant Information and Consent Forms’ (Appendices B and C). My knowledge of HEA Fellowship may cause unconscious bias in the analysis of findings and may have been an influence on participants’ responses. The investigation provided a wealth of data, some of which went beyond the aims and therefore has not been fully explored and analysed. What has and has not been included was led by my own judgement.

4.5 Summary of Findings

Overarching:

There is a clear dynamic between personal/individual and the institution in both motivations and impact/influences. This dynamic can influence the extent of how positive the purpose of HEA Fellowship is viewed. There is confusion over the status of HEA Fellowship and a

difference between those who gained HEA Fellowship from an experiential route and a PGCert route.

Aim One:

Participants have varied motivations. ‘Professional Development’ and ‘Promotion’ are prominent motivations generally, but there is some variation depending on category of HEA Fellowship and Career Pathway. However, individual circumstances are important in determining motivations and not just HEA Fellowship Category and Career Pathway.

Aim Two:

Participants’ perceived impact/influence of HEA Fellowship show consistency in ‘Reflection on Your Teaching Practice’ and a ‘Willingness to Support and Advise Others’. There was some variation on impact, particularly based on career pathway, with ‘Increase in Professional Credibility’ prominent for participants not on the Teaching and Scholarship Career Pathway. Some participants did feel that there was no perceived impact/influence. Additional perceived impact/influences included: a willingness to make changes and innovate in teaching practice, a sense of standing and validation, belonging to a ‘Community’ and students’ limited awareness. Perceived impact and influence can be influenced by career pathway, category of HEA Fellowship, individual circumstances, motivations, application route and academic discipline.

This chapter presented, analysed and discussed the findings. The next chapter draws together and sets out the conclusions and recommendations, potential further research, professional development, personal development and dissemination.

Chapter 5: Conclusions, Recommendations and Evaluation

The previous chapter discussed and analysed the findings of the investigation. This chapter will draw together the main findings of the investigation in a conclusion in relation to the research aims, recommendations, personal and professional development and suggestions for further research.

The key conclusions of the findings for each aim are set out below, as previously discussed, overarching conclusions will be discussed separately:

5.1 Aim One: Prior knowledge and understanding of HEA Fellowship can be limited. There are a variety of influences on motivations such as individual circumstances, the category of HEA Fellowship being applied for and career pathway. The most prominent motivations are ‘Professional Development’ and ‘Promotion’, but there is variation depending on category of HEA Fellowship, career pathway and personal context.

5.2 Aim Two: ‘Reflection on Your Teaching Practice’ and a ‘Willingness to Support and Advise Others’ are the prominent perceived impact/influences of HEA Fellowship. Although the above mentioned are most prominent and consistent, there is more variation in perceived impact/influences than for motivations. ‘Increase in Professional Credibility’ was rated highly for those not on the Teaching and Scholarship Career Pathway. Additional perceived impact/influences that arose include ‘Willingness to Make Changes and Innovation to Teaching Practice’, ‘A Sense of Standing and Validation’ – particularly amongst colleagues, but doubts were raised over students’ understanding of HEA Fellowship and the existence of a ‘Community’. Category of HEA Fellowship, Career Pathway, individual context and academic discipline can influence perceptions of influence/impact.

5.3 In addition to the two research aims above, the data produced findings and conclusions which overarched both Aims: There is a dynamic between the individual and the institution,

particularly in motivations but also within impact/influences too. This dynamic can influence motivations as well as general perceptions of HEA Fellowship and perceptions of impact/influences. In relation to HEA Fellowship, the individual perspective is often viewed from a qualitative angle, while participants view the institutional perspective in a quantitative way. There is confusion over what HEA Fellowship is and its status and there is a difference between those who gained HEA Fellowship recognition through an experiential route as opposed to a PGCert route. There is also a perception that HEA Fellowship is, or is in danger of being, a tick box exercise, although this is not held by all.

5.4 Overall, this investigation concludes that although some motivations and perceived impact/influences are more prominent, there are a number of variables that have an influence on these, for example: individual circumstances, institutional and wider context policies and strategies, application route to HEA Fellowship, prior understanding and perceptions of HEA Fellowship, category of HEA Fellowship and career pathway. This is supported by Crawford (2010) who states:

‘as well as the mediation of structural extra- and intra-institutional, the data demonstrates the influence of the immediacy of a range of very personal, less tangible, value based concerns. These concerns significantly influence how academic respond to professional development; examples include being interested, or stimulated, having a personal philosophy that values professional development, being able to see a ‘fit’ with personal circumstances, ‘performative competence’ (Archer, 200, p.198) and being able to make autonomous decisions about the direction of their development.’ (p.198).

This largely matches the overall findings of this investigation. Both motivations and the perceived impact/influence is influenced by a variety of interacting personal and institutional factors.

5.5 Sharing of Findings and Conclusions with Participants

The findings and conclusions were shared with participants via email as set out in the Ethical approval and Participant Information and Consent Form. Participants were given the opportunity to comment and/or provide feedback via a MS Form. However, no participants responded with any comments or feedback, but some did reply via email to acknowledge receipt of the sharing of findings and conclusions.

5.6 Recommendations

As a result of these findings, several recommendations are proposed to help aid people applying for HEA Fellowship. Firstly, a concerted campaign within the institution to get across a consistent understanding of what HEA Fellowship is to aid decision making before colleagues make an application, clearly defining HEA Fellowship's status and how it can aid the individual as well as the institution. Secondly, a clear and consistent institutional pitch which balances individual growth and development with institutional aims and policies, such as promotion and probation. The institutional pitch should be filtered down from the top through the different levels of line managers to encourage a positive and supportive interpretation of HEA Fellowship rather than a hoop that needs to be gone through. Aligned to this should be a promotion of the qualitative impact of HEA Fellowship and how this can help enhance teaching practice and professional development at a personal level rather than too much focus on promotion, probation and marketing opportunities. Thirdly, bespoke campaigns about what HEA Fellowship is and how it relates to colleagues on different career pathways and the different HEA Fellowship categories. This campaign should be active and regular in an attempt

to inform and engage colleagues as much as possible before they start the application process, particularly promoting the potential benefits and impact at a personal level in relation to different career pathways, in other words, trying to speak to people in a metaphorical personal and individual way, rather than a catch all promotion and advertising.

5.7 Personal and Professional Development

A main motivation in carrying out this investigation is my role as an academic developer in HE who administers and supports colleagues making an application for HEA Fellowship. The findings of this investigation have given me a much deeper understanding of HEA Fellowship and how there are multiple variables acting on people's motivations and how it is not always a simple divide between the personal and institutional, but a dynamic between the two. These findings will be used to amend my professional practice to be aware of the wide variety of understanding of HEA Fellowship that exists, the varied motivations and the wide interpretations of how impact and influence on teaching practice is perceived.

In terms of personal development this investigation has given me greater understanding of research methodologies and in the organisation of writing and presenting educational research. I hope that not only the dissertation, but the qualification will aid in my role as an academic developer and allow me to contribute in different ways to the department in which I work.

The findings of this investigation will be shared with colleagues in the educational support department that I work in. It is hoped that these findings can be used as a basis of implementing some changes, as stated above, that can help to improve understanding of HEA Fellowship and develop new ways to engage colleague sin making an application and seeing the potential benefits for them as a teacher and on their teaching practice. Dissemination will be amongst relevant colleagues within the department that I work in and could take the form

of a presentation, a discussion paper or a dialogue session to consider the findings and recommendations to then implement changes and suggested or amended recommendations.

5.8 Evaluation of my Research

There are a few things that would have been done differently: if possible, I do not recommend conducting educational research of this investigation's nature during a global pandemic. However, the changes that were made to the research methods as a result of the Covid-19 pandemic, mainly the use of Zoom to conduct the semi-structured interviews, proved beneficial. Zoom allowed interviews to be conducted remotely, they could be recorded and there is also an auto transcription tool (however, this is not always accurate and does need a lot of editing on occasions). As such, I think Zoom, or a similar video meeting tool, can be a powerful and useful research tool.

I would also be clearer in my explanation of what is meant by 'HEA Fellowship' in other words, a catch all phrase that encompasses all categories of HEA Fellowship, and not just the Fellow (FHEA) category. This did cause some confusion in the questionnaire and did require some clarification in the interviews. Further, a future study may wish to use a different sampling method to allow a more representative sample to cover more equally participants from different career pathways and who hold different categories of HEA Fellowship. The sample that this investigation was based on included just one participant who held Associate Fellowship (AFHEA) for example. As stated in the methodology, generalisations cannot be made from this research.

The research generated a large amount of data, although it proved interesting to engage with and I tried to incorporate as much as possible within the scope of the research aims, the amount of data did, at times, prove overwhelming. The data also generated findings which overarched the two original research aims. A greater focus in the methodology tools, such as

the questions asked or a re-wording of the research aims, or even a focus on just motivations or just impact/influences may have generated less data and made it more manageable to organise, present, interpret and analyse, particularly within the required word limit of the dissertation.

It is worth highlighting the observation of Parsons et al (2012) ‘...it seems that relevant research has been drawing predominantly on self-assessed ‘participant’ data, although some studies have included control group contrasts as a way of assessing additionality’ (p.15). My investigation did not have a control group and the data was derived from participant self-assessments.

The research did raise themes that would be suitable for further research, particularly the different perceptions that emerged from participants who took different routes to HEA Fellowship, e.g. internally accredited experience route, direct application to Advance HE and a PGCert. Future research could investigate how the route to HEA Fellowship could lead to different perceptions, motivations and sense of impact/influences. There was a clear sense amongst those participants who gained HEA Fellowship through a PGCert of the benefits and impact of a PGCert as opposed to HEA Fellowship. A further opportunity for future research is people’s understanding of HEA Fellowship in terms of what it is and its perceived status. This could also incorporate the level of understanding and views that students have of HEA Fellowship. It is interesting how HEA Fellowship is associated with marketing and ‘quality’ metrics, yet the feeling from participants is that the ‘customer’ in HE – the student – has limited understanding and knowledge of HEA Fellowship. It would also be worth considering a research project that considers perceived impact and influence to include a control group. Future research may wish to follow participants through the whole application process from start to award of HEA Fellowship. This would prevent participants having to complete the data collection tools retrospectively.

Appendix A: Ethical Approval

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:	Darren Gerard Minister				
Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐	
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐

Faculty/School/Centre:	Faculty of Education and Communities
Campus:	SA1
E-mail address:	[REDACTED] [REDACTED]
Contact Telephone Number:	[REDACTED]

For students:	
Student Number:	[REDACTED]
Programme of Study:	MA(Ed) Dissertation
Director of Studies/Supervisor:	Junnine Thomas-Walters

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				<i>Date</i>
If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐	~~November 2017~~ February 2019	
	Faculty Research Committee	☐		
	Other (write in) Junnine Thomas-Walters (MA(Ed) Programme Director)	☒		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.

[UWTSD Research Ethics & Integrity Code of Practice](#)

☒

UWTSD Research Data Management Policy

BERA: Ethical Guidelines for Educational Research (2018)

☒

☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
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If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.

Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
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If Yes, please attach a copy of any final approval (or interim approval) from the organisation

SECTION E: Details of Research Activity

Indicative title:	An investigation into the motives for seeking HEA Fellowship recognition and HEA Fellowship's impact/ influence on Higher Education teachers' individual teaching practice.
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Proposed start date:	Autumn/ Winter 2019	Proposed end date:	September 2020
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Introduction to the Research (maximum 300 words)

Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

The purpose of my research is to investigate the motives for seeking HEA Fellowship recognition and what impact/ influence the gaining of HEA Fellowship has had on individuals who teach or support learning in a Higher Education Institution in South Wales ([REDACTED] University – I will only disclose that my research took place in a Welsh University).

I work in [REDACTED] University as an Academic Developer in the [REDACTED] and my job is to administer the internally accredited HEA Fellowship programme, support staff in their applications and support and train staff who are mentors and assessors for the internal programme. My job role has motivated me to focus my research for my MA(Ed) dissertation on this area. I am also hoping that my research can be of benefit to [REDACTED] and the internal HEA Fellowship programme by providing further understanding.

(this box should expand as you type)

Research Question

- What are the motivations for seeking HEA Fellowship?
- What impact/ influence has gaining HEA Fellowship had on individual teachers' teaching practice in HE?

(this box should expand as you type)

Aims of Research Activity

1. To find out what are the motivations to apply for HEA Fellowship for staff who teach in higher education.
2. To find out what is the perceived impact and influence of gaining HEA Fellowship on individual teachers' teaching practice in HE?

(this box should expand as you type)

Objectives of Research Activity

Aim 1:

- I will use a questionnaire to collect the motivations teachers in HE had for applying for HEA Fellowship and how these motivations may vary amongst different teaching staff.
- I will use individual interviews to gain deeper understanding of motivations and why they may vary amongst teaching staff.
- I will take into account existing literature along with synthesising and analysing the questionnaire and interview responses to identify common motivations and also motivations that may not be expected and to try and explain these motivations.

Aim 2:

- Through a questionnaire I will collect HE teachers' experiences of what they perceive has been the impact / influence of HEA Fellowship on their teaching practice.
- In individual interviews I will collect HE teachers' perceptions of the influence/ impact of HEA Fellowship on their teaching practice.
- I will take into account existing literature along with synthesising and analysing the questionnaire and interview responses to consider if, and how, HEA Fellowship has an impact and influence on individuals' teaching practice. I will investigate the perceived impact, what was the impact/ influence? And how has gaining HEA Fellowship changed participants' teaching practice?

My research will consider existing research from a variety of areas, for example from a broad field such as professional development in general, which will provide me with broad ideas, theories and key considerations, for example: David Megginson and Vivienne Whitaker (2003) *Continuing Professional Development* (CIPD Publishing) and publications from organizations such as the Chartered Institute of Personnel and Development (CIPD).

The next level of existing research that I will engage with will be professional development in a specific education or Higher Education context. This will provide me with specific theories of professional development such as identity and professionalization of teaching in Higher Education. Literature includes: International Professional Development Association's (IPDA) journal *Professional Development in Education*; Nicholls, G. (2001) *Professional Development in Higher Education: New Dimensions and New Directions*, (Abington: Routledge); Wood, Leigh N. (Et al) (2011) 'Professional Development for Teaching in Higher Education' *International Journal of Mathematical Education in Science and Technology*, Vol. 42(7), pp997-1009.

As my research centres specifically on HEA Fellowship I will draw on existing research that looks at the motivations for gaining HEA Fellowship and the perceived impact and influence of HEA Fellowship on an individual's teaching practice. The HEA Fellowship literature will be a mix of academic research literature, professional body literature, for example materials produced by Advance HE (the organization that runs the HEA Fellowship scheme) and public blogs about HEA Fellowship. Examples of such literature include: Spowart, L. Turner, R., Shenton, D. and Kneale, P. (2016) 'But I've been teaching for 20 years ...': Encouraging Teaching Accreditation for Experienced Staff Working in Higher Education' *International Journal for Academic Development*, 21:3, pp.206-218; Botham, KA (2018) 'The Perceived Impact on Academics' Teaching Practice of Engaging with a Higher Education Institution's CPD Scheme', *Innovations in Education and Teaching International*, 55(2), pp.164-175;

Turner, N. (Et al) (2013) *Measuring the Impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)* Higher Education Academy: Staff and Educational Development Association Higher Education Academy Funded Project.

I intend for my research to fit in, and add to the existing literature, by considering investigating participants' motivations for seeking HEA Fellowship, as well as, the perceived impact and influence of HEA Fellowship on participants' teaching practice. HEA Fellowship is becoming increasingly important in Higher Education, it is used in the Teaching Excellence Framework (TEF) and other metrics within HE.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

My research will be an investigation. I propose a mix of quantitative and qualitative research through two research methods:

1. Questionnaire
2. Face-to-face individual interviews (Semi-structured)

Questionnaire

My proposed questionnaire will be a mix of quantitative and qualitative, closed and open questions and a range of different question types. I will use an electronic format that will allow easy creation, dissemination, collection and analysis.

The electronic questionnaire will be created, disseminated, collected and analysed using Microsoft Forms using my [REDACTED] University Microsoft 365 staff account. My [REDACTED] University Microsoft 365 staff account is linked to my [REDACTED] University staff username and password.

The questionnaire will contain a variety of question types to gain quantitative and qualitative responses. My questionnaire will ask for participants' names to:

- Provide a population from which I can draw a sample for my face-to-face individual interviews.
- I will give participants the option at the end of the questionnaire to have a screen shot/ copy of their questionnaire response. By requesting their name I will be able to identify the questionnaire from which to take a screenshot/ copy to send to the participant.
- Participation in my research will be voluntary, participants will have the right to withdraw. By asking for the participants' names, this will allow me to identify and remove a particular questionnaire response if the participant chooses to withdraw from the research.

Questionnaire responses will be anonymised at the point of analysis. All questions will be optional.

My population will be staff at [REDACTED] University who hold a category of HEA Fellowship and who work within one of the seven Academic Colleges in the University. The Academic Colleges include: College of Arts and Humanities, College of Engineering, College of Human and Health Sciences, College of Science, School of Medicine, School of Management and the Hillary Rodham Clinton School of Law. My research will not consider staff who hold a category of HEA Fellowship who work within Professional Services in [REDACTED] University.

The [REDACTED] (which is where I work as an Academic Developer) makes public on its website a list of [REDACTED] University staff who hold a category of HEA Fellowship. This list includes: names, their college/ school within [REDACTED] University and category of Fellowship. All staff who appear on the list have given consent for their name to be shared on the website. As of 15/09/2019 the list (which was published on 07/06/2019) contains 300 names (this number excludes staff from professional services, including myself, and staff who hold the category of Principal Fellow as there is a smaller number of staff who hold this category they may be easily identified in my research despite anonymisation)(the number of 300 is likely to either increase or decrease by the time my research starts due to either more staff gaining HEA Fellowship or staff with HEA Fellowship leaving [REDACTED] University). The list can be found on the following webpage:

[REDACTED]

I propose to use a mix of convenience and voluntary sampling methods. Convenience sampling method in terms of the list of names of staff holding HEA Fellowship at [REDACTED] University is a convenient population. And voluntary sampling method in terms that I will contact names from the population seeking volunteers to take part in my research.

I will use my [REDACTED] University staff **UWTSD Student** email account to send a speculative email inviting participation in my research. The list on the [REDACTED] website does not contain email addresses, so I plan to look for email addresses from the staff members' public webpages which usually contains their [REDACTED] University staff email address. Any staff member on the list that does not have a [REDACTED] University staff email that can be found on a public webpage will not be contacted.

I propose to send an initial speculative email that will explain my research and invite participation by reading, completing, signing and returning a 'Participant Information and Consent' form. Participation is completely voluntary, and only those who have completed and returned a 'Participant Information and Consent' form will be considered a participant and sent the link to complete the electronic questionnaire. I will share my 'Participant Information and Consent' form with my supervisor for her approval before I start to seek participants for my research.

I am aiming for a minimum sample size of 30 participants as this is considered to be the minimum to allow statistical analysis (Cohen, Manion and Morrison 2007, p101). However, this is an aim, and depending on response rates may be lower than 30.

I will share my questionnaire format and questionnaire questions with my supervisor for her approval before disseminating the questionnaire.

I will pilot my questionnaire with colleagues from the [REDACTED] for feedback, recommendations and trialling of the questionnaire. Any changes to the question or format of the questionnaire will be shared with my supervisor for her approval. Those taking part in my pilot will not be considered participants and their responses will not be used in my research.

Face-to-Face Individual Interviews (Semi-structured)

I propose to use face-to-face individual semi-structured interviews to find out more from themes that arose in the questionnaire responses to help gain a deeper and broader understanding. Any themes or analysis from the questionnaire responses used for the interviews will be anonymised. Broad and general themes that emerge from the questionnaire will be used to inform the interview questions. The interviews will be audio recorded and transcribed. Questions will be open ended to allow the participant to include detail and description.

My population will be those who have completed the questionnaire. I propose to include a yes/ no question in my questionnaire asking if questionnaire participants are willing to participate in a face-to-face individual interview? My population will be those who have agreed by selecting yes to this question. The questionnaire will also ask for the participants' names for the purpose of identifying those who are willing to participate in an interview.

Those who agree to participate in an interview will form my sample from which I will use the Simple Random Sampling method to select 5-6 participants to participate in a face-to-face individual interview. A speculative email (again using my **[REDACTED]** University staff **UWTSD Student** email account) will be sent to those selected using the Simple Random Sampling method seeking their participation and requesting completion of an 'Interview Participant Information and Consent' form (I will share the 'Interview Participation and Consent' form with my supervisor for her approval in advance of seeking participants for my interview). Only when the participant has completed, signed and returned the 'Interview Information and Consent' form will they be allowed to participate in the interview. The Simple Random Sampling method and seeking consent will be repeated until the desired number of participants (5-6) is met. I will share my interview questions and question order with my supervisor for her approval before any interviews take place. I will share my interview questions with the interview participants in advance of the interview so they will know what questions to expect and this will be a further opportunity to withdraw if they wish. All questions in the interview will be voluntary.

All participants will be adults over the age of 18. Questionnaire responses and face-to-face individual interview transcripts will be anonymised and redacted for analysis. Participants will be given a copy of the appropriately anonymised and redacted interview transcript for their approval before analysis. Interview audio recordings will be erased once they have been transcribed. Questionnaire responses will be erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. Participation in my research is voluntary and participants can withdraw from the research.

My research will take place at **[REDACTED]** University (potentially all campuses). Please find attached a copy of a confirmation letter from my line manager that he is aware of my research taking place and gives consent.

- Cohen. L, Manion. L and Morrison. K, (2007) *Research Methods in Education* London: Routledge Taylor and Francis Group, p101

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
[REDACTED] University (Potentially all Campuses) (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
(this box should expand as you type)

Use of documentation not in the public domain: Are any documents **NOT** publicly available?

NO



YES



If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:

	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method:	☐	☒

(this box should expand as you type)

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:

	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		

Other – please indicate here:

I will be researching in my own workplace. As part of my role as an Academic Developer I administer the internal [REDACTED] University HEA Fellowship programme, support staff in the HEA Fellowship applications and train mentors and assessors for the internal process. Many of my potential participants would have gained HEA Fellowship through the [REDACTED] University HEA Fellowship internal route. Some may re-enter the process to apply for a different category of HEA Fellowship either at the present time or in the future. Other participants may be mentors and assessors for the internal HEA Fellowship programme. All participants will give their consent to participate in my research.

(this box should expand as you type)

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

How many participants are expected?	I aim to engage with a minimum of 30 participants for my questionnaire and I aim to conduct face-to-face individual interviews with 5-6 participants.
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	However, this is an aim and the number of participants for the questionnaire and interview may be lower. I may have a lower response rate than expected and have fewer than my aim of 30 participants for my questionnaire. Depending on the number of participants I may reduce the number of participants to take part in an individual interview. Alternatively, I will be seeking a sample from a relatively large population, 300 as of 15/09/2019 (this number may increase or decrease by the time I start my research). The number of participants could be in excess of 30 participants if I have a large response rate. I do not have a desired or target maximum number of participants for the questionnaire, but this would be limited by the overall size of the population I am drawing my sample from (c.300). I do not intend to interview more than 5-6 participants for the interviews. <i>(this box should expand as you type)</i>
Who will the participants be?	Participants will be members of staff in [REDACTED] University who hold a category of HEA Fellowship of: Associate Fellow (AFHEA), Fellow (FHEA) or Senior Fellow (SFHEA) and who have given consent for their names to be shared on [REDACTED] website: [REDACTED] My participants will be drawn from a population of staff at [REDACTED] University who hold a HEA Fellowship category of AFHEA, FHEA or SFHEA and who work within one of the seven Academic Colleges in the University. The Academic Colleges include: College of Arts and Humanities, College of Engineering, College of Human and Health Sciences, College of Science, School of Medicine, School of Management and the Hillary Rodham Clinton School of Law. My research will not consider staff who hold a category of HEA Fellowship who work within Professional Services in [REDACTED] University (including me) as I work closely with professional services staff, including colleagues in my day-to-day work in [REDACTED]. I will also exclude from my potential participants staff who hold the category of Principal Fellow (PFHEA) as in comparison to other categories of Fellowship in [REDACTED] University, there is a relatively small number of staff who hold the Principal Fellow category in [REDACTED] University. This may mean that they may be easily identifiable even after anonymisation of data. <i>(this box should expand as you type)</i>
How will you identify the participants?	I will identify participants from the [REDACTED] website that contains a list of names of staff members in [REDACTED] University who hold a category of HEA Fellowship and who have given consent for their names to be included on the website. The list can be found at the following website address: [REDACTED]

I will exclude names of those staff who work in professional services so that I can focus on staff who work in the seven academic colleges, this will mean professional services staff, including staff I work with directly day-to-day in [REDACTED] will not be included. Principal Fellows (PFHEA) will also not be included as in comparison to other categories of Fellowship in [REDACTED] University, there is a relatively small number of staff who hold the Principal Fellow category in [REDACTED] University. This may mean that they may be easily identifiable even after anonymisation of data.

As of 15/09/2019 there are 300 staff on the list (which was published on 07/06/2019) who hold a category of Associate Fellow, Fellow or Senior Fellow and work in the Academic Colleges. This number is likely to change as the list is updated periodically by adding those who have recently gained HEA Fellowship and who are willing (and given consent) to share their names publicly and removal of those who have left [REDACTED] University.

Using this list of staff names I will seek a [REDACTED] University staff email address for those on the list that are not professional services or Principal Fellows by searching for that member of staff's [REDACTED] University webpage that usually contains their [REDACTED] University staff email address. Staff that do not have a public webpage with their [REDACTED] University email will not be contacted.

Using a mix of convenience and voluntary sampling methods I will speculatively email all those on the list that meet the criteria of being a member of an academic college, not a Principal Fellow and a webpage with their [REDACTED] University staff email address. The speculative email will explain my research and invite them to volunteer as a participant in my research. Those who reply and complete a 'Participant Information and Consent' form will become participants in my research.

All participants will be sent the electronic questionnaire to complete – a link will be sent via email to their [REDACTED]

University staff email using my [REDACTED] University staff **UWTS Student** email.

The questionnaire will contain a yes/ no question asking participants if they would be willing to also participate in a face-to-face individual interview. The questionnaire will also ask for participants' names to help facilitate a follow up interview. The names of those who indicated in the questionnaire that they would be willing to participate in an interview will become my population for my interviews. I propose to use Simple Random Sampling method to choose a sample for interview. Participants chosen by the Simple Random Sampling will be invited to participate in an interview. The invite will be via email and the participant will be asked to complete, sign and return an 'Interview

	Participation Information and Consent' form. Once I have 5-6 participants who have completed the consent form I will stop the Simple Random Sampling and conduct my interviews <i>(this box should expand as you type)</i>
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Information for participants:

	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			

(this box should expand as you type)

Information for participants:

	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☒	☐	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			

I work as an Academic Developer in the Recognition Team in the [REDACTED]. My job role involves administering the internally accredited HEA Fellowship programme and supporting applicants with their applications as well as training mentors and assessors. I am hoping that my research and findings can be used to inform the Recognition Team in [REDACTED] and increase our understanding. This may result in changes to the internal HEA Fellowship process in [REDACTED] University.

Participants will be informed that my dissertation may be used to inform understanding in the Recognition Team in [REDACTED] regarding motives for gaining HEA Fellowship and HEA Fellowship's impact on individual HE teachers' teaching practice.

(this box should expand as you type)

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.		
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
Full risk assessment completed and appended? No Risk Assessments have been completed. I do not believe a risk assessment is required.	Yes	☐
	No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
Risk to Participant: I am researching in my own workplace and participants will be other [REDACTED] University staff members	How will you mitigate the Risk to Participant I will be conscious throughout of the power relationship between me (the researcher) and the participants. In my job as an Academic Developer in the Recognition Team in [REDACTED], I administer the internal HEA Fellowship process and provide support to applicants, mentors and assessors. I will make clear to all potential and actual participants that participation in my research will not impact on a future HEA Fellowship application through the internally accredited HEA Fellowship programme at [REDACTED] University nor impact on their role as a mentor or assessor and that all questionnaire responses and interviews will be anonymised at the point of analysis. Interview questions will be provided to interview participants in advance of the interview taking place so that the participant will know what questions to expect and give an opportunity to withdraw from the interview if they wish.	
<i>(this box should expand as you type)</i>		

	All questionnaire and interview questions will be optional and no explanation will be required if a participant does not wish to answer a question. Individual interviews will be conducted on [REDACTED] University premises only. They will be conducted in a private room, most likely the participant's office or another room where the interview cannot be overheard. I will share copies of my Participant Information and Consent Forms (Questionnaire and Interview), Questionnaire Questions and Format and Interview Questions with my supervisor for her approval before commencing the relevant stage of my research. <i>(this box should expand as you type)</i>
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
N/A<i>(this box should expand as you type)</i>	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: • Researching in my own workplace • Face-to-face individual interviews conducted in a private room <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Investigator:</i> I currently work in the Recognition Team in [REDACTED] in [REDACTED] University. The Recognition Team administers the internal HEA Fellowship application process, supports [REDACTED] University staff in making their HEA Fellowship applications and trains mentors and assessors for the internal process. I will aim to be impartial throughout my research, analysis and writing up. The aim of my research is to gain a better understanding of the motivations for, and influence and impact of, HEA Fellowship. I am hoping that what I find can be used by the Recognition Team in [REDACTED] to inform the provision of support the Recognition Team provides and give the Recognition Team a greater understanding. I will only share my completed dissertation which will only contain anonymised and redacted data.

	Face-to-face individual interviews will be conducted on [REDACTED] University premises only and in private rooms, for example the participant's office. <i>(this box should expand as you type)</i>
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: • Adverse publicity • Data protection • Working in one university while researching in another <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to University:</i> Non-anonymised data and participant lists will be kept secure and electronic files will be password protected. All questionnaire responses and interview transcripts will be anonymised at point of analysis. Only anonymised data will be analysed and included in my dissertation. Participants will be able to withdraw from the research if they wish. Participants who are interviewed will be sent a copy of the anonymised and redacted transcript for approval before analysis. Electronic documents relating to my research that contain names, email addresses, questionnaire responses and interview transcripts will be password protected. There is a potential conflict of interest with the researcher (me) studying in, and being supervised by, one university, while researching and working in a different university. I will follow UWTSD's Research Integrity and Ethics Code of Practice and BERA guidelines to maintain ethical standards throughout my research and prevent any adverse publicity or risk to the university/ institution. I will inform participants of the name of the institution I am studying through (UWTSD). I have sought consent from my line manager to ensure their knowledge and support of my research (attached). By excluding professional service staff from my research, this will mean my line managers and colleagues I work with directly day-to-day within [REDACTED] will not be part of my research <i>(this box should expand as you type)</i>

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A

Does your research require you to hold a current DBS Certificate?	☐	☐	☒
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SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Participants will be asked a Yes/ No question in the questionnaire to give them the option of requesting a screen shot/ copy of their <u>own</u> questionnaire response. Those who select that they would like a screen shot/ copy will receive such via email. This is another reason why I have requested participants' names in the questionnaire to allow me to identify a specific questionnaire response to provide a screen shot/ copy if requested. Participants will be informed of their right to withdraw their questionnaire response or withdraw as a participant. For those who participate in interviews, I will provide them with a redacted and anonymised version of the transcript of their interview that will be used for analysis for them to review before I start my analysis of that interview. Participants will be informed of their right to withdraw any statements from the transcript and/ or withdraw their interview completely and/ or withdraw as a participant. Participants will be informed that the anonymised and redacted transcripts may be included as an appendix in my dissertation. An overview of my research's key findings will be given to participants once the writing up of the dissertation has been completed, but before the dissertation will be submitted for assessment. Participants will be given a specific timeframe to respond if they wish. <i>(this box should expand as you type)</i>
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. Potential participants will be sent a speculative email inviting them to volunteer to take part in my research. The email will include a brief description including: my research question, university of study, research strategies/ methods of questionnaire and face-to-face individual interview, right to withdraw etc. and other ethical considerations, an emphasis on anonymity and that participation is voluntary. It is hoped that those willing to participate will respond to the speculative email confirming that they would like to participate. On receipt of such email, I will send a 'Participant Information and Consent' form to be read, completed, signed and returned. Only at this point will they be considered a participant and a participation list will be drawn up. The participation list will be an electronic document that will be password protected. Participant Information and Consent Forms will reiterate the information in the speculative email as well as stating specifics about my research including the right to withdraw. Participants will be informed that they can ask further questions and seek further information before they provide consent. For interviews, a sample will be drawn from those who have completed the questionnaire and indicated that they would be willing to participate in an interview. Individuals will be selected using the Simple Random Sampling method and will be invited via email to take part in a face-to-face interview. If they are still willing they will be asked to read, complete, sign and return an 'Interview Participation Information and Consent' form. Participant Information and Consent Forms will reiterate the information in the speculative email as well as stating specifics about my research including the right to withdraw. Participants will be informed that

they can ask further questions and seek further information before they provide consent. Only on completion of this form will they be considered an interview participant and the participation list will be updated to record who participated in the interviews. Interview participants will be provided with the interview questions in advance of the interview so they will know what questions to expect. Participants will be informed that the anonymised and redacted transcripts may be included as an appendix in my dissertation.

All participant lists will be kept as an electronic version and the document(s) will be password protected.

Questionnaire questions and format, interview questions and question order, Participant Information and Consent form and Interview Participant Information and Consent Form will all be shared with my supervisor in advance for her approval.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

All participant lists will be kept as electronic files that will be password protected. All other documentation, such as completed 'Participant Information and Consent' forms and 'Interview Participant Information and Consent' forms will be kept electronically and password protected.

I will deliberately not include any staff members who hold Principal Fellowship (PFHEA) as there are a relatively small number of them in the university and this may mean that they are easily identifiable, even when anonymised.

Questionnaires will ask for the participant's name to be used to identify potential participants for interviews, to allow for a screen shot/ copy of response to be returned to the participant if requested, and if a participant(s) chooses to withdraw, if requested, their questionnaire responses can be identified and deleted. Questionnaire responses will be anonymised at the point of analysis. Interviews will also be anonymised at point of transcription. Audio versions of interviews will be erased once transcription has been completed. Only I and my supervisor will see the raw data.

Informed consent will be achieved through reading, completing, signing and returning a 'Participant Information and Consent' form and an 'Interview Participant Information and Consent' form.

Participant lists and completed information and consent forms will be kept electronically and password protected.

Questionnaire responses will be stored in my Microsoft 365 [REDACTED] University account which is password protected.

Analysis of the questionnaire responses will use anonymised data only. Interview transcripts will be anonymised and redacted. Only anonymised and redacted transcripts will be analysed. Transcripts may be included as an appendix, but only anonymised and redacted transcripts will exist and will be used in an appendix.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	X	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
The research will collect personal opinions through questionnaire responses and interviews. The questionnaire responses and interviews will be anonymised at point of analysis, as such the raw data will contain participants' names. Participants will be asked to provide their names in the questionnaire to help identify participants who are willing to also participate in an interview, to allow for questionnaire response screen shots/ copies to be provided to that specific participant on request and to allow the deletion of the appropriate questionnaire response if a participant chooses to withdraw. Questionnaire responses and interview transcripts will be anonymised at the point of analysis. Audio recordings of the interviews will be erased once the interview has been transcribed. Electronic questionnaire responses will be kept on my Microsoft 365 [REDACTED]University account which uses my staff username and password to access. Questionnaire responses will be deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. Participant lists will be collated from returned 'Participant Information and Consent' forms. The returned consent forms that will contain participants' names and signatures and will be stored as an electronic file that will be password protected. Participant lists will contain participants' names, email addresses, the Academic College they work in, category of HEA Fellowship they hold and if they have completed a questionnaire, requested a copy of their questionnaire and if they have indicated in the questionnaire if they are willing to participate in an interview. The list will also record who has participated in an interview and include a coding system to identify which anonymised interview transcript belongs to which participant – this will allow a transcript to be identified to ensure the anonymised transcript is sent to the correct participant for approval of its use in my dissertation and for its analysis. Also, to identify the correct transcript if the participant wishes to withdraw. The participant list will be kept as an electronic file and will be password protected. The participant list electronic file will be deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. Audio interviews will be kept on a digital Dictaphone which will be kept secure. Audio interviews will be erased once the interview has been transcribed. I intend to ask in the questionnaire the category of HEA Fellowship the participant holds and the career pathway they are on as an employee in [REDACTED]University: A Teaching and Scholarship Pathway, Research Pathway, Innovation and Engagement Pathway or Other (most likely to include participants who are in a learning support role rather than a purely academic role). This information will help me to identify if there are differing motives for applying for HEA Fellowship and differences in perceived impact/ influence of HEA Fellowship on teaching practice.		

Questionnaire responses and interview transcripts will be anonymised and redacted. <i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
If YES, provide a description of the special category data and explain why this data needs to be collected:		
Although I do not intend to ask specifically, participants may, of their own accord, disclose their: race or ethnic origin, political and personal opinion, religious or similar beliefs, trade union membership, physical or mental health or condition, sexuality and sexual life, genetics or biometric data in either the questionnaire or interview. I do not intend to ask specifically about these aspects, but they may be disclosed voluntarily by the participants, particularly during the face-to-face individual interviews. All questionnaire responses and interviews will be anonymised at point of analysis. Transcripts of anonymised and redacted interviews will be shared with participants for approval before analysis <i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☒	☐
Private company computers?	☒	☐
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
“Cloud” storage or websites?	☒	☐
Other – specify: Email; TurnItIn	☒	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		

University Computers/ Private Company Computers:

I am intending to use my [REDACTED]University Microsoft Surface to access electronic files related to my research. My surface is accessed by my [REDACTED] University staff username and password. Although I intend to save all files onto a USB memory stick, I will ensure that any files opened on the Microsoft Surface are deleted from the Microsoft Surface and the recycling bin. All files will be password protected. I may use

my Microsoft Surface to write up my dissertation. My Microsoft Surface is password protected and only anonymised and redacted data will be used in the writing up of my dissertation.

Laptop/ Portable Disk-Drives/ Memory Sticks:

I intend to save all electronic files related to my research (returned Participant Information and Consent Forms (questionnaire and interview), Participant List, and Raw and Anonymised Data) on a USB memory stick. All files will be individually password protected. The memory stick will be kept in a secure place. I will keep a backup copy on a second USB memory stick which will be kept secure. I may use my personal laptop to write up my dissertation. My laptop is password protected and only anonymised and redacted data will be used in the writing up of my dissertation.

I intend to save drafts of my dissertation onto a portable disk-drive (portable hard drive) and on a USB memory stick as a backup copy. This will include analysis of data that has been anonymised and redacted ready for publication.

“Cloud” Storage or websites:

I believe Microsoft 365 is a cloud based format. I will be using Microsoft Forms to create, disseminate, collect and analyse my questionnaire and questionnaire response data. The questionnaire will be set up through my [REDACTED] University Microsoft 365 staff account which uses my [REDACTED] University staff username and password. The questionnaire and responses will be deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. I intend to export the Questionnaire responses to a Microsoft Excel electronic file or similar program electronic file. This file will be password protected and saved on a USB memory stick, and a backup copy on a separate USB memory stick, both USB memory sticks will be kept secure.

Other – Email:

I will contact potential participants via my [REDACTED] University staff **UWTSD Student** email account. I believe that [REDACTED] University **UWTSD Student** email is cloud based. I will email participants using their [REDACTED] University staff email addresses only. The emails I receive that contain returned consent forms will be deleted from my inbox and from the deleted emails folder. Returned consent forms will stored in an electronic file that will be password protected on a USB memory stick. All emails in relation to my research to and from participants or potential participants will be deleted from my inbox and deleted items folder. Copies of the emails maybe kept in a Microsoft Word, or similar program, electronic document which will be password protected.

Other – TurnItIn

It is likely that I will have to submit my dissertation using TurnItIn. My dissertation will contain analysis of anonymised and redacted data only. Anonymised and redacted interview transcripts may be used as an appendix – I will consult with my supervisor as to whether the appendices would need to also be submitted through TurnItIn.

(this box should expand as you type)

All Data Storage

Will the research activity involve any of the following activities:

YES **NO**

Electronic transfer of data in any form?

☐ ☒

Sharing of data with others at the University?

☒ ☐

Sharing of data with other organisations?

☒ ☐

Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☒	☐
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☒	☐
Data archiving?	☒	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

I may be sharing raw data with my supervisor. I intend for only myself and my supervisor to see raw data. Participants will be informed that my supervisor may see my raw data.

I am hoping my research will inform and give a greater understanding to my job role as an Academic Developer in [REDACTED] University in the Recognition Team in the [REDACTED] to the Recognition Team and to [REDACTED]. However, I will only be sharing my dissertation which will be anonymised and redacted data only. No one else except myself and my supervisor will see the raw data. I will not identify my participants to anyone at [REDACTED] University or anyone elsewhere. My colleagues in [REDACTED] are aware of my research and research topic and are interested in its findings. I have included a letter from my line manager giving his consent for me to conduct my research.

My participant list will contain participants' names, Academic College, Category of Fellowship and their [REDACTED] University staff email addresses, if they have completed a questionnaire, if they have requested a copy of their questionnaire, whether they are willing to participate in an interview and whether they have participated in an interview. I will only use email addresses that are stated on [REDACTED] University staff's public webpages. My participant list will be kept as an electronic file and will be password protected. My participant list will be deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.

I will use Microsoft 365 Forms to create, disseminate, collect and analyse my questionnaire/ questionnaire responses. To do this I will use my [REDACTED] University Microsoft 365 account which uses my [REDACTED] University staff username and password. The questionnaire and responses will be deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. The analysis of results is likely to be through an Excel or similar spreadsheet program exported from the Microsoft 365 Forms questionnaire responses. This file will be password protected and deleted once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.

All raw data will be anonymised and redacted at point of analysis.

My dissertation will include anonymised and redacted data only.

Data Archiving: Anonymised and redacted interview transcripts may be included as an appendix in my dissertation. My dissertation will also include analysis of anonymised and redacted data. My dissertation may be kept in UWTSD University Library and/ or another library after assessment. My dissertation will include anonymised and redacted data only.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

- Darren Minister (Researcher) – will have access to the raw data and anonymised/ redacted data.
- Junnine Thomas-Walters (Supervisor UWTSD) – May see the raw data and anonymised/ redacted data for advice and guidance.
- Participants will be given the option to request a screen shot/ copy of their own questionnaire response only.
- Interview participants will see a copy of an anonymised and redacted transcript from their own interview only.
- I am hoping to share my dissertation with my colleagues in the Recognition Team in the [REDACTED] to help inform our understanding and inform the support and process we provide for HEA Fellowship. I will only share my dissertation as a whole and that will contain the anonymised and redacted analysed data.

No one other than myself and my supervisor will see raw data. I will not disclose who my participants are to any of my colleagues in the [REDACTED] or anyone else in [REDACTED] University or beyond.

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

I (Darren Minister) will have control of and will act as custodian for the data generated by my research activity. All data will be deleted/ erased at certain points:

- Audio Interviews will be erased once transcription is completed. By completed I mean transcribed, anonymised and redacted and gained approval for the use of the transcript from the interviewee. If the participant wishes to withdraw statements from the transcript those statements will be removed from the transcript. If the participant wishes to withdraw from the research and withdraw their interview – the audio recording and anonymised and redacted transcription will be deleted/ erased.
- Interview Transcripts will be anonymised and redacted versions of the interviews. They will be kept as an electronic file and password protected. The electronic versions of the transcripts will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. Hard copies of the anonymised and redacted transcripts may be used as an appendix in my dissertation.
- Questionnaire, Questionnaire responses, Questionnaire analysis will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.
- Returned Consent Forms will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.
- Participant list will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.

(this box should expand as you type)

Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

- **Returned Consent Forms:** These will be returned by email. All returned consent forms will be copied onto one electronic document which will be password protected. The electronic file will be saved on a USB memory stick and a backup USB memory stick both will be kept secure. All emails with returned Participant Information and Consent forms will be deleted from my email inbox and from the deleted emails folder.

- **Participant List:** This will be an Excel spreadsheet document that will be kept on a USB memory stick and a backup USB memory stick, both will be kept secure. The Participant list file will be password protected. The participant list will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.

Questionnaire, Questionnaire Responses, Questionnaire Analysis: The questionnaire, questionnaire responses and analysis will be kept on my [REDACTED] University Microsoft 365 account which uses my [REDACTED] University staff username and password to be accessed. I intend to export the Questionnaire responses and analysis as an Excel spreadsheet or similar spreadsheet program and saved as an electronic file on a USB memory stick and a backup USB memory stick – both memory sticks will be kept secure. The exported spreadsheet file will be password protected. The questionnaire, responses and analysis in Microsoft 365 Forms and in the exported spreadsheet will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required.

- **Audio Interview Recordings:** These will be collected on a digital Dictaphone device and kept in a secure place. The audio interviews will be erased once the interview has been transcribed, anonymised, redacted and approval given for analysis from the interviewee. If the participant wishes to withdraw the interview the audio interview will be deleted/ erased at that point.
- **Interview Transcripts:** These will be anonymous but a code system to allow me to identify which interview relates to which transcript will be kept in the participant list. The transcripts will be anonymised and redacted and kept as Microsoft Word documents and password protected on a USB memory stick and a backup USB memory stick that will be kept secure. Electronic versions of the transcripts will be deleted/ erased once I have received the outcome of the assessment of my dissertation and no amendments/ changes are required. Hard copies of the transcripts may be used as an appendix in my dissertation. Any statements participants wish removed from the transcript will be removed. If a participant withdraws and wishes to withdraw their interview the transcript will be deleted/ erased.
- **My Dissertation:** My dissertation may be placed in the UWTSD University library or another library. My dissertation will include analysis of anonymised and redacted data only. My dissertation may include the anonymised and redacted interview transcripts as an appendix.

None of the raw data will be archived. The data collection is purely for my MA(Ed) dissertation.

(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

None of the raw data will be archived. The data collection is purely for my MA(Ed) dissertation.

Copies of my dissertation may be kept in UWTSD library and or another library. My dissertation will include anonymised and redacted data only.

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	D.G.Minister	Date: 29/10/2019
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For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

- ☒ I have read the guidance notes supplied before completing the form.
- ☒ I have completed **ALL RELEVANT** sections of the form in full.
- ☒ I confirm that the research activity has received approval in principle
- ☐ I have attached a copy of final/interim approval from external organisation (**where appropriate**)
- ☐ I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) **ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT**
- ☒ I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
- ☒ I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
- ☒ I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Appendix B

Participant Information and Consent Form

Indicative Title of Research: An Investigation into the motives for seeking HEA Fellowship recognition and HEA Fellowship's impact/ influence on Higher Education teachers' individual teaching practice.

For my MA(Ed) Dissertation that I am studying through UWTSD, I will be investigating the motivations for seeking HEA Fellowship and the perceived impact/ influence of HEA Fellowship on higher education teachers' individual teaching practice.

My research links to my role as an academic developer in the Recognition Team in [REDACTED]. My role as an academic developer entails administering and supporting HEA Fellowship applications through the internally accredited route; as well as training and supporting HEA Fellowship assessors and mentors.

Potential participants have been identified from the HEA Fellows at [REDACTED] list available on the [REDACTED] website. All those listed provided consent for their name to be shared on the website.

You are invited to participate in my research because you hold Associate Fellow, Fellow or Senior Fellow HEA Fellowship and belong to one of the seven academic colleges in the university.

Purpose of the Research

The purpose of my research is to investigate the motives for seeking HEA Fellowship recognition and what perceived impact/ influence the gaining of HEA Fellowship has had on the teaching practice of individuals who teach and/ or support learning in higher education. My role as an academic developer in the Recognition Team in [REDACTED] has motivated me to focus my research for my MA(Ed) dissertation on this area. I am hoping that my research and findings will be of benefit to [REDACTED] and the internal HEA Fellowship programme by providing further understanding.

The **Aims** of my research are:

1. What are the motivations for seeking HEA Fellowship?
2. What impact/ influence has gaining HEA Fellowship had on individual teachers' teaching practice?

Stage 1 of Research:

An online questionnaire using Microsoft Forms (a link to the questionnaire will be sent via email).

The questionnaire will be a mix of closed and open questions. The aim of the questionnaire is to gain an understanding of the motives for applying for HEA Fellowship and the perceived impact/ influence HEA Fellowship has had on individuals' teaching practice. The questionnaire will help inform stage 2 of the research – Individual Interviews.

The questionnaire will ask for your name to:

1. Be able to identify your questionnaire response if you choose to withdraw;
2. Be able to provide a screenshot/ copy of your questionnaire responses if requested;
3. The questionnaire will ask if you are willing to participate in an individual interview.
A name will be required to follow up with an interview.

The questionnaires will be anonymised at the point of analysis and only anonymised and appropriately redacted data will be used in my dissertation.

Stage 2 of Research:

Face-to-Face Individual Interviews (Semi-structured) that will be audio recorded and transcribed. A sample will be drawn from those who stated in their questionnaire that they would be willing to participate in an interview. An additional Interview Participant Information and Consent Form will be provided. Broad and general themes that emerged from the questionnaire responses will be used to form the interview questions and to explore these themes in more depth.

Interview transcripts will be anonymised and redacted. Only anonymised and redacted data will be used in my dissertation.

Participation

If you volunteer to participate in my research, you are free to withdraw at any time without providing a reason. Please notify the researcher using the details below. Participation or non-participation in my research will not have any impact on any current or future HEA Fellowship application or any impact on a current or future role as a HEA Fellowship assessor or mentor.

Confidentiality

My research has received ethical approval from UWTSD and I will be following UWTSD Research Ethics and Integrity Code of Practice and BERA (British Educational Research Association) Ethical Guidelines for Educational Research (2018). All information you provide will be kept strictly confidential, in accordance with GDPR, 2018. All participant lists and any additional documentation will be kept as electronic files and will be kept secure and password protected. Participant lists will not be published. All participant lists, associated documentation and questionnaire responses will be deleted once my dissertation has been assessed and no further amendments are required. Audio recordings of the interviews will be deleted once the interview has been transcribed and anonymised.

All data will be anonymised at point of analysis and only anonymised and appropriately redacted data will be used in my dissertation.

Only I and my dissertation supervisor will see the raw unanonymised data.

The Results of the Research

The findings from my research will be used to inform the HEA Fellowship process at [REDACTED] University. Only my dissertation (which will only include anonymised and redacted data) will be shared to inform the HEA Fellowship process at [REDACTED] University.

Feedback

Participants can request a screenshot/ copy of their questionnaire responses.

Interview participants will be given a copy of the anonymised and redacted interview transcript for their approval before it will be used as data for analysis.

I will provide all participants with an overview of the key findings from my dissertation research.

Contact for Further information:

If you require further information, or have any questions, please contact Darren Minister: **[REDACTED EMAIL]**

My dissertation supervisor at UWTSD is Junnine Thomas-Walters: **[REDACTED EMAIL]**

Please answer the following questions by highlighting your response:

Have you read and understood the Participant Information about my research?	YES	NO
Have you been able to ask questions about the research and being a participant?	YES	NO
Have you received enough information about the research and being a participant?	YES	NO
Do you understand that your participation is voluntary?	YES	NO
Do you understand that you are free to withdraw from the research	YES	NO
• At any time • For any reason and/ or without giving a reason for your withdrawal?	YES	NO
Do you understand that participation, withdrawal or non-participation in my research will not have any impact on any current or future HEA Fellowship application or any impact on a current or future role as a HEA Fellowship assessor or mentor?	YES	NO
Do you understand that by completing and signing the Participant Information and Consent form you are providing written consent to participate in my research?	YES	NO
Do you understand that only I and my supervisor will have access to the raw unanonymised responses?	YES	NO
Your responses will be anonymised at the point of analysis. Do you give permission for myself and my supervisor to have access	YES	NO

to, and for me to use, anonymised responses from my research in my dissertation?

Do you understand that your data will be treated with full confidentiality and that, if published, it will not be identifiable as yours?	YES	NO
--	-----	----

Do you agree to take part in my MA(Ed) Dissertation Research?	YES	NO
---	-----	----

Your signature will certify that you have voluntarily decided to take part in this research project having read and understood the information in the Participant Information and Consent Form. It will also certify that you have had adequate opportunity to discuss the research with Darren Minister and that all questions have been answered to your satisfaction.

Participant Name:

Participant Signature:

Date:

Thank you for taking the time to read and complete this Participant Information and Consent Form.

Please return electronically via email to Darren Minister: **[REDACTED EMAIL]**

Acknowledgement: Thank you to Suzannah Pugh for sharing a Participant Information and Consent Form template.

Appendix C

Interview Participant Information and Consent Form (Stage 2 of Research) and Interview Transcript Confirmation, Approval and Consent Form

Indicative Title of Research: An Investigation into the motives for seeking HEA Fellowship recognition and HEA Fellowship's impact/ influence on Higher Education teachers' individual teaching practice.

For my MA(Ed) Dissertation that I am studying through UWTSD, I will be investigating the motivations for seeking HEA Fellowship and the perceived impact/ influence of HEA Fellowship on higher education teachers' individual teaching practice.

My research links to my role as an academic developer in the Recognition Team in [REDACTED]. My role as an academic developer entails administering and supporting HEA Fellowship applications through the internally accredited route; as well as training and supporting HEA Fellowship assessors and mentors.

Potential participants have been identified from the HEA Fellows at [REDACTED] list available on the [REDACTED] website. All those listed provided consent for their name to be shared on the website.

You were invited to participate in my research because you hold Associate Fellow, Fellow or Senior Fellow HEA Fellowship and belong to one of the seven academic colleges in the university. You completed my questionnaire and indicated that you would be willing to take part in a semi-structured interview.

Purpose of the Research

The purpose of my research is to investigate the motives for seeking HEA Fellowship recognition and what perceived impact/ influence the gaining of HEA Fellowship has had on the teaching practice of individuals who teach and/ or support learning in higher education. My role as an academic developer in the Recognition Team in [REDACTED] has motivated me to focus my research for my MA(Ed) dissertation on this area. I am hoping that my research and findings will be of benefit to [REDACTED] and the internal HEA Fellowship programme by providing further understanding.

The **Aims** of my research are:

3. What are the motivations for seeking HEA Fellowship?
4. What impact/ influence has gaining HEA Fellowship had on individual teachers' teaching practice?

Stage 1 of Research:

This stage was the online questionnaire using Microsoft Forms that you previously completed. Please refer back to the Participant Information and Consent form for a reminder.

Stage 2 of Research:

Face-to-Face Individual Interviews (Semi-structured) that will be audio recorded and transcribed (**Initially this was planned to be face-to-face, but due to the current situation**

surrounding Covid-19, all interviews will be conducted and recorded via Zoom using my [REDACTED] University Staff Zoom Account. This has been agreed by my supervisor).

In your questionnaire response, you indicated that you would be willing to take part in an interview. A sample for the interview stage of the research was drawn from those who stated in their questionnaire that they would be willing to participate in an interview. The sample was drawn using a Simple Random Sampling Method.

Interview transcripts will be generated from the Zoom Recording transcription tool. Transcriptions will be anonymised and redacted. Only anonymised and redacted data will be used in my dissertation. An anonymised and redacted transcript will be shared with the interviewee for their review and to provide consent for the transcript to be used and analysed as part of my dissertation.

Participation

If you volunteer to participate in my research, you are free to withdraw at any time without providing a reason. Please notify the researcher using the details below. Participation or non-participation in my research will not have any impact on any current or future HEA Fellowship application or any impact on a current or future role as a HEA Fellowship assessor or mentor.

Confidentiality

My research has received ethical approval from UWTSD and I will be following UWTSD Research Ethics and Integrity Code of Practice and BERA (British Educational Research Association) Ethical Guidelines for Educational Research (2018). All information you provide will be kept strictly confidential, in accordance with GDPR, 2018. All participant lists and any additional documentation will be kept as electronic files and will be kept secure and password protected. Participant lists will not be published. All participant lists, associated documentation and questionnaire responses will be deleted once my dissertation has been assessed and no further amendments are required. Zoom recordings of the interviews will be deleted once the interview has been transcribed and anonymised. I will be using the transcription Zoom recording tool to transcribe the interview, all original transcripts will be deleted once the transcript has been anonymised and redacted.

All data will be anonymised at point of analysis and only anonymised and appropriately redacted data will be used in my dissertation.

Only I and my dissertation supervisor will see the raw unanonymised data.

The Results of the Research

The findings from my research will be used to inform the HEA Fellowship process at [REDACTED] University. Only my dissertation (which will only include anonymised and redacted data) will be shared to inform the HEA Fellowship process at [REDACTED] University.

Feedback

Participants were able to request a screenshot/ copy of their questionnaire responses.

Interview participants will be given a copy of the anonymised and redacted interview transcript for their approval and consent before it will be used as data for analysis.

I will provide all participants with an overview of the key findings from my dissertation research.

Contact for Further information:

If you require further information, or have any questions, please contact Darren Minister: **[REDACTED EMAIL]**

My dissertation supervisor at UWTSD is Junnine Thomas-Walters: **[REDACTED EMAIL]**

Please answer the following questions by highlighting your response:

Have you read and understood the Interview Participant Information about my research?	YES	NO
---	-----	----

Do you understand that due to the continuing Covid-19 situation, interviews will be conducted and recorded via Zoom and I will be using the Zoom transcription tool?	YES	NO
--	-----	----

Have you been able to ask questions about the research and being an Interview participant?	YES	NO
--	-----	----

Have you received enough information about the research and being an Interview participant?	YES	NO
---	-----	----

Do you understand that your participation is voluntary?	YES	NO
---	-----	----

Do you understand that you are free to withdraw from the research	YES	NO
---	-----	----

- | | | |
|--|-----|----|
| <ul style="list-style-type: none"> • At any time • For any reason and/ or without giving a reason for your withdrawal? | YES | NO |
|--|-----|----|

Do you understand that participation, withdrawal or non-participation in my research will not have any impact on any current or future HEA Fellowship application or any impact on a current or future role as a HEA Fellowship assessor or mentor?	YES	NO
---	-----	----

Do you understand that by completing and signing the Interview Participant Information and Consent form you are providing written consent to participate in my research?	YES	NO
--	-----	----

Do you understand that only I and my supervisor will have access to the raw unanonymised responses?	YES	NO
---	-----	----

Your responses will be anonymised at the point of analysis. Do you give permission for myself and my supervisor to have access to, and for me to use, anonymised responses from my research in my dissertation?	YES	NO
---	-----	----

Do you understand that your data will be treated with full confidentiality and that, if published, it will not be identifiable as yours? YES NO

Do you agree to take part in my MA(Ed) Dissertation Research? YES NO

Your signature will certify that you have voluntarily decided to take part in this research project having read and understood the information in the Interview Participant Information and Consent Form. It will also certify that you have had adequate opportunity to discuss the research with Darren Minister and that all questions have been answered to your satisfaction.

Participant Name:

Participant Signature:

Date:

Thank you for taking the time to read and complete this Interview Participant Information and Consent Form.

Please return electronically via email to Darren Minister: **[REDACTED EMAIL]**

Acknowledgement: Thank you to Suzannah Pugh for sharing a Participant Information and Consent Form template.

Interview Transcript Confirmation, Approval and Consent Form

I confirm that I have read the interview transcript from the interview that I participated in for Darren Minister's MA(Ed) dissertation.

My signature confirms that I approve the transcript and I consent for it to be used in Darren Minister's MA(Ed) dissertation.

Name

Signature

Date

Appendix D: Questionnaire Questions

1. What is your full name?

Full name is required to ensure distinction between participants with the same name.

This question is included to:

- *Provide a population from which I can draw a sample for my face-to-face individual interviews.*
- *Questionnaire participants have the option to have a screenshot/ copy of their questionnaire response. By asking for the participant's name, the researcher will be able to identify the participant's questionnaire response.*
- *Participants have the right to withdraw. By asking for the participant's name, this will allow the researcher to identify and remove a particular questionnaire response if the participant chooses to withdraw.*

All data will be anonymised at the point of analysis and only anonymised and appropriately redacted data will be used in my dissertation. Only the researcher and the dissertation supervisor will see the raw unanonymised data.

Enter your answer

2. What career pathway are you currently following?

- ☐ Teaching and Scholarship Pathway
- ☐ Research Pathway
- ☐ Innovation and Engagement Pathway

☐ Other

3. What category of HEA Fellowship do you currently hold?

- ☐ Associate Fellow (AFHEA)
- ☐ Fellow (FHEA)
- ☐ Senior Fellow (SFHEA)

4. Rate each of the following statements as to how much you agree with them regarding motivating you to apply for HEA Fellowship. Please use the text box in question 5 below to include more detail.

	0 Strongly Disagree	1	2	3	4	5 Strongly Agree	N/A
Individual choice	☐	☐	☐	☐	☐	☐	☐
Colleagues gaining HEA Fellowship	☐	☐	☐	☐	☐	☐	☐
Raise individual profile	☐	☐	☐	☐	☐	☐	☐
Future employability	☐	☐	☐	☐	☐	☐	☐
Professional development	☐	☐	☐	☐	☐	☐	☐
Promotion	☐	☐	☐	☐	☐	☐	☐
Probation requirement	☐	☐	☐	☐	☐	☐	☐
Institutional/ college/ departmental strategy/ policy	☐	☐	☐	☐	☐	☐	☐
Recognition of your teaching	☐	☐	☐	☐	☐	☐	☐
Marketing	☐	☐	☐	☐	☐	☐	☐
Other (please state in text box in Question 5 below)	☐	☐	☐	☐	☐	☐	☐

5. Please use this text box to include more detail for question 4.

Enter your answer

6. Before applying for HEA Fellowship recognition, what was your perception of HEA Fellowship?
Please explain in more detail using the text box in Question 7 below.

1 = Poor Perception; 6 = Most Positive Perception

1 2 3 4 5 6
☐ ☐ ☐ ☐ ☐ ☐

7. Please use this text box to include more detail for question 6.

Enter your answer

8. After receiving HEA Fellowship recognition, what was your perception of HEA Fellowship? Please
explain in more detail using the text box in Question 9 below.

1 = Poor Perception; 6 = Most Positive Perception

1 2 3 4 5 6
☐ ☐ ☐ ☐ ☐ ☐

9. Please use this text box to include more detail for question 8.

Enter your answer

10. Have you gained HEA Fellowship at more than one category? If yes, please use the text box in Question 10 below to provide more detail.

☐ Yes

☐ No

11. Please use this text box to include more detail for question 10.

What categories of HEA Fellowship recognition have you achieved? What was your motivation in applying for a different category? What has been the impact/ influence of gaining HEA Fellowship recognition in more than one category on your teaching and learning practice?

Enter your answer

Section 2 - Impact/ Influence of HEA Fellowship

12. What level of impact/ influence overall do you feel HEA Fellowship has had on your individual teaching and learning practice? Please explain using the text box in Question 13 below.

1 = No Impact; 6 = Significant Impact

1 2 3 4 5 6
☐ ☐ ☐ ☐ ☐ ☐

13. Please use this text box to include more detail for question 12.

Enter your answer

14. To what extent do you feel HEA Fellowship has had a negative or positive impact on your teaching and learning practice? Please explain in more detail using the text box in Question 15 below.

1 = Most Negative; 6 = Most Positive

1 2 3 4 5 6
☐ ☐ ☐ ☐ ☐ ☐

15. Please use this text box to include more detail for question 14.

Enter your answer

16. Rate each of the following statements as to how much you agree or disagree with them regarding HEA Fellowship having an impact/ influence on your individual teaching and learning practice. Please use the text box in Question 17 to include more detail.

	0 Strongly Disagree	1	2	3	4	5 Strongly Agree	N/A
Recognition of your teaching practice	☐	☐	☐	☐	☐	☐	☐
Increase in professional credibility	☐	☐	☐	☐	☐	☐	☐
Boost in confidence as a teacher in HE	☐	☐	☐	☐	☐	☐	☐
Reflection on your teaching and learning practice	☐	☐	☐	☐	☐	☐	☐
Changes in your teaching and learning practice	☐	☐	☐	☐	☐	☐	☐
Pursuit of CPD	☐	☐	☐	☐	☐	☐	☐
Engagement with scholarship of teaching and learning	☐	☐	☐	☐	☐	☐	☐
Willingness to support and advise others	☐	☐	☐	☐	☐	☐	☐
Other, please use text box below to explain further	☐	☐	☐	☐	☐	☐	☐

17. Please use this text box to include more detail for question 16.

Enter your answer

18. What is your perceived value of HEA Fellowship as a teacher in Higher Education? Please explain in more detail using the text box in Question 19 below.

1 = Not Valuable; 6 = Most Valuable

1

2

3

4

5

6

☐☐☐☐☐☐

19. Please use this text box to include more detail for question 18.

Enter your answer

20. Do you have any other comments on motivation for applying for, and your perceived impact/influence of, HEA Fellowship?

Enter your answer

21. Would you be willing to take part in an individual, face-to-face, semi-structured interview?

- ☐ Yes
- ☐ No

22. Would you like a copy of your questionnaire response to be returned to you via email?

- ☐ Yes
- ☐ No

Appendix E: Interview Questions

1. How long have you been teaching in Higher Education?
2. What category of HEA Fellowship Recognition do you currently hold?
3. How long were you teaching in Higher Education before you gained HEA Fellowship Recognition?
4. What were your motivations for applying for HEA Fellowship Recognition?
5. To what extent do you feel gaining HEA Fellowship Recognition was due to your specific individual motivations or due to institutional motivations? Please explain.
6. What has been the impact/ influence of HEA Fellowship Recognition on you as a teacher and on your individual teaching and learning practice?
7. Did the reflective process of HEA Fellowship Recognition have any influence/ impact on you and your teaching and learning practice? Please explain.
8. To what extent do you feel gaining HEA Fellowship Recognition has made you feel part of a community regarding your teaching and learning practice?
9. Do you feel HEA Fellowship Recognition has more value for you as an individual teacher or for the institution? Please explain your answer.
10. What were your expectations of gaining HEA Fellowship? Were they met? Please explain your answer.
11. Do you feel HEA Fellowship Recognition has given you any kudos for you as a teacher in Higher Education and on your teaching practice? Please explain.
12. What is your view on the statement of 'HEA Fellowship Recognition being a tick box exercise for the individual, the institution or for both'? Please explain.
13. Do you wish to make any further comments on the motivation for seeking HEA Fellowship Recognition, and the perceived impact/ influence of HEA Fellowship Recognition on your individual teaching and learning practice?

Appendix F: Examples of Raw Data

Questionnaire: Question 4 Raw Data

What career pathway are you currently following?	What category of HEA Fellowship do you currently hold?	Individual choice	Colleagues gaining HEA Fellowship	Raise individual profile	Future employability	Professional development	Promotion	Probation requirement	Institutional/ college/ departmental strategy/ policy	Recognition of your teaching	Marketing	Other (please state in text box in Question 5 below)
Teaching and Scholarship Pathway	Fellow (FHEA)	4	4	5	3	5	5	5	5	4	0	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	3	5	5	5	5	5	5	4	4	N/A
Research Pathway	Associate Fellow (AFHEA)	3	3	4	5	4	4	5	4	4	1	
Teaching and Management Pathway	Fellow (FHEA)	4	N/A	N/A	2	5	N/A	N/A	3	5	N/A	N/A
Research Pathway	Fellow (FHEA)	4	1	3	4	1	3	N/A	5	2	1	N/A
Research Pathway	Fellow (FHEA)	3	2	4	4	4	3	2	2	3	2	3
Research Pathway	Fellow (FHEA)	0	0	0	2	2	3	5	5	0	0	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	2	2	2	5	2	0	0	0	0	5
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	4	4	4	4	5	N/A	2	4	2	N/A
Research Pathway	Fellow (FHEA)	3	2	0	0	0	N/A	N/A	5	0	0	5
Teaching and Scholarship Pathway	Fellow (FHEA)	2	2	4	4	5	4	N/A	4	5	2	N/A
Research Pathway	Senior Fellow (SFHEA)	5	0	2	0	3	0	0	0	4	0	0
Research Pathway	Senior Fellow (SFHEA)	5	4	5	4	5	5	3	2	4	1	
Research Pathway	Fellow (FHEA)	4	3	4	2	5	5	N/A	5	2	0	N/A

Teaching Tutor	Fellow (FHEA)	5	2	5	5	5	5	0	0	5	1	0
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	4	5	4	5	5	N/A	3	4	3	N/A
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)		0	2	2	3	5	0	3	4	0	N/A
Innovation and Engagement Pathway	Fellow (FHEA)	4	1	2	3	3	4	1	1	4	1	0
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	2	2	3	1	4	2	N/A	4	4	0	
Research Pathway	Fellow (FHEA)	4	3	4	5	4	N/A	N/A	3	4	3	N/A
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	4	4	5	3	4	5	N/A	3	5	1	
Research Pathway	Fellow (FHEA)	4	3	4	5	5	5	3	2	3	2	N/A
Teaching and Scholarship Pathway	Fellow (FHEA)	1	1	2	4	5	5	5	4	3	2	N/A
Teaching and Scholarship Pathway	Fellow (FHEA)	5	4	5	N/A	3	N/A	N/A	4	3	0	N/A
Research Pathway	Fellow (FHEA)	3	4	5	5	5	5	N/A	3	5	3	
Innovation and Engagement Pathway	Fellow (FHEA)	0	1	4	4	5	5	5	4	3	1	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	2	4	5	5	5	3	3	5	0	N/A
Research Pathway	Fellow (FHEA)	4	3	1	4	5	3	N/A	3	5	3	
Teaching and Scholarship Pathway	Fellow (FHEA)	4	1	4	4	5	5	4	4	4	1	N/A
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	3	4	5	5	5	5	5	4	3	3	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	N/A	5	N/A	4	N/A	N/A	5	4	N/A	5
Research Pathway	Fellow (FHEA)	4	4	5	5	5	5	N/A	2	5	0	

Research Pathway	Fellow (FHEA)	5	N/A	2	2	4	3	N/A	1	4	0	5
Teaching and Scholarship Pathway	Fellow (FHEA)	5		5	5	5	5	5	5	5		
Research Pathway	Fellow (FHEA)	4	4	4	4	4	5	5	4	4	0	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	3	4	4	4	3	5	N/A	N/A	4	N/A	N/A
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	3	4	4	5	4	5	5	4	3	3	N/A
Industrial Research	Fellow (FHEA)	5	3	5	5	4	5	0	2	5	0	N/A
Innovation and Engagement Pathway	Fellow (FHEA)	4	3	4	3	5	4	0	2	5	1	4
Research Pathway	Fellow (FHEA)	3	2	1	4	4	4	5	4	4	1	
Research Pathway	Fellow (FHEA)	2	2	3	3	3	3	2	5	2	1	
Research Pathway	Fellow (FHEA)	4	2	3	4	4	4	2	3	4	2	

Questionnaire: Question 16 Raw Data

What career pathway are you currently following?	What category of HEA Fellowship do you currently hold?	Recognition of your teaching practice	Increase in professional credibility	Boost in confidence as a teacher in HE	Reflection on your teaching and learning practice	Changes in your teaching and learning practice	Pursuit of CPD	Engagement with scholarship of teaching and learning	Willingness to support and advise others	Other, please use text box below to explain further
Teaching and Scholarship Pathway	Fellow (FHEA)	3	4	2	5	0	5	3	3	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	5	5	5	5	5	5	5	N/A
Research Pathway	Associate Fellow (AFHEA)	4	4	3	4	3	3	4	4	
Teaching and Management Pathway	Fellow (FHEA)	4	5	5	4	5	4	4	5	N/A
Research Pathway	Fellow (FHEA)	3	4	3	3	2	3	3	3	N/A
Research Pathway	Fellow (FHEA)	3	4	4	3	4	4	2	4	
Research Pathway	Fellow (FHEA)	0	0	0	5	4	3	4	0	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	4	5	5	5	5	3	5	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	5	5	5	5	3	4	4	N/A
Research Pathway	Fellow (FHEA)	0	0	1	0	0	0	0	5	
Teaching and Scholarship Pathway	Fellow (FHEA)	4	4	5	5	5	4	4	5	N/A
Research Pathway	Senior Fellow (SFHEA)	4	4	1	4	1	1	1	5	
Research Pathway	Senior Fellow (SFHEA)	5	5	4	5	4	4	4	4	
Research Pathway	Fellow (FHEA)	3	3	0	0	0	2	0	0	N/A
Teaching Tutor	Fellow (FHEA)	5	5	5	5	5	5	5	5	0
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	5	4	5	4	4	5	5	N/A
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	4	3	1	1	2	2	2	3	N/A

Innovation and Engagement Pathway	Fellow (FHEA)	4	4	5	5	2	4	4	2	0
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	1	3	1	3	1	3	1	5	
Research Pathway	Fellow (FHEA)	5	5	4	4	5	5	4	5	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	5	5	5	5	5	5	5	
Research Pathway	Fellow (FHEA)	4	3	4	3	3	4	3	3	N/A
Teaching and Scholarship Pathway	Fellow (FHEA)	3	1	2	3	3	5	2	3	N/A
Teaching and Scholarship Pathway	Fellow (FHEA)	4	4	3	5	3	3	3	4	N/A
Research Pathway	Fellow (FHEA)	3	4	4	5	4	5	5	3	
Innovation and Engagement Pathway	Fellow (FHEA)	5	4	5	4	3	2	2	1	
Teaching and Scholarship Pathway	Fellow (FHEA)	5	3	5	5	4	5	5	3	N/A
Research Pathway	Fellow (FHEA)	4	3	4	5	5	3	4	4	
Teaching and Scholarship Pathway	Fellow (FHEA)	4	4	4	4	4	4	4	4	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	5	5	4	5	5	5	4	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	N/A	3	5	4	4	4	3	5
Research Pathway	Fellow (FHEA)	5	4	5	5	3	4	3	5	
Research Pathway	Fellow (FHEA)	4	3	4	3	2	4	3	5	N/A
Teaching and Scholarship Pathway	Fellow (FHEA)	5	5	5	5	5	5	5	5	N/A
Research Pathway	Fellow (FHEA)	4	3	0	1	1	4	1	5	
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	5	5	3	3	3	5	4	3	0
Teaching and Scholarship Pathway	Senior Fellow (SFHEA)	3	5	4	5	5	5	5	5	N/A
Industrial Research	Fellow (FHEA)	5	4	3	4	1	3	2	4	N/A

Innovation and Engagement Pathway	Fellow (FHEA)	4	4	4	4	4	4	4	4	
Research Pathway	Fellow (FHEA)	3	4	4	5	4	4	2	3	
Research Pathway	Fellow (FHEA)	2	2	2	3	1	2	0	1	
Research Pathway	Fellow (FHEA)	4	4	4	4	4	4	4	4	

Interview Examples (Examples taken from all Five Interview Transcripts)

Interview 1

Interviewer: Okay, so question four, what were your motivations for applying for HEA Fellowship recognition?

Interviewee: So really, to prove that I, as a way to prove that I've got some teaching experience. It was more that that was my motivation for doing it. So for CVs to try and applying, um, [pause] for academic jobs, but also it forms part of research grants as well that you've got outreach. You've got teaching experience. So really, just as a marker to show that I've done it for the recognition for it was my motivation for doing it.

Interview 2

Interviewer: Thank you. So, question five. To what extent do you feel gaining HEA Fellowship recognition was due to your specific individual motivations or due to institutional motivations. Please explain.

Interviewee: Yeah, so I think largely it was down to individual motivations, um, but I am aware as well that both working in [REDACTED] University and [REDACTED] University, the universities have have been sort of quite, uh, encouraging towards staff in ensuring that they get at least the Fellowship of the HEA because it's, uh, obviously, a sign that staff have achieved qualifications in this and, um, I believe that there are some sort of [pause], um, points towards this and things like league tables in that the more universities have a certain number of people who have qualifications like Fellowship or Senior Fellowship, then this can be reflected quite well on the universities. But I would say that it was largely individual motivation to sort of further my development and also further my career.

Interview 3

Interviewer: Ok, thank you. Question six. What has been the impact or slash influence of HEA Fellowship recognition on you as a teacher and on your individual teaching and learning practice?

Interviewee: It's, it's probably now not consciously there every day. But I can say it is there every day and the influences come from, you know, the impact rather is, [pause] what I think what I think that HEA recognition does is continually remind me what I should be looking at nothing seems to slip, because you're addressing all of the factors and values obviously, that are covered and, you know, in the, the, um, standards. It's constantly there all the time and you're equally looking at all areas of teaching, so it's not just deliverance, it is assessment, it is feedback, it is, um, you know, equally looking at all of those things. And certainly on a day to day basis, that's pretty much where it started, I would say that that was my, um, sort of influences every day. But going forward now and the involvement I do have, it's the learning from everyone else. It's, um, constantly speaking to others that are perhaps, you know, going for their application or then assessing application that has an impact on going from certainly

with what I learn and how perhaps I can, I can use that going forward. Um, yeah, definitely, I'd say that

Interview 4

Interviewer: Okay, thank you. Question seven, did the reflective process of HEA Fellowship recognition have any influence impact on you and your teaching and learning practice? Please explain.

Interviewee: Yes, I I think it did, because it made me think more about how I do things and reflecting on those. Um, and also you know probably made me think more at looking at what I do from from the outside and looking inwards like a student would probably. Um, because without reflection I suppose you you don't really think it through, and what could have been done better. But by by having that I think that was really useful and and that was useful in completing the application because rather than just writing or this is what I did and how I did it. It asked you to think more about how did you do that and do you think it worked and that sort of thing, which I think has carried over now into the rest of my teacher design and delivery. So yeah, I think reflection is always a useful thing and it worked really well.

Interview 5

Interviewer: Okay. Thank you. Question eight. Uh, to what extent do you feel gaining HEA Fellowship recognition has made you feel part of a community regarding your teaching and learning practice?

Interviewee: [PAUSE] I, I don't know if it's made me sort of a part of a community where perhaps your sort of professional networks have been extended as a result. I, I mean, whether it's a community where we all take a similar approach because of the fellowship process, as in constantly reflecting looking at different ways or innovative ways to teach and that, you know, from the fellowship process. That's the way we all think, I, I, I don't think I've joined a community. I don't know whether I am interpreting the question correctly, but I'm just assuming when you mean community that you've joined a group of people and you're all collaborating and sharing ideas.

Interviewer: Um yeah, I suppose as well, as you feel part of a community having gained HEA Fellowship recognition [cough].

Interviewee: Um [PAUSE], I, I do think that there is, it's, it's almost like, um, a stamp, a quality stamp, that if you've got fellowship or senior fellowship and I could compare, there we are, I compare it to my chartered status with [REDACTED – referred to a specific discipline]. So when I was training to be an [REDACTED – referred to a specific discipline], when I was doing exams, even though there's other sort of like [REDACTED – referred to a specific discipline] bodies, um, it, it's hard to explain, until your chartered status with the correct professional bodies, then, I'm not knocking the others, I'm trying to be polite, it's almost like you don't get recognized, and when you apply for job vacancies, they always ask, um, if, you're at, well, one of the requirements are, are you a member the Chartered Certified [REDACTED – referred to a specific discipline] bodies? Because if you're not then you wouldn't be able to

apply for the job. I found when I have looked at different jobs for academia, um, they are doing exactly the same. I'm noticing now that there's been a change within higher education, but if you were to go for a job that if you've got senior fellowship in particular, um, that's like it's, the way they word it in a job vacancy is almost seen as you're elite. Whereas, if you've got fellowship, it's like oh my gosh that's that's amazing. So I would definitely say that it's on par, um, it's, it's, well yes like a professional sort of status, then that, are you a lecturer? Yeah. Well have you got fellowship? Yeah. Oh alright okay. Does, does that make sense? I don't know if I explained it appropriately, but.

Interviewer: Yep, that's Okay, thank you.

Interview 1

Interviewer: Okay. Question nine. Do you feel HEA Fellowship recognition has more value for you as an individual teacher or for the, [pause] sorry [pause], or for the institution? Again, if you could please explain your answer. Interviewee: That's, yeah I'm struggling with this one, to me I'm not really thinking about it's an institutional level, I suppose, the more people they've got with it helps. But to me, the benefits very much been for me in my teaching rather than institutional level. I know it's gonna, it's been something the institute can point to, but yeah the benefit, I think really is quite personal and you know in my teaching rather than just the institute as a whole.

Interview 2

Interviewer: Okay, thank you. Question 10. What were your expectations of gaining HEA Fellowship? Were they met? and please explain yourself.

Interviewee: Um, I don't think I really had any specific expectations in the way of gaining HEA Fellowship and this was something which I did so, in terms of Fellowship, this is what I did in [REDACTED] University, um, and, um, I think at the time I felt that, um, the process, it was a good process. It was something which, um, was developed in a sort of a modular process over two years and obviously, if I was thinking about, um, somebody becoming a teacher by gaining their PGCE they'd maybe go into one year of quite intense masters education, whereas with doing a PGCTHE or, you know, or equivalent title in different places where, um, this is conducted obviously, sort of, on a less than part time basis is on a on a less frequent basis, uh, over two years. So I obviously felt that that was relatively comparable then in terms of thinking about gaining the qualification of this nature. Uh, obviously, a lot of the work that was done to gain Fellowship was something which was, uh, part of my daily role anyway, so you know this, the way in which it was set up was was good in that it was sort of reflective and building on, um, activities that I was doing as part of my my daily role, in helping me then to understand more about my teaching and reflect on that and and build in new ideas to that as well and even conduct some research into that too. So, I think, uh, in terms of the expectations, um, I think, yeah, the course, um, you know, was as I expected in terms of the, the nature of the course, um, maybe I felt that it could have been maybe it wasn't as difficult as I thought it was it was going to be, because maybe I felt that, they would, there was the need for sort of more engagement on theory or more engagement on what is, uh, teaching practice which there was to an extent,

but I felt maybe that that was something that I would have needed to explore more as part of the process. Um, so yeah, I think the expectations were met. Uh, um, if anything, I felt that may be, yeah, that the process was possibly going to be a bit more demanding on my time than it than it actually was. If I think about the Senior Fellowship process as well, then obviously it was slightly different, because I went through the application approach and, um, I think, yeah, the expectations, there were certainly met in terms of it wasn't much more of a demanding process in terms of engaging with theory and understanding more about, um, how teaching practices influence in that way, but also the aspect of leadership then was obviously very important for the Senior Fellowship as a, um um, qualification, um, but through the support that I had from that, you know, this was something which was able to help me meet the expectations of the, uh, Senior Fellowship level.

Interview 3

Interviewer: And question eleven. Do you feel HEA Fellowship recognition has given you any kudos for you as a teacher in higher education and on your teaching practice? Please explain.

Interviewee: I don't know about the first part of that question. Um I said, you know, because I don't, I don't know what how I would measure that, um, but certainly on my teaching practice. I definitely think it does, and probably, for all the reasons I've said because, you know, it, it's a constant, it becomes a constant in what you do. So, um, definitely on teaching practice, I, I, I do think so. But I don't know how I would measure whether there's any kudos, um, you know, for me, within you know within that sort of environment, I don't know. Um, but yes, certainly I think the values then sit when you're looking at your teaching practices and I, I think and I don't know whether it be right in saying this, but I think as you become more experienced with with the values and the principles of HEA then it it's sometimes, um, it's sometimes.

Interview 4

Interviewer: Thank you, uh, question 12. What is your view on the statement of HEA Fellowship recognition being a tick box exercise for the individual, the institution or for both? Please explain.

Interviewee: Yeah, I think with that, for the individual then I think you get out what you put in. Um, that might be a nice little quote for you actually, I think you do you, you get out what you put in. If you see it as a tick box exercise and you go along to the session and you fill the form in in a way that you just looking to tick the box and you're only genning up on the areas and thinking to yourself, well, once I've done that, then I won't ever need to think about this stuff again, then yes, you know it would be a sad thing really because I think there is more people can get out of it, than if they treated like that. Um, in terms of the institution, ooh tick box exercise for the institution, I suppose, again, it comes down to what the individual puts in. I mean the institution is just going to count numbers of people who've got the various levels of fellowship and they won't know from those numbers, whether the people treated it as a tick box or whether they put some effort in and, um, want to use it in an ongoing way. So I think it's really about what goes into it will be what what comes out of it, and perhaps more could be done, um, by individual line managers, perhaps, to encourage their staff members to value it as

this is something that's worth doing, and not just a thing to get the qualification and then forget you ever did it. Yeah, that, I think, does that make sense. I think that's what I think. Yeah.

Interview 5

Interviewer: Okay, thank you. And final question. Question 13. Do you wish to make any further comments on the motivation for seeking HEA Fellowship recognition and the perceived impact slash influence of HEA Fellowship recognition on your individual teaching and learning practice?

Interviewee: Um, I think the only thing I'd say to to that question, um, in terms of comments, I mean, when you think about motivations, um, I do think there will be some that will because of the way the institution's promotion, sort of, policy is I I I do think for some individuals, they would just do it just to get through to get the promotion, they wouldn't see the value from it. Um, for me, um, I just think that it is a crucial sort of part of your role within teacher, teaching, because it, like I say, it does force you to think about your approach to teaching, and is there ways that you can improve.

Appendix G: Questionnaire Thematic Analysis Code Book

	Theme	Definition	Description	Code	Examples (Participant)
1	Institutional Agendas	How HEA Fellowship is perceived by participants from an institutional perspective.	Responses provided by participants that relate to institutional and national agendas in relation to HEA Fellowship	Institutional motivations; Institutional requirement; Probation, career progression and promotion; Institutional drive to increase FHEA and SFHEA; Modern context of HE, KPIs and TEF; A mark of quality of teaching for teacher and institution; status of teaching vs status of research; raise institution's profile; Institutional Quantitative; Perceived as important by employer; more valued by individual; institution’s external profile; should be promoted as personal development rather than tick box of promotion and probation; Institution pitch can make it seem like a tick box; more valuable to institution to evidence quality; expectation of having HEA fellowship; delicate balance between individual and institutional motivations; Institutional support and Senior Management support essential for Fellowship's continued value	“University expected us to apply, but I could see the benefits.” (5) / “It was an institutional requirement and I had no choice in the matter.” (7) / “The principal reason was promotion.” (14) / I was required to pursue Fellowship (through completion of the PGCert) to pass probation.” (40) / “I do believe with increasing emphasis on TEF and as a ‘marketing tool’ for the Uni, there will be increasing pressure on academic staff to pursue the fellowship.” (24) / “I think it is really important for colleagues on a Teaching enhanced pathway to have this recognition...” (21) / “I understand from the outset HEA Fellowship has been part of a neo-liberal attempt to “professionalize” the academic workforce,...” (10) / “Teaching sometimes can be seen as less important than research yet, it is our ‘bread and butter’ and it needs to be done to a high standard.” (27) / “I had not heard about it before the scheme was advertised and promoted by the university.” (38)
2	Status of HEA Fellowship	How HEA Fellowship is perceived in relation to its status	How HEA Fellowship is perceived in comparison to other qualifications and professional bodies. This can be linked to the route taken to HEA Fellowship, and HEA Fellowship’s status nationally, within the institution and personally	Previously completed PGCE (Compulsory Education); Linked to practice and reflection used to in secondary education; Route to HEA Fellowship (Direct); Route to Fellowship (PGCert); routes to fellowship vary amongst institutions; the difference in status between a PGCE/PGCert and Fellowship; Fellowship is experiential rather than teaching something new; professional body registration and discipline background; Credibility from PGCE and Professional Clinical background; HEA fellowship as an alternative to PGCert; feeling of fellowship’s essentialness in HE; Fellowship accessible for those who don't have or aren't studying for a PGCert; expectation of having HEA fellowship; Reference to Tiers (i.e. categories); Principle of a professional qualification; use of phrase qualification; status as a professional; value within profession; recognition of teaching practice rather than a qualification; universities increasingly expecting academics to hold HEA Fellowship; valuable as more colleagues gaining Fellowship; distinction made between those who are gaining Fellowship as they are innovative and committed teachers and those who go through process for institutional reasons e.g. probation / professional review; Broader recognition needed; lacks visibility on a day-to-day basis; Should be mandatory for teachers in HE; value watered down as fellowship linked to promotion and accumulation of higher number of staff who hold fellowship; Professional teaching qualification more valuable; how recognised is fellowship outside UK?; value	“I had done a PGCE years ago and the importance of CPD and self reflection was impressed upon me then by mu [my] trainers...” (8) / “Automatic award under my PGtHE pathway ...” (29) / “I applied through the external route as an internal route did not exist at [REDACTED] University at the time.” (42) / “I was aware before applying for a Fellowship of the importance of the status.” (13) / “If that was the case and Fellowship became normalised then I'm not sure whether this would discredit the status of Fellowship and the good work being done by innovative teachers or not.” (15) / “The process I was required to go through to apply for Senior Fellowship, the [REDACTED] University route, felt quite difficult and convoluted, not very user-focused or friendly, compared with what I had experienced at my previous institution in a post-92 university in England.” (17) / “...I am currently doing the PGCert and I think that's having a much greater impact on my teaching.” (25) / “The PG Cert HE course was very influential...” (26) / “I had to prepare assignments during my PGCert training which inspired improvements of my own teaching practice. For instance I introduced a new assignment in one of my modules that involved the preparation of an individual poster followed by students group discussions. The HEA fellowship itself hasn't impacted on my teaching.” (41) / “I feel more professional!” (8) / “Overall, the recognition and professional credibility comes from my professional clinical background and achievement of my PGCE qualification...” (23) / “I find the HEA Fellowship valuable as it is a mandatory qualification in most HE institutions.” (3) / “The tiered system of Associate Fellow to Principal Fellow is a good system in motivating staff to continue to seek improvement and know that they can improve their skills in seeking to achieve a higher status” (13) / “I don't feel that it has impacted particularly on my

				diminished the more people who achieve fellowship; expectation of having HEA fellowship; More than a badge; generic standards irrelevant of discipline; Senior colleagues and professors don't have fellowship = question the value	practice - I was accredited for things that I would have done anyway to improve my programme.” (15)” / I recognise the benefit of achieving this fellowship as a way to enhance my career trajectory within Higher Education. However, outside of working in HEI's this really doesn't enhance career prospects. Other organisations require a formal teaching qualification such as a PGCE and will not consider HEA Fellowship instead of this, so sometimes the perception can be "what is the point?" We have to undertake a significant amount of work in order to obtain our PGCE's in the first place, then the additional 'burden' to achieve this on top of the professional teaching qualification can make this a least favourable option for a number of individuals. Having also chatted to a number of my colleagues who have and do not have Fellowship status, this appears to be the perception of the vast majority of them. With comments such as it feels like a tick box exercise in order to help you get promotion, when we already have internationally recognised formal teaching qualifications such as the PGCE.” (23)
3	Personal Motivations	Participants’ personal motivations for seeking HEA Fellowship	The personal and individual reasons that motivated participants to seek HEA Fellowship.	Personal Motivation; motivated by CPD; Career progression and promotion; gaining HEA Fellowship status; Leading by example Future employability; Recognition for teaching important for academics to gain; A mark of quality of teaching for teacher and institution; Boost profile; Post nominal letters; External recognition of teaching; already held a category of Fellowship; understand reasons for pushing HEA Fellowship; hadn't thought about it until taking up lecturer role; Individual status; fellowship linked to teaching pathway; Role and context within HE; professional body registration and discipline background; status as a professional; motivations vary by individual; Length of Service	“Having taken this position I felt obligated to lead by example and seek HEA Fellowship myself.” (10) / “The principal reason was promotion.” (14) / “At the time I was considering applying for promotion, and Senior Fellowship was a requirement to move to AP [Associate Professor].” (17) / “I decided to get the HEA to improve my teaching skills and to be sure that future employers would recognise them.” (20) / “I applied for the status of Fellow of the HEA to achieve recognition of my teaching, but also part of my application for promotion to Associate Professor.” (42) / “Seen as the key recognition of teaching excellence.” (11) / “I now see that acquiring the FHEA status gives the individual certain status...” (24) / “I think the motivations of individuals is various.” (42) / “National recognition for teaching and learning methods and continuous improvement process (and more letters after your name helping to boost profile.” (15) /
4	Change and Innovation	HEA Fellowship’s impact on participants’ as teachers and their teaching practice	How HEA Fellowship has impacted on participants’ as teachers and on their teaching practice particularly those impacts that have led to innovation and change in teaching practice	CPD, skills development and develop teaching practice; No impact on professional activities; Habitual application of UKPSF dimensions and principles; Positive aspects for the individual; Development of pedagogical theory; student centredness; Improve quality of teaching; Average impact; Not impacted on practice; smaller changes; Application reflected practice; no changes to teaching practice; prompted to make changes; individual pedagogic research TEL awareness; Knowledge and understanding of teaching in HE; Motivation to innovate and change teaching practice; familiarisation with pedagogical literature; status as a professional; structure and benchmarking; Greater awareness of facilities and teaching support; more valued by individual	“To be honest I don't feel that it impacted on my professional activities.” (5) / “...I think about the UKPSF ALL THE TIME now (haha). It informs how I think about module design, my feedback, my classroom environment...” (8) / “It enhances my teaching by having the understanding of the HEA structure.” (4) / “No drastic changes but writing the reflective essay helped me to evaluate things I have done and to consolidate my ideas for the future.” (24) / “It has,perhaps, given me more of an insight into the benefits of TEL.” (31) / “I have given a neutral answer since it has not affected my practice either positively or negatively.” (10) / “It has also made me more likely to engage with pedagogic research.” (21) / “Has definitely made me much more reflective as a teacher and that has manifested itself in me driving forward a range of pedagogical interventions since gaining SF...” (9) / “I feel like I am much more informed on my own teaching and learning practice whilst and since gaining Fellowship...” (15) / “I am more aware of my own teaching methods/style and how it is impacting the students and their learning experience...” (15)
5	Reflection	How HEA Fellowship allowed participants	How HEA Fellowship encouraged or	Reflecting on teaching practice and type of teacher they are; leads to changes in teaching practice; identify what doing well; Individual Qualitative Impact; appreciation of achievements;	“It was more a case that I explored what I was already doing through the requirement to reflect. Changes made to teaching were not due to fellowship.” (1) / “The main impact is that it has encouraged me to reflect on my teaching

		to an opportunity to reflect	allowed participants to develop their reflection skills and/ or reflect on their teaching practice	changes to teaching practice not due to fellowship; develops and enhances teaching practice More informed on own teaching practice; reflective process allowed evaluation of current practice for future; Question teaching approach	practice. As a result of that it has probably resulted in a wide range of smaller changes.” (7) / “Has definitely made me much more reflective as a teacher...” (9) / “My application simply reflected my practice. It has not led me to change my practice.” (10) / “Encouraged a more reflective approach.” (11) / “No drastic changes but writing the reflective essay helped me to evaluate things I have done and to consolidate my ideas for the future.” (24) / “For me, the importance of the Fellowship was in relation to reflection.” (27) / “The fellowship application invites candidates to reflect upon their career as a whole.” (28) / “It made me stop and reflect on what I have achieved and areas where I could focus on developing.” (37) / “It has led me to reflect more systematically with my approach to teaching and encouraged a greater familiarisation with the pedagogical literature.” (42)
6	Quality	How HEA Fellowship is linked to quality and standards within HE teaching	Participants’ linking of HEA Fellowship to quality issues, standards and the principles and dimensions of the UKPSF	Professional Practices and standards; Recognition for teaching and teaching excellence; A mark of quality of teaching for teacher and institution; status of teaching vs status of research; raise profile of teaching; Increased in prominence; national scheme; Professional body status; Good achievement to gain; more people gain fellowship could discredit status of fellowship and those innovating; A means of differentiation between teachers; Proud of gaining HEA Fellowship; Individual status; boost in confidence in practice; milestone in teaching career; Poor indicator of quality of teaching; portable status of fellowship; going through the process demystified it; Provides a structure and framework; Awareness of professional standards and good practice; Role and context within HE; Dimensions and principles of UKPSF; professional body registration and discipline background; adhering to standards; Little impact; useful for those new to reflecting on their teaching; status as a professional; No discernible impact; No negative impact; systematic approach to teaching; not all aspects been continued; generic standards irrelevant of discipline	“It has showed me the right way of mapping my teaching to the UKPSF, ensuring my teaching quality is consistent and up to highest standard.” (2) / “Structured approach, benchmarking against professional standards and community of practice.” (11) / “I think I am more explicitly aware of the knowledge and values indicators when I am planning teaching.” (21) / “to maintain high standards.” (26) / “It has given me confidence in my teaching and also a framework to pin my future teaching on.” (32) / “The professional recognition/credibility aspect is unimportant to me.” (7) / “It provides recognition of some minimum level of competence that can be recognised by others in the sector (including potential employers).” (40) / “It appears more important for the university to evidence the quality of teaching. The value to the teacher is relatively low.” (38) / “The recognition of my teaching within the HE sector.” (37) / “I think it is good that the HEA Fellowship offers/relies on generic descriptors of what it means to be a professional academic, irrespective of discipline.” (12) / “National recognition for teaching and learning methods and continuous improvement process (and more letters after your name helping to boost profile).” (15)
7	Prior Understanding	Participants understanding and knowledge of HEA Fellowship, particularly before starting their application	Participants’ knowledge and understanding of HEA Fellowship before they began the process of making an application	Expected bespoke insight into teaching; Conflicting views of HEA Fellowship; Limited understanding of HEA Fellowship at point of starting; Route to HEA Fellowship (Direct) well informed; Did not know about Fellowship before starting PGCert; Initially didn't see it as a benefit or positive experience; limited knowledge of fellowship before institutional promotion; limited knowledge of fellowship and what it entailed; Positive perception	“Before applying, I expected more bespoke insight into my teaching.” (2) / “I didn't really know much about it before applying - it was something that was mentioned briefly but not in particular depth in meetings etc.” (5) / “I initially wrote my application to apply directly to the HEA, before the introduction of the SAR, so I was quite well informed about this.” (16) / “I honestly did not know the existence before starting the PGCert.” (20) / “I understood the reasons for pushing HEA Fellowship but I initially didn't see it as a positive experience, or see how I would benefit from it.” (25) / “A more appropriate question would have been "what was your knowledge of HEA before applying?" I don't think i had a perception because I know very little about it.” (26) / “I had not heard about it before the scheme was advertised and promoted by the university.” (38) / “I had a positive perception of HEA Fellowship. I applied through the external route as an internal route did not exist at [REDACTED] University at that time.”

					(42) / “held another category of Fellowship; hadn't thought about it until taking up lecturer role.” (40)
8	Tick Box	The perception that HEA Fellowship can be a tick box or paper exercise	HEA Fellowship can be seen as a ‘tick box’ or ‘paper’ exercise whether this is in general or in making an application	Tick box exercise with little practical benefit; Senior colleagues and professors don't have fellowship = question the value; SFHEA paper exercise and more administrative; tick box approach would devalue fellowship; ticking CPD box; should be promoted as personal development rather than tick box of promotion and probation; Institution’s pitch can make it seem like a tick box; hoop to jump through	“However I did feel it was another tick box for the university to achieve TEF accolade.” (36) / “I expected that HEA application to be time-consuming and worried about juggling the demands of the application with research and teaching. I feared that it might be a rather dull "box-ticking" exercise.” (28) / “I thought it was likely a box-ticking exercise, and I'm afraid that I still do.” (14) / “From what I had heard from colleagues, it was mostly a ‘tick-box’ exercise with little practical benefit.” (7) / “With comments such as it feels like a tick box exercise in order to help you get promotion, when we already have internationally recognised formal teaching qualifications such as the PGCE.” (23) / “My Senior Fellowship felt more like a paper exercise, and, as I have said before, the process was awkward and unwieldy.” (17) / “Often feels the organisation pushes that this is a tick box exercise for their status rather than supporting the academic to achieve excellence in teaching.” (29) / “I would though say that I think we need to be careful to sell the HEA process as one that is about personal development and growth rather than a mere 'tick box' for probation or promotion.” (27) / “Whether it is truly valued (on an institutional way) is yet to be seen. It's also important that it doesn't just become a tick box exercise. I worked hard for my PGCE and for the HEA, so I would hate for it to be devalued.” (8) / “just didn't find that the HEA fellowship had any impact on these activities -- it was a one-off hoop to jump through, rather than an active community.” (14)
9	Workload	Participants’ workload is a consideration when making an application for HEA Fellowship	Participants’ consideration of their workload in deciding to start the HEA Fellowship application process	time-consuming; A lot of preparation; workload balance fears when starting application process	“I expected that HEA application to be time-consuming and worried about juggling the demands of the application with research and teaching.” (28) / “However, the course was not well-organised and it was unnecessarily time-consuming.” (7) / “My main criticism of the process is that mapping the UKPSF is quite tedious. I can understand why the fellowship is organised in this way (after all, there has to be some kind of benchmarking), but I found this side of the application rather frustrating.” (28) / “As we are teaching on commissioned programmes often 9-5 Monday to Friday within [REDACTED], we are not released for times to allow us to develop our teaching further. This would need to be undertaken on evenings and weekends which we already have to mark work due to heavy teaching commitments.” (29) / “I feared that the process would be time-consuming and bureaucratic. However, it turned out that the fellowship application provided a space for valuable reflection upon my teaching practice, which prompted me to recognise my strengths and weaknesses as a teacher.” (28) / “I'd like to apply for senior fellowship but finding the time as a programme director is actually quite difficult. As I'm on the research route, it's not a requirement for any promotion so that makes it less urgent.” (33) / “Would like to work towards my Senior fellow, but when commissioned programmes deliver teaching 9-5 Mon to Fri, this prevents time in work time to undertake this.” (29) /

10	Impact on Peers and Colleagues	How gaining HEA Fellowship has led to participants having an impact on their peers and colleagues	The different ways in which participants have had an impact on their peers and colleagues after gaining HEA Fellowship	Contributing to assessing and mentoring; common ground amongst those who have gained fellowship; value of sharing ideas with colleagues; Boost in confidence in teaching practice and ability to support colleagues; Becoming part of a community of practice; Community development; Recognition from peers and colleagues; not an active community; sharing of teaching practices and approaches	“I am aware that others, especailly new academics to the university, will see me as a resources so I have tried to maintain the level of engagement with pegagogical study.” (16) / “However, assessing other applications and mentoring other applicants has shown me a range of other ideas to try.” (33) / “In my role as an assessor I have also been exposed to other approaches and best practice in teaching.” (42) / “sharing of best practices with colleagues across the university.” (42) / “I feel it's made me part of the teaching community in my institution which is difficult sometimes as a researcher.” (33) / “...identifying like minded colleagues and easier sharing of practice.” (31) / “I feel that I have been recognised both within the College and across the University.” (30) / “Structured approach, benchmarking against professional standards and community of practice.” (11) / “Develops a community that can learn from each other and share ideas.” (4) / “...and I am now very willing to support and advise others have gone through the process.” (10) / “...I have always been willing to help and give advice to others based on my own training and experiences - and now I have the badge to prove it!” (15) / “It provides access to a community of like-minded teachers who strive to improve their own practices.” (40)
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Appendix H: Interviews Thematic Analysis Code Book

	Theme	Definition	Description	Codes	Examples (Interview and Line Number)
1	Validation	The meaning of HEA Fellowship to teaching and teaching practice.	How participants feel about HEA Fellowship and gaining HEA Fellowship and what it means to them in relation to them as teachers and their teaching practice in HE	Validation as Proof; Employability and Career progression; Recognition as a teacher; Recognition of Teaching Practice; Concrete; Unspoken understanding of what HEA Fellowship is/ means; Competence and quality; Formalizing approach; Applying values and principles; Public recognition of having Fellowship; Quality of teaching; Status with peers and colleagues; Status with department; Quality enhancement for teaching; Maintaining quality and excellence; Structure and consistent approach amongst teachers; Comparison to professional body charters etc; Fellowship is respected and holds value for employers; Milestone in career; Respect from students; Standard of teaching; Sense of achievement	“... to prove that I, as a way to prove that I've got some teaching experience” (Interview 1, line 13) / “It was more that that was my motivation for doing it. So for CVs to try and applying, um, [pause] for academic jobs, but also it forms part of research grants as well that you've got outreach. You've got teaching experience” (<i>Interview 1, Line 13-15</i>) / “So really, just as a marker to show that I've done it for the recognition for it was my motivation for doing it” (<i>Interview 1, Line 16-17</i>) / “...I wanted to gain my fellowship as early as possible within my career. So while I was a PhD student, um, which was at [REDACTED] University, I also then started the process to gain, um, Fellowship of the HEA so that I went through the two year process of, uh, gaining Fellowship for that, because I felt it would be important to help me to get a job at the end of me completing my PhD and looking to go into a lectureship position” (<i>Interview 2, Line 33-38</i>) / “...a sort of a wider then influence of having a HEA Fellowship in that's, what both, I think in [REDACTED] and where I worked before in [REDACTED] the names of people at different levels of Fellowship get to put on the website” (<i>Interview 2, Line 139-141</i>) / “...the university is an institution of quality teaching...” (<i>Interview 2, Line 165-166</i>) / “...sort of extra added quality it offers to the university and then to teaching...” (<i>Interview 3, Line 21-22</i>) / “...again as that daily reminder of why we're doing it and that daily reminder to, um, maintain the quality of what we do and the excellence of what we, um, do.” (<i>Interview 3, Line 79-81</i>) / “...I do think that there is, it's, it's almost like, um, a stamp, a quality stamp, that if you've got fellowship or senior fellowship and I could compare, there we are, I compare it to my chartered status with [REDACTED – referred to a specific discipline].” (<i>Interview 5, Line 141-143</i>)
2	Status of HEA Fellowship	How the status of HEA Fellowship is interpreted	Participants interpreted the status of HEA Fellowship in different ways, for example as ‘recognition’, a ‘qualification’, ‘professional status’	Prominence of Research Degree requirement to teach in HE; Use of phrase ‘qualification’ rather than recognition; PGCert Route to Fellowship; Impact/ influence can be influenced by route to Fellowship e.g. PGCert; Route to HEA Fellowship; Public recognition of having Fellowship; Acknowledged by peers; Route to HEA Fellowship compared with PGCE in compulsory education; Experiential nature of Fellowship; Fellowship possibly secondary to PGCert; Phrase of ‘Professional Status’ instead of recognition; Comparison to passing an exam (implying qualification)	“And also, it'd be important as well in, you know, in ensuring that I developed, um, qualification for myself to teach in higher education because it always kind of amazes me that, um, you know, the one main qualification that we tend to ask lecturers to have is quite often to have a PhD, which is a research focused qualification, and people get employed as as lecturers or your other roles within the university based on having a research qualification and there's no demand for having a teaching qualification” (<i>Interview 2, Line 27-33</i>) / “But also in making sure that you know I had qualifications, um, to support and to show the fact that I could be a lecturer in higher education...” (<i>Interview 2, Line 38-40</i>) / “...obviously the route that I took, I probably didn't have as much knowledge or understanding about HEA as I do now...” (<i>Interview 3, Line 102-103</i>) / “...I think I did, um, benefit from, uh from from getting the fellowship and I suppose I did want it as well, to be seen as I've got the qualification now...” (<i>Interview 4, Line 120-121</i>) / “...I do think that there is, it's, it's almost like, um, a stamp, a quality stamp, that if you've got fellowship or senior fellowship and I could

					compare, there we are, I compare it to my chartered status with [REDACTED – referred to a specific discipline].” (<i>Interview 5, Line 141-143</i>)
3	Personal context	Participants’ individual context and circumstances	How the individual context and circumstances of participants influenced their motivations	Individual motivations; Personal motivations; Promotion; Length of experience and role and context teaching in HE; Career Development/ progression; Expectation to hold Fellowship if a lecturer in HE; Motivations can change as they progress through Fellowship application process; Already had FHEA when applied for SFHEA; Role and context in HE; Motivations dependent on category of Fellowship; Different routes to HEA Fellowship	“It was, it was my motivations definitely in fact I had to push a little bit because I was a post doc, well still a post doc researcher.” (<i>Interview 1, Line 20-21</i>) / “So for CVs to try and applying, um, [pause] for academic jobs, but also it forms part of research grants as well that you've got outreach.” (<i>Interview 1, Line 14-15</i>) / “Um well, I guess if I can distinguish between the fellowship and the senior fellowship.” (<i>Interview 2, Line 25-26</i>) / “...the values that it holds and the principles of it matter a lot of what I feel about education anyway” (<i>Interview 3, Line 23-24</i>) / “...I suppose my initial motivation was that it was encouraged by the institution but it balanced out more then when I saw that this is actually a good thing.” (<i>Interview 4, Line 54-56</i>)
4	Structural and Wider Context	Institutional and wider societal context and circumstances	How institutional and wider contexts and circumstances influenced participants’ motivations	Management/ Line manager/ Supportive environment; Structuring and framing of HEA Fellowship in institutional promotions and job applications; Institutional motivation; Peers and colleagues influence; Motivations dependent on category of Fellowship; Link to route to Fellowship; Job applications; Expectation to hold Fellowship if a lecturer in HE; Role and context in HE; Modern Context of HE i.e. marketisation and league tables, TEF; Quality of Education; Quality enhancement for institution; Quality enhancement for teaching; Workload balance	“...so it's very much I knew other people that had got it.” (<i>Interview 1, Line 23</i>) / “And my line manager encouraged me a bit...” (<i>Interview 1, Line 23-24</i>) / “Um, for Senior Fellowship, I think that was more driven by the fact that, uh, I wanted to further my career and I know that it's the criteria for, uh um, Senior lectureship or even to become an Associate Professor. So, um, I went for the Senior Fellowship, because I felt that there would be something that would be useful in enhancing my application for promotion” (<i>Interview 2, Line 41-44</i>) / “...I believe that there are some sort of [pause], um, points towards this and things like league tables in that the more universities have a certain number of people who have qualifications like Fellowship or Senior Fellowship, then this can be reflected quite well on the universities.” (<i>Interview 2, Line 56-59</i>) / “I could see that there would be benefits for myself in developing my teaching style, particularly as I was moving from just the odd lecture here and there to actually leading modules.” (<i>Interview 3, Line 33-35</i>) / “...I could see that it wasn't going to be a massively huge, complicated thing.” (<i>Interview 4, Line 52-53</i>) / “So I'm not sure which would be more or less, because I think for the institution, let's say, it's a really good thing for the institution to be able to say, oh we have this number or this proportion of our lecturers, senior lectures and upwards who've got, you know, the various levels of Fellowship.” (<i>Interview 4, Line 104-107</i>) / “So if you refine your teaching skills, who's gonna, you know, sort of receive the benefit of that, well, students, firstly, secondly feedback scores, feedback scores feed into league tables, league tables help the institution.” (<i>Interview 5, Line 168-170</i>)
5	Variability of Perceptions & Expectations	The variety of perceptions and expectations of HEA Fellowship	The variety of perceptions and expectations of HEA Fellowship held by participants	Perception influenced by motivations; Process can change perceptions; Perception not necessarily reality; Level of support can influence perceptions of Fellowship; Balance with workload; How HEA Fellowship is framed, presented and pitched can have an influence on how it is perceived; No clear expectations;	“...even if even if you're already going through that process it's so good to go through and actually formalize how you're reflecting on practice that's not a tick box exercise to me.” (<i>Interview 1, Line 98-100</i>) / “It makes you better than you were anyway because you keep applying these principles, all the way through. That to me is not a tick box exercise.” (<i>Interview 1, Line 100-102</i>) / “...but I am aware as well that both working in [REDACTED] University and [REDACTED] University, the universities have have been sort of quite, uh, encouraging towards staff in ensuring that they get at least the Fellowship of the

				Expectations met more with SFHEA; Expectations met; Dependent on route to HEA Fellowship; Expectations clearer after gaining Fellowship; Understanding of HEA Fellowship is important in creating expectations; Unsure of expectations; Perceptions may change before and after gaining Fellowship; Not a tick box; Role and context within HE dependent; A known statement that it can be seen as a tick box; It being a Tick Box is an opinion/ view held by others; Individual perception of tick box and how they approach fellowship; Get out what you put in; Fellowship has potential to offer a lot more than a tick box; Tick box not necessarily the experience of those who have achieved Fellowship; Structure of HEA Fellowship application does discourage a tick box approach	HEA because it's, uh, obviously, a sign that staff have achieved qualifications in this..." (Interview 2, Line 52-56) / "Um, I don't think I really had any specific expectations in the way of gaining HEA Fellowship and this was something which I did so, in terms of Fellowship, this is what I did in [REDACTED] University, um, and, um, I think at the time I felt that, um, the process, it was a good process." (Interview 2, Line 175-178) / "...so, retro, retrospectively, um, you know any expectations I've had since then have been met, but I guess, in all honesty I didn't have, you know, as much understanding as when I started when I was going through that process as I do now." (Interview , Line 103-106) / "I'm not quite sure what my expectations were" (Interview 4, Line 117) / "...for the individual then I think you get out what you put in" (Interview 4, Line 147) / "Um, I respected, um, the sort of goalposts that they wanted you to meet in order to get fellowship or senior fellowship. Um, I think that naturally gets you thinking, well, this isn't the paper, you know, this isn't a form filling exercise" (Interview 5, Line 192-195) / "So I think it's excellent personally that the HEA have structured it in that way because sometimes some individuals will think, oh it's an exam, if I get a model answer now, if I just copy the model answer, I'm going to get it. It's very clever the way they've done it because, again, coming back to my other comments, it's a win win isn't it. The institution is getting recognition for individuals having quality within their teaching, that impacts the students because if you improve, the students benefit, that then feeds into module [INAUDIBLE]. So it's, it's almost like a rippling effect across everyone, not just institution but yourself" (Interview 5, Line 249-255)
6	Outlook and Values	Participants views of teaching and approach to teaching	The impact HEA Fellowship had on participants' outlook and values in relation to teaching and their teaching practice	Confidence to innovate and make changes; New dimensions to work; Positive impact/ influence; Adapting to change (technology and students); Improving and developing teaching practice; Dimensions, principles and values of HEA Fellowship; Holistic impact on aspects of teaching practice; Individual impact link to values and principles of HEA Fellowship becoming ingrained in practice; Can identify those who have not got HEA Fellowship; An implicit as well as explicit identification of HEA Fellowship; Unconscious influence; Fellowship becomes ingrained; Core set of underlying principles; Milestone in career; Standard of teaching practice; HEA Fellowship crucial to role as a teacher; Reflection on teaching practice; Formalizing reflection on teaching practice; Formalizing and embedding reflective practices; Formalizing approach; Reflection on type of teacher they are and their teaching practice; Student Centredness	"...to me I think the biggest thing is that it's given me confidence to try different things and see it as part of the process of learning how to teach better and not seeing that as a failure." (Interview 1, Line 28-30) / "So I think that, you know, learning more about, um, theory in relation to, um, teaching in this way, has certainly opened my eyes to me reflecting more on myself." (Interview 2, Line 68-70) /" And, you know, what would I expect as a learner in the students' position and how I want to go about developing my style of teaching as well." (Interview 2, Line 70-72) / "...but also in terms of looking at different types of methods and, you know, by studying the, for the fellowship, um, and the program that I went through, you know we we discovered sort of different types of teaching also small group activities that could be done or ways in which you can engage learners', active learning. Different things like this which you help you to maybe improve the student experience and improve yourself as an educator as well." (Interview 2, Line 75-80) / "It's, it's probably now not consciously there every day. But I can say it is there every day and the influences come from..." (Interview 3, Line 46-47) / "It's constantly there all the time and you're equally looking at all areas of teaching, so it's not just deliverance, it is assessment, it is feedback, it is, um, you know, equally looking at all of those things" (Interview 3, Line 50-52) / "So it's through the different areas of activity, you know, your designing the teaching or delivering the teaching, or your carrying out your assessment, you can pull in the core knowledge and professional values to, um, to make sure you're doing it in a way that meets those, rather than, you know, just what you might have thought, you know, and there's some there that perhaps I wouldn't ever have thought of" (Interview 4, Line 64-68) / "And, um, I think because of the way you write

					your applications, whether it be senior fellowship or fellowship, um, it almost, you almost develop a habit, a natural habit of reflecting because I, I, I know people say, some people say, that when you teach you naturally reflect” <i>(Interview 5, Line 84-87)</i>
7	Standing and Peers	Participants’ sense of standing after gaining HEA Fellowship	Participants’ sense of their own standing and relationship with peers and colleagues after gaining HEA Fellowship	Boost and confidence; Public recognition of having Fellowship; Acknowledged by peers; Tend to look at it from a personal and individual value; Positive Experience; Maintaining quality and excellence; Structure and reference point; Structure and consistent approach amongst teacher; Influence on peers and colleagues; Supporting peers and colleagues; Being student centred; Status with department; Kudos mainly peers; Engaging with others; Learning from Peers and Colleagues; Measuring Kudos can be difficult as a teacher; Easier to see kudos on teaching practice; Sense of kudos is person and context dependent; Kudos with students is debateable; Kudos with colleagues and the institution; Institution = quantitative impact / individual = qualitative impact	“So really, just as a marker to show that I've done it for the recognition for it was my motivation for doing it” <i>(Interview 1, Line 16-17)</i> / “especially when I first got it gave me a boost, and it still does now, that I've got it and I can think back to how I went about it.” <i>(Interview 1, Line 32-34)</i> / “Um, I say yes, but certainly from, um, from um, like a peer perspective. I'm not sure that many students are aware about these HEA, um, categories or the different levels of Fellowship of HEA. I'm not sure that they would know necessarily what that represents...” <i>(Interview 2, Line 219-221)</i> / “So, I think that that certainly gave some kudos or some recognition within the school about the fact that I managed to achieve that, and yeah, certainly people have approached me since then I sort of asked me about the process of applying for Senior Fellowship and whether I would recommend them to do it, what was involved and things like this.” <i>(Interview 2, Line 224-228)</i> / “because I don't, I don't know what how I would measure that, um, but certainly on my teaching practice.” <i>(Interview 3, Line 111-112)</i> / “But I don't know how I would measure whether there's any kudos, um, you know, for me, within you know within that sort of environment, I don't know.” <i>(Interview 3, Line 115-116)</i> / “Ooh. Well, to be honest, I don't know, because I don't really know with taking students then do they know people have, you know, a fellowship, or a senior fellowship, I I don't know whether having the fellowship is something that would have any impact on students because I don't know, I don't know if they know whether you've got it or not, do you know what I mean?” <i>(Interview 4, Line 129-132)</i> / “I mean the institution is just going to count numbers of people who've got the various levels of fellowship and they won't know from those numbers, whether the people treated it as a tick box or whether they put some effort in and, um, want to use it in an ongoing way. So I think it's really about what goes into it will be what what comes out of it,” <i>(Interview 4, Line 154-157)</i> / “Um, the first part, yes, because I find when I, um, in a new academic year if it's new students I've not met before and you've got to do those formal introductions of hi, I’m [REDACTED] you got to give a background, um, I do bring in, I mean, because I teach [REDACTED – referred to a specific discipline], like when you say to them, I'm a chartered [REDACTED – referred to a specific discipline], they’ve got respect for you because you're qualified in [REDACTED – referred to a specific discipline], you're teaching [REDACTED – referred to a specific discipline]. But I find when I add to that then about my senior fellowship with the HEA and explain who the HEA are which is like a professional body in teaching like [REDACTED – referred to a specific discipline]. Um, I I do feel that the reception I get from the students is is respect.” <i>(Interview 5, Line 207-216)</i>
8	CPD and Pedagogical Understanding	HEA Fellowship’s impact on participants Career and Professional	The impact of HEA Fellowship on participants’ CPD and their understanding of pedagogical theory and practice	Development and Evolution of Teaching; Career Development; Future employability; New dimensions to work; Promotion; Professional Development; HEA Fellowship has led to greater	“So really, to prove that I, as a way to prove that I've got some teaching experience. It was more that that was my motivation for doing it. So for CVs to try and applying, um, [pause] for academic jobs...” <i>(Interview 1, Line 13-15)</i> / “I've had interviews for lectureships that you know you get to that question in

		Development (CPD) and their pedagogical understanding		CPD for HE teachers; AdvanceHE and HEA Fellowship provides a structure and greater accessibility to CPD; Linking to educational theoretical background (general and discipline specific)	the interview and that and they're like, oh, you've got your HEA, done.” <i>(Interview 1, Line 72-74)</i> / “So, um, I went for the Senior Fellowship, because I felt that there would be something that would be useful in enhancing my application for promotion” <i>(Interview 2, Line 43-44)</i> / “But I would say that it was largely individual motivation to sort of further my development and also further my career.” <i>(Interview 2, Line 59-60)</i> / “But going forward now and the involvement I do have, it's the learning from everyone else. It's, um, constantly speaking to others that are perhaps, you know, going for their application or then assessing application that has an impact on going from certainly with what I learn and how perhaps I can, I can use that going forward.” <i>(Interview 3, Line 54-57)</i> / “I could see that there would be benefits for myself in developing my teaching style, particularly as I was moving from just the odd lecture here and there to actually leading modules.” <i>(Interview 4, Line 33-35)</i> / “Within my actual teaching practice, um, I would say that um it’s it's made me more conscious in thinking that I always need to look at different ways that I teach rather than getting complacent and the importance of sort of CPD then as a teacher and how if you sort of keep up to date with CPD, whether it be reading a book or looking at resources on a particular website.” <i>(Interview 5, Line 99-103)</i>
9	Community	A sense of belonging to a community	The participants’ sense or perception of belonging, or not belonging, to a community after gaining HEA Fellowship	Part of a community; Opens conversations; Widening community; Sense of community; Type of community dependent on route to Fellowship; Sense of community by shared experience of going through process of gaining Fellowship; Sense of community not limited to teaching but allowed research links to be made; Networking by going through application process; Working with a mentor; Peer group support when applying	“Very much so. Because we're very much on the periphery as a researcher. Now [pause] um [pause] feel like I'm part of something, it’s recognized...” <i>(Interview 1, Line 49-50)</i> / “I even then was able to act as a mentor and an assessor on it.” <i>(Interview 1, Line 52-53)</i> / “Yeah, I think this is very important and, um, [pause] well I've experienced this in two separate universities and I think I've also maybe experienced this in in two separate ways as well.” <i>(Interview 2, Line 108-110)</i> / “it was good as well in terms of developing a community of, you know, having like a mentor and having maybe people who you are associated with in smaller groups as part of that process as well, because, you could always then meetup and to discuss ideas and, you know, this just becomes, then, something which could be very useful not only from a teaching perspective, but it could be useful from a research perspective or you know generally improve in the way that you operate, uh, within the higher education system.” <i>(Interview 2, Line 121-126)</i> / “has given me that feeling of community because [pause] it's working with [inaudible] obviously look at HEA, it’s working with other people either, they've already gone through the process...” <i>(Interview 3, Line 77-79)</i> / “I think it has because it really raised my awareness of all the things that were an offer, things, things through [REDACTED – referred to a specific university teaching support unit], for example I became more more aware of” <i>(Interview 4, Line 88-90)</i> / “I think it was the combination of increasing my teaching, more links with people who would already doing a lot more teaching and the fellowship that made me feel more part of it, but the fellowship is definitely part of it.” <i>(Interview 4, Line 97-99)</i> / “I, I don't know if it's made me sort of a part of a community where perhaps your sort of professional networks have been extended as a result. ” <i>(Interview 5, Line 129-130)</i> / “I, I mean, whether it's a community where we all take a similar approach because of the fellowship process, as in constantly reflecting looking at different ways or innovative ways to teach and that, you know, from the fellowship process. That's the way we all think, I, I, I don't think I've joined a community.” <i>(Interview 5, Line 130-134)</i>

10	Variable Influences on Impact	What influences HEA Fellowship’s impact	The variety of influences on HEA Fellowship’s impact on participants’ teaching and teaching practice as well as on the institution	Impact/ influence can be influenced by route to Fellowship e.g. PGCert; Experiential nature of Fellowship; Dependent on Academic Discipline; Length of teaching time is an influence; Certain career pathways a perception that Fellowship is an expectation; Unconscious influence; Benefits for Individual; Benefits for institution; Benefits for individual and institution are different; Context of HE i.e. marketisation and league tables; Tend to look at it from a personal and individual value; Personal perspective is important; More value for individual; Individual benefits include a structure and framework; Institution = quantitative impact and individual = qualitative impact	“Because we're very much on the periphery/ as a researcher.” (Interview 1, Line 49) / “But to me, the benefits very much been for me in my teaching rather than institutional level.” (Interview 1, Line 61-62) / “but also in terms of looking at different types of methods and, you know, by studying the, for the fellowship, um, and the program that I went through, you know we we discovered sort of different types of teaching also small group activities that could be done or ways in which you can engage learners’, active learning. Different things like this which you help you to maybe improve the student experience and improve yourself as an educator as well.” (Interview 2, Line 75-80) / “...develop that um, reflective practice in relation to other ideas, you know, the theoretical backgrounds of, um, of teaching more generally at theoretical background of teaching your specific to your field as well.” (Interview 2, Line 89-92) / “...I probably can't answer that question directly for two reasons, one because of the route I took, it wasn't, it wasn't as obvious now as it is perhaps in the [REDACTED – referred to specific name of university internal HEA Fellowship application route] route...” (Interview 3, Line 64-67) / “I think reflection because of my clinical practice is just second nature.” (Interview 3, Line 68) / “I, I see values on both parts and I guess from a selfish point of view, I think it has more value for me as an individual, um, lecturer, um, and and that's purely because of what I get out to be like I say, maybe that's a little bit selfish.” (Interview 3, Line 86-88) / “I mean the institution is just going to count numbers of people who've got the various levels of fellowship and they won't know from those numbers, whether the people treated it as a tick box or whether they put some effort in and, um, want to use it in an ongoing way.” (Interview 4, Line 154-156) / “I had the fellowship through the PGCE.” (Interview 5, Line 14) / “So I would definitely say that it's on par, um, it's, it's, well yes like a professional sort of status, then that, are you a lecturer? Yeah. Well have you got fellowship? Yeah. Oh alright okay.” (Interview 5, Line 155-157) / “I can see the value that comes from that, in that it is recognition of your teaching practice being at a certain standard and of course for the Teaching Excellence Framework, and wanting to be the best you possibly can as an institution i.e. gold, I think it's a good thing that the institution have put it there.” (Interview 5, Line 226-229)
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Appendix I: Email to Accompany Sharing Findings and Feedback Option

Dear Participant,

Thank you for volunteering to take part in my MA(Ed) dissertation research last year which looked at: **‘An investigation into the motives for seeking HEA Fellowship recognition and HEA Fellowship’s impact/ influence on Higher Education teachers’ individual teaching practice’**.

I have now collated and analysed the data and will hopefully be submitting in the next 2 to 3 weeks.

As stated in the Participant Information and Consent Form that you completed, please find below the overall conclusions of my research and a link for a MS Form to allow you to comment and/or provide feedback on the conclusions if you wish. Anonymous participant comments and feedback are intended to be included in my dissertation if appropriate.

Conclusions

Aim One: To find out what are the motivations to apply for HEA Fellowship for staff who teach in higher education.

Prior knowledge and understanding of HEA Fellowship can be limited. There are a variety of influences on motivations such as individual circumstances, the category of HEA Fellowship being applied for and career pathway. The most prominent motivations are ‘Professional Development’ and ‘Promotion’, but there is variation depending on category of HEA Fellowship, career pathway and personal context.

Aim Two: To find out what is the perceived impact and influence of gaining HEA Fellowship on individual teachers’ teaching practice in higher education.

‘Reflection on Your Teaching Practice’ and a ‘Willingness to Support and Advise Others’ are the prominent perceived impact/influences of HEA Fellowship. Although the above mentioned are most prominent and consistent, there is more variation in perceived impact/influences than for motivations. ‘Increase in Professional Credibility’ was rated highly for those not on the Teaching and Scholarship Career Pathway. Additional perceived impact/influences that arose include ‘Willingness to Make Changes and Innovation to Teaching Practice’, ‘A Sense of Standing and Validation’ – particularly amongst colleagues, but doubts were raised over students’ understanding of HEA Fellowship and the existence of a ‘Community’. Category of HEA Fellowship, Career Pathway, individual context and academic discipline can influence perceptions of influence/impact.

Overarching Findings:

There is a dynamic between the individual and the institution, particularly in motivations but also within impact/influences too. This dynamic can influence motivations as well as general perceptions of HEA Fellowship and perceptions of impact/influences. In relation to HEA Fellowship, the individual perspective is often viewed from a qualitative angle, while participants view the institutional perspective in a quantitative way. There is confusion over

what HEA Fellowship is and its status and there is a difference between those who gained HEA Fellowship recognition through an experiential route as opposed to a PGCert route. There is also a perception that HEA Fellowship is, or is in danger of being, a tick box exercise, although this is not held by all.

Overall

This investigation concludes that although some motivations and perceived impact/influences are more prominent, there are a number of variables that have an influence on these, for example: individual circumstances, institutional and wider context policies and strategies, application route to HEA Fellowship, prior understanding and perceptions of HEA Fellowship, category of HEA Fellowship and career pathway

Link to MS Form to provide a comment/feedback (this is entirely optional and anonymous).

[REDACTED]

The link for the MS Form will remain open for comments and feedback from 7th September 2021 until 14th September 2021 (12noon)

Thank you again for your participation.

Regards

Darren Minister

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