

Professional Development Reports

A SNAPSHOT OF NON-ACCREDITED CONTINUING PROFESSIONAL DEVELOPMENT FOR THOSE WHO TEACH IN IRISH HIGHER EDUCATION



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

A Snapshot of Non-Accredited Continuing Professional Development for those who Teach in Irish Higher Education

Abridged Report

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Executive Summary

This is the third of three snapshot reports arising from the professional development consultation document: *Mapping Professional Development Pathways for those who Teach in Higher Education*. The purpose of these report is to provide focused in-depth coverage of key topics; accredited, non-accredited and disciplinary engagement with professional development.

The aim of this series of reports is to give readers the opportunity to delve selectively or comprehensively into the underpinning research and benchmarking activity that has informed the proposals and options outlined in the professional development consultation document. Based on structured data-gathering and analysis as well as active engagement with key personnel across the sector, these snapshot reports allow the current arrangements for professional development in Irish higher education to be described and interpreted further in the context of prevailing research literature.

This report gives an overview of the non-accredited continuing professional development (CPD) activity currently delivered across the sector. In particular, the report aims to:

- Identify the range of non-accredited CPD structured activities currently available
- determine the level of uptake from teaching staff across disciplines
- ascertain the culture and practice within institutions regarding provision of and participation in non-accredited structured CPD
- identify how the impact of non-accredited structured CPD is evaluated
- determine the kinds of non-accredited structured CPD that teaching staff feel they will require in the future.

This abridged report has been developed by the National Forum. It summarises the outcomes from a project funded by the National Forum and conducted by a research team based at the University of Limerick¹.

Key Findings

- 1 Non-accredited CPD provision could be broadly grouped into five categories:
 - **Building Digital Capacity** – This type of non-accredited CPD focused on developing professional competencies using specific software and competencies in technology-enhanced learning, teaching and assessment (circa 43% of current non-accredited provision).
 - **Pedagogy** – Provision in this category was primarily concerned with specific pedagogical approaches and personal teacher development skills. It also includes provision in relation to aspects of student diversity and developing students’ personal competencies (circa 28% of current non-accredited provision).

1 Neil Kenny, Keith Young & Liam Guilfoyle, Research Centre for Education and Professional Practice, Department of Education and Professional Studies, University of Limerick.

- **Assessment** – Development surrounding individual and group assessment strategies and of assessment administration strategies was the main focus of provision in this category (circa 9% of current non-accredited provision).
 - **Academic Development** – This provision focused on maintaining academic standards and skill development particularly relevant for academics and their work including research supervision (circa 15% of current non-accredited provision).
 - **Curriculum Design** – Professional development provision in this category included aspects of initial curriculum design, its review/evaluation and continued improvement (circa 5% of current non-accredited provision).
- 2 Non-accredited CPD is available through – workshops, conferences, activities, seminars, Summer Schools and online sessions
 - 3 Factors that influence participation in non-accredited CPD include:
 - relevance to the participant’s approach to teaching or their subject area
 - participant’s personal interest and motivation
 - the priority placed on participation in non-accredited CPD provision by the Head of Department
 - the challenge of balancing teaching load with participation in professional development activities
 - the value placed on teaching by the institution especially in relation to career progression
 - institutional strategic plans
 - industrial relations and agreements
 - national policy
 - 4 Institutions tended not to have a formal procedure for assessing the impact of non-accredited CPD on the subsequent teaching practice of staff.
 - 5 The development of informal communities of practice and more formal mentoring relationships was identified as being important in supporting staff development and teaching practice.
 - 6 The ways in which non-accredited CPD could be supported in the future as identified by research participants included:

At a National Level

 - A national framework for professional recognition that includes non-accredited CPD, such as the emerging professional development framework currently being developed by the National Forum.
 - Avoidance of duplication in non-accredited CPD offerings across the sector, while also recognising the diversity of needs, priorities, contexts and stages of development
 - Increased inter-institutional collaboration in provision and a clearly articulated impact analysis
 - A national directory of expertise in T&L across the sector
 - Nationally-endorsed, curated, peer-reviewed T&L resources

At an Institutional Level

- A clear, coherent strategy for non-accredited CPD and its positioning vis-a-vis accredited provision and options
- A strong management commitment to supporting the implementation of institutional strategy with clear involvement and championing by Heads of Departments
- A more structured approach to enabling staff to participate in non-accredited CPD
- Greater understanding of the role and value of non-accredited CPD
- Greater links with professional development bodies

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List of Acronyms

CAO	–	Central Applications Office
CPD	–	Continuing Professional Development
DES	–	Department of Education and Skills
EU	–	European Union
FG	–	Focus Group
HE-		Higher Education
HEA	–	Higher Education Authority
HECA	–	Higher Education Colleges Association
HEI	–	Higher Education Institute
HoD	-	Head of Department
HR	-	Human Resources
IoT	-	Institute of Technology
LDO	–	Learning and Development Officer
NFQ	–	National Framework of Qualifications
PPI	–	Activities Per Institution
RoI	-	Republic of Ireland
T&L	-	Teaching and Learning

1.0 Introduction

1.1 Background to the study and research aims

This is the third of three snapshot reports arising from the professional development consultation document: Mapping Professional Development Pathways for those who Teach in Higher Education. As indicated by the term snapshot, these reports provide focused in-depth coverage of key topics; accredited, non-accredited and disciplinary engagement with professional development.

The aim of this series of reports is provide readers with the opportunity to delve selectively or comprehensively into the underpinning research and benchmarking activity that has informed the proposals and options outlined in the professional development consultation document. Based on structured data gathering and analysis as well as active engagement with key personnel across the sector, these snapshot reports allow the current arrangements for professional development in Irish higher education to be described and interpreted further in the context of prevailing research literature.

This report gives an overview of the non-accredited continuing professional development currently available across the sector. In particular the report aims to:

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- determine the level of uptake from teaching staff across disciplines
- ascertain the culture and practice within institutions regarding provision of and participation in non-accredited CPD
- identify how the impact of non-accredited CPD is evaluated
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Non-accredited Continuing Professional development

For the purposes of this report non-accredited CPD refers to any professional development activities undertaken by staff which do not explicitly culminate in an award or a qualification. These are activities which are made available to staff to attend of their own accord for the purposes of skill and competency development. Such activities are not as easy to map as accredited professional development. The National Forum for the Enhancement of Teaching and Learning (2015) suggests three typologies for engagement with non-accredited CPD: Structured, Unstructured and Collaborative. These provide a broad framework for understanding the range and scope for engagement with non-accredited CPD among teaching staff (see Figure 1).

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Structured non-accredited	Unstructured non-accredited	Collaborative non-accredited
DEFINITION		
<p>These are externally organised activities (by an institution, network, disciplinary membership body). They are typically facilitated and have learning objectives.</p>	<p>These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the materials themselves.</p>	<p>Learning from these activities comes from their collaborative nature – in this case professional development is not a commodity to be consumed, it is developed through the collaborative process.</p>
EXAMPLE IN PRACTICE		
<p>Workshops, seminars, MOOCs, Dublin eLearning summer school</p>	<p>Reading articles, following social media, watching video tutorials, keeping a reflective teaching journal/ portfolio, preparing an article for publication.</p>	<p>Conversations with colleagues, sharing research at a conference, peer review of teaching</p>

Figure 1 Typologies for engagement with non-accredited CPD (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2015: p14).

2.0 Research Design

2.1 Participant Selection across HEIs:

The participants selected for this study included all seven Irish Universities, a sample of six Institutes of Technology (IoT) and the Higher Education Colleges Association (HECA).

The research was completed using a mixed methodology approach in two phases:

2.2 Phase 1

This initial phase of the research aimed to explore the breadth, depth and typologies of provision of non-accredited CPD training across a sample of HEIs. In addition, it explored whether sample institutions had a strategic plan in place to guide provision of non-accredited CPD, the level of review and oversight utilised in sourcing providers of non-accredited CPD and the uptake by staff within each institution.

Participants

Learning Development Officers (LDOs) within the HR offices of the sample institutions were contacted. These individuals were selected as their role is directly concerned with the development or provision of non-accredited CPD training especially as it related to teaching and learning. Where LDOs were not available within a particular institution, the research team requested the institution to nominate another suitably qualified individual.

2.3 Phase 2

This phase adopted a qualitative approach to the exploration of the culture and practice regarding participation in non-accredited CPD by staff across a range of broad disciplinary groupings, as follows:

- Education and Training
- Arts and Humanities
- Social Science, Business and Law
- Science, Maths Computing
- Engineering, Manufacturing and Construction
- Health and Welfare
- Others

The second phase of this research project identified the kinds and frequency of non-accredited CPD accessed by staff and the reasons why staff engaged in CPD.

Participants

The research team approached the disciplinary groupings identified within particular institutions through the LDOs who participated in phase one. A contact individual was asked to provide the names of other members of the particular groupings or nominate other members to participate in a focus group. Each focus group comprised of six to eight participants, all drawn from the same subject discipline. Each of the focus groups was audio recorded and later transcribed.

2.4 Ethical considerations

Ethical approval for the study was granted by the University of Limerick's Faculty of Education and Health Sciences' Research Ethics Committee. This project also received ethical approval from the Research Ethics Group of the National Forum for the Enhancement of Teaching and Learning in Higher Education.

3.0 Research Question 1

Identify the range of non-accredited structured CPD training currently available

In general, each institution appears to be responding to its own needs in terms of non-accredited CPD provision. For some, a proactive approach is taken with institutions offering a strategically agreed suite of non-accredited activities. The majority of institutions take a more reactive approach responding to particular requests from staff.

3.1 Types of Non-accredited CPD Provided

Non-accredited CPD was delivered in a broad range of ways;

- Peer observation and feedback
- 1 themed workshop a month (2 hours)
- 5 minute teaching tips: speakers are 'champions' in the institution. Each speaker has 5 minutes on a particular tip or topic. Session lasts for 1 hour
- Creation of portfolios for Teaching Awards
- Winner of the Teaching Award giving a seminar about their practice
- Brown Bag Lunches: Lunch-time seminars, normally no longer than 1 hour
- Multiple-sessions (5) training on postgraduate supervision, resulting in certification rather than accreditation
- Conferences (such as EuroSoTL)
- Focused summer school (e.g. eLearning)
- Online sessions

Five broad categories of non-accredited CPD were identified: Building Digital Capacity (43%), Pedagogy (28%), Assessment (9%), Academic Development (15%) and Curriculum Design (5%) see Figure 2. Within each of the categories, a number of sub-categories were also identified.

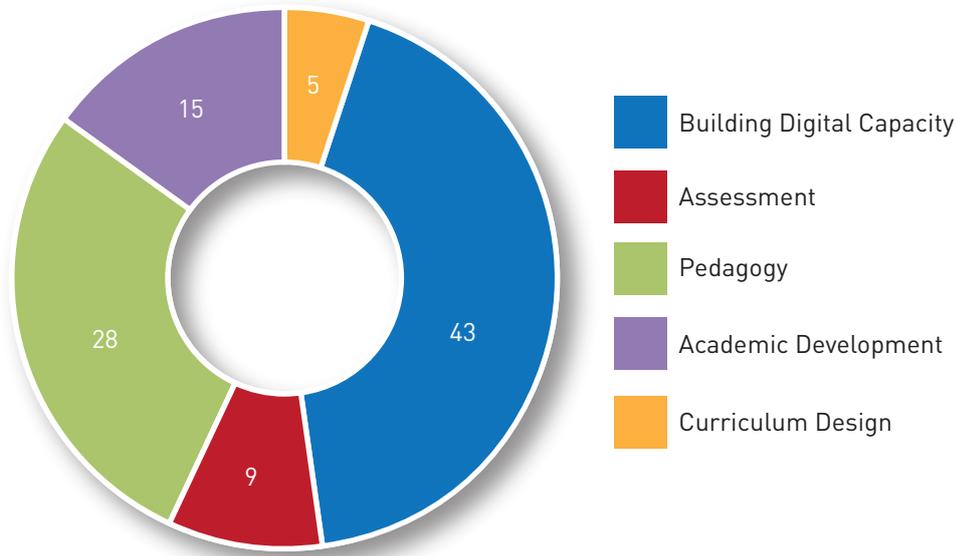


Figure 2. The percentage of each category of non-accredited structured CPD activity across sample institutions (n= 14)

3.2 Building Digital Capacity

This category includes all provision that developed skills in relation to using technology (n= 12). Two sub-categories were identified: Online Teaching/Learning/Assessment Competencies and Software Competencies. Some activities made available by institutions fell into both of these sub-categories.

- Online Teaching/Learning/Assessment Competencies (47%):
This non-accredited CPD provision focused on developing specific skills in production and provision of educational content for use online.
- Software Competencies (53%):
Non- accredited provision in this category focused on developing the skills to use specific software.

The range and type of provision in each sub-category is outlined in Table 1.

Table 1. Range and type of provision offered under each sub-category of Building Digital Capacity

Category Building Digital Capacity (n=12)	
Sub Category	
Online Teaching/Learning/ Assessment Competencies (n=12)	<p>Online Delivery Preparing To Teach Online Virtual Learning Using The Virtual Classroom To Support Online Teaching Assessment Online Supporting Virtual Communities Using Skills For Feedback And Assessment WebCT And Blackboard Training Loughborough Online Reading List Software Technology Enhanced Learning Teaching And Assessment Academic Blogging Fostering Learning With Blogs And Journals Student Diary-Pro E-Portfolios Using Screen-Casts For Learning And Assessment Using Peerwise Student-Centered Podcasts Using Audacity As A Feed Back Tool Using Google Drive To Support Collaborative Learning Using Google+ To Support Collaborative Learning Developing Collaborative Projects Online General Web Training- How To Add To The Institutional Website Creating Staff Profiles On The Website Delivering A Lecture Using ADOBE Connect Ebookers For Research</p>
Software competency (n=10)	<p>Labview System Design Software Instructional Videocasting/Videoediting Technology-Enhanced Learning, Teaching And Assessment Using Safe Assign/Turnitin Lecture Capture With Echo360 Educational Video And Audio - Panopto Using Moodle Using Peerwise Using Prezi Using Screen Casts For Learning And Assessment Using MS Sync Student-Centred Podcasts Using Audacity As A Feedback Tool Multimedia Laboratory Training Using Kaltura To Create Video Using The Virtual Classroom To Support Online Teaching Google Apps For Education Articulate Storyline Workshop Powerpoint Photoshop Using Sulls For Feedback And Assessment Introduction To MS Project Introduction To MS Publisher Shortcuts In MS Word And Excel Using With Adobe Connect To Teach Online</p>

3.3 Assessment

This type of non-accredited provision aimed to increase participants’ skills and knowledge in relation to assessment. Provision in this category (n=10) could be broadly separated into the following sub-themes: Individual Assessment Techniques; Group Assessment and Assessment Administration. Although category 1, Building Digital Capacity included some aspects of assessment, e.g. administering on-line assessments this category focused on design, techniques and administration in particular. Sub-categories identified included:

- **Individual Assessment Techniques (38%):**
Provision included in this sub-category provided participants with techniques that were aimed at supporting staff in the assessment of individual students.
- **Group Assessment (39%):**
This provision focused on group assessment techniques and helped staff develop strategies to conduct group assessment in innovative ways, including for example team-based project work.
- **Assessment Administration (23%):**
This type of provision focused on the management and administration of assessment and standards.

The range and type of provision in each sub-category is outlined in Table 2.

Table 2. The range and type of provision offered under each sub-category of Assessment

Category Assessment (n-10)	
Sub Category	
Individual Assessment Techniques (n=9)	Assessment and Feedback Project Assessment Strategies Innovative Approaches to Assessment Assessment for Learning Students Assessment Classroom Assessment Techniques
Group Assessment (n=7)	Group Assessment Strategies Project Assessment Strategies Innovative Approaches to Assessment Assessment for Learning Classroom Assessment Techniques
Assessment Administration (n=3)	Assessment and Standards Writing Examinations Managing Assessment

3.4 Pedagogy

This non-accredited CPD provision focused on teaching pedagogies (n=12). Sub-categories identified included: Enhancing Student Engagement, Specific Pedagogical Approaches, Teaching for Diversity and Teacher Development.

- **Enhancing Student Engagement (7%)**
This provision focused on equipping participants with skills to enhance the engagement of students.
- **Specific Pedagogical Approaches (80%):**
Non-accredited CPD in this sub-category focused on providing participants with specific skills, techniques and approaches to teaching in different contexts.
- **Teaching for Diversity (13%):**
This type of provision focused on increasing participant awareness of the diversity of students, while also offering practical ways to approach teaching diverse groups.

The range and type of provision in each sub-category is outlined in Table 3.

Table 3. The range and type of provision in each sub-category of Pedagogy

Category Pedagogy (n-12)	
Sub Category	
Enhancing Student Engagement (n=2)	Developing Student Writing Skills Encouraging Student Autonomous Learning
Specific Pedagogical Approaches (n=10)	Embedding Essay Writing In Your Teaching Social Media In Pedagogy Problem-Based Learning Inclusive Teaching and Learning Best Practice Blended Learning Developing Creative Teaching and Learning Approaches Applied Learning Science Active Learning Language Teaching and Learning Feedback in Practice Images as Learning Resources Designing Learning Activities With Technology Flipped Classroom Teaching Staff Induction – Pedagogy Student Engagement in Lectures Reflective Practice Learning, Teaching and Assessment Learning Theories Creativity and Critical Thinking Life Wide Learning And Myth Of The Full-Time Student Managing Behaviour in The Classroom Teaching Large Classes Teaching For Transition
Teaching for Diversity (n-12)	Inclusive Teaching and Learning Best Practice Universal Design For Learning Teaching in a Cross Cultural Environment Teaching Students With Specific Learning Disabilities

3.5 Academic Development

This category of non-accredited provision includes activities that enabled participants to develop their skills and competencies of academic practice (n=12). Sub-categories identified include: Research Academic Standards, Academic Writing and/or Data Analysis, and Research Supervision.

- **Research Academic Standards (38%)**
 These activities focused on providing participants with the knowledge and skills required to uphold and maintain academic standards and are primarily concerned with research.
- **Academic Writing and/or Data Analysis (56%)**
 This non-accredited provision focused on developing specific competencies including data analysis and approaches to research and writing.
- **Research Supervision (6%)**
 This provision focused on developing knowledge and skills in the area of research supervision.

The range and type of provision in each sub-category is outlined in Table 4

Table 4. The range and type of provision in category Academic Development

Category Academic Development (n=12)	
Sub Category	
Research Academic Standards (n=11)	Ethics and Ethical Review of Research Quality Assurance of Research Plagiarism, Policy and Procedures Writing for Publication Academic Integrity Preparing for Exam Boards
Academic writing and/or Data Analysis (n=6)	Referencing Statistics Training Writing Effective Funding Proposals NVIVO Training SPSS Training Leadership in Higher Education Measuring Research Impact Action Research Scholarship of Teaching And Learning
Research Supervision (n=4)	Research Supervision Dissertation and Projects

3.6 Curriculum Design

Provision in this category aimed to develop participants' competencies in the area of creation and design of curriculum (n=8). There were no sub-categories identified.

The range and type of provision in this-category is outlined in Table 5.

Table 5. The range and type of provision in the-category Curriculum Design

Category Curriculum Design (n=8)
Curriculum and Programme Design
Validation
Writing Learning Outcomes
Module Design
Programmatic Review Processes
Reviewing and Refreshing your Module

The range of non-accredited provision offered was very similar across all institutions. A more collaborative approach to the development and delivery of non-accredited CPD across the sector would reduce duplication of effort, provide more access to staff and enable expertise to be shared in a meaningful way.

4.0 Research Question 2

Determine the level of uptake from teaching staff across disciplines

This research showed that the majority of institutions (n=10) maintained a record of the uptake of non-accredited CPD. In most instances, this appears to be a basic record of attendance/numbers. In some institutions attendance at non-accredited CPD was recorded in staffs' individual personal file. In one instance, attendance at activities is also sent to HR and recorded on individual staff files.

Significantly, LDOs were unable to provide detailed information regarding the patterns of engagement in non-accredited CPD across disciplinary groupings in their institutions, in this sample of institutions. No institution appeared to collect such data to inform targeted CPD for the future or to refine provision. Consequently, it was not possible to present further data on this area.

4.1 Monitoring attendance/engagement and usage of data

Almost all institutions took attendance at organised CPD events. However, what happens to this data varies. Sometimes names or numbers go on file and these numbers may be used in the case of e.g., programmatic quality review. *"We keep track just for our own records should a quality review person require data on engagement in [non-accredited CPD which comes up]." (LDO 1).* The function of the records appeared to be focused on demonstrating the outcomes of CPD provision services, using number of engaging staff as an indicator of value.

Names of participating staff were maintained or recorded for future reference across a number of institutions. However, while many of the LDOs reported they *".. maintain a database"* and *".. can backtrack and at any point we can find out who has attended"* (LDO 3). Some institutions maintain a CPD register at department level.

"The CPD register for example, I did admissions tutor training last week. So I would expect everybody - I said to the Head of Department 'now, make sure that goes on to your CPD register and make the schools look after it themselves' " (LDO 7)

In contrast, LDOs across a minority of institutions reported that they send names and records of attendance in non-accredited CPD activities to HR departments. *"Anything we've ever done we have a record"* (LDO 5). In two institutions, attendance is sent to HR and attached to an individual's profile. Such profiles are accessible to the staff themselves through self-access IT platforms.

"We do keep records and it goes into the core HR system so that when people have attended any of our workshops, it's actually in there... By name, it actually goes into core - which is their core HR reference. Should be able to run a report then - so and so attended" (LDO 8)

"What happens now is that I can go into my HR profile and I can see all the things that I signed up to and did over the last few years. And in fact they have actually been historically updated" (LDO 10)

LDOs were not clear themselves on how these data were being utilised by the institution or what function they had, if any, in progress reviews or progression processes.

4.2 Attendance Patterns

Attendance and engagement with non-accredited CPD was reported as being variable. Anecdotally, LDOs spoke about attendance patterns that have occurred recently. The majority provided the same narrative; numbers are falling

“Initially brilliant. First two, three, four years really good. Dwindled year five. Completely.” (LDO 1)

“We’d run six different short mini-seminars over the course of the year. Often quite poorly attended” (LDO 2)

“...target was 15-20 people and we had 8. Disappointing... We’ll always struggle with the non-attendees” (LDO 5)

“Unfortunately, it was people got busy and initially they were really well attended. And we were trying to do them on a regular basis. And then it just petered out” (LDO 7)

“There was a time when you probably would have had I mean, 20 or we’d specify unless we had twenty people we wouldn’t do a workshop. Those days are gone, we’re looking at 5-10 people now, which is good in a sense” (LDO 8)

“We used to have dozens and easily kind of, in the dozens for those workshop[s] but now you’re talking sub a dozen” (LDO 10)

Although the overall numbers in general attending were declining, LDOs reports that non-accredited CPD in some topics e.g., tutor induction or postgraduate supervision continue to be attended in very high numbers. Only one institution reported an overall increase in engagement within the previous year:

“You could get twelve people attending typically and this year it might have been up to 100. We’ve had to get bigger rooms. Some of them have had maybe 50 people attending. Just again, it’s on lunchtime... This year, it’s just boomed in every way. There’s a real appetite for it [non-accredited CPD] this year” (LDO 9)

The reasons identified for the general decline in numbers attending included e.g., staff workload *“..partly because teaching load has got crazy the last few years”* (FG4 –P4). In addition LDOs reported that staff have become more discerning with regards to what they are willing to engage in and in many cases only engage with *“non-accredited provision that is much more practically relevant”* (FG4-P4) to their own needs.

“Yeah, suppose it has to be relevant to something you are currently teaching and you go, well that looks interesting, I’d be interested in that. It has to be based on need. It has to be based on needs. You don’t get promoted if you don’t do it either” (FG2 – P1)

4.3 Evaluation of CPD activities and impact

All institutions indicated that there were mechanisms by which participants may provide feedback on non-accredited activities that they attend. It should be noted however, that a number of institutions indicated that this may not always occur and may often be at the discretion of the facilitator. One institution highlighted that specific evaluations do take place.

CPD activities are formally reviewed by a number of the sample institutions on an annual basis, with one institution completing a formal review bi-annually. In other institutions, activities are reviewed by the relevant teaching/learning/assessment committees/groups.

Some institutions highlighted that feedback is analysed for the purposes of assessing the benefit of the programme to staff. Additionally it is used for the purposes of improving the provision of current CPD offerings and in identifying additional areas for which CPD may be required.

*"...they all fill out an evaluation form at the end. Literally it's a Likert 1-5 then things like, do you want more and future suggestions" [And how effective do you find that process – does it work quite well?]
"It differs" (LDO 3)*

Most CPD providers take feedback from participants, whether by an exit evaluation form or online survey. Such surveys are regarded as a useful source regarding suggestions for future workshops and in developing collaborative links with staff or departments in the institutions. *"I got feedback from the staff. They wanted follow up. So I organised the follow up" (LDO 5).*

However, in many cases feedback was considered to be relatively problematic to use. LDOs frequently reported that the most useful data for them as providers, focused on pragmatic issues such as duration of workshops or modes of provision, rather than selections of topics.

"Often you'd see it might be to do with things like timing. Maybe the session was too long, you need to make it shorter or break it up...you know?" (LDO 4)

5.0 Research Question 3

Ascertain the culture and practice within institutions regarding provision of and participation in non-accredited CPD

A range of cultural norms/ practices appear to guide the provision of non-accredited CPD as well as influencing staff participation within each institution. Some factors were heavily influenced by external forces. Other factors were derived from within institutions and contributed to the particular culture of engagement. Additionally, there were factors that limited provision and engagement with non-accredited CPD.

5.1 External

Research participants acknowledged that CPD provision was sometimes driven by a responsiveness to external forces, including national and international reports/standards; available funding; ratings and evaluations; today's changing society; and current socio-economic/ political issues. There are also professional standards and guidelines for practice and CPD, emanating from particular disciplinary groupings or professional bodies.

HE Policy Developments

LDOs across the sample reported being aware of a range of policy documents that guided their work in formulating and selecting topics for provision. These included "European Standards and Guidelines" (LDO 3), "The Hunt Report" (LDOs 7, 8 and 9), National Strategies and the Bologna Declaration.

"...the original learning, teaching and assessment strategy probably came out in 2008/9 and that would have been developed very much around the time of just following Bologna and there was a need to sort of document that and to show how that applied in our situation" (LDO 11)

University Ranking Metrics

Rating and ranking metrics were seen as another important external driver. Among both LDOs and staff within disciplinary groupings, there was an acute awareness that these rating systems had a strong impact on the strategic plans of HEIs. Such strategic plans in turn impacted on the ways staff felt they were assessed and what was being asked of them. The pressure felt by the application of metrics to the work of the institution appeared to have an impact on people's willingness to engage in non-accredited CPD. Indeed, this externally imposed cultural trend was reported to influence overall perspectives of T&L. Effectively, what "counts in university ratings is ISI" (FG2-P1). Consequently teaching and learning was seen to be less valuable than research in terms of career progression. This was particularly so in the Universities.

"...research is going to get me funding, going to get me publications, going to get me progressed in the organisation. Teaching – that's all well and good but there is no payback in it" (FG2-P1).

One participant felt that "unless [the focus on metrics] changes, which it is highly unlikely to, I'd say the culture is unlikely to change" (FG2-P1).

Industrial relations

Agreements such as Haddington Road (2013) and Croke Park (2010) were seen by participants to be impactful on the culture surrounding T&L. Changes in work and teaching loads were reported as having had an impact on both time available and morale among staff in HE, with a knock-on impact on their willingness to engage in CPD.

“There is a sense of disengagement. I don’t know if it’s around the Haddington Road or whatever... I think staff morale isn’t as high as it’s been maybe five, six, seven, eight years ago” (LDO 8)

Requirements resulting from industrial agreements appeared to cause some concern among participants, but sometimes this was said to be a product of inefficient implementation, rather than the requirements themselves.

“Do it properly. 90% of the staff will say ‘I’ve nothing other than a welcome for enhancing my professional development, but don’t kick me around the place in the process or use it as a whip’” (LDO 3)

Lack of Disciplinary Guidelines for T&L CPD

A complex interaction emerged regarding some research participants’ opinions on how their professional disciplinary bodies impacted on their attitudes toward engaging with CPD. Significantly, staff acknowledged the lack of disciplinary guidelines specifically regarding T&L CPD for those in HE.

Some staff suggested particular disciplinary or professional backgrounds did have a subtle influence on how non-accredited CPD was viewed. Participants suggested that their approach to engaging in non-accredited CPD was informed by their own disciplinary bodies in a more general sense. Their requirements from disciplinary or professional bodies supported their openness or awareness of the role CPD played in ongoing professional practice in T&L.

“..go back to the psychology again, your CPD diaries that we’re required to fill in for PSI, it’s reading, it’s peer supervision, it’s peer support – you document absolutely everything that improves your practice so... I suppose we should... we should” (FG4-P2)

Some LDOs highlighted that academics who were also members of professional bodies (such as in Medicine and Nursing) would have a more open attitude to CPD, but equally this might not necessarily mean that they would engage in Teaching and Learning CPD specifically.

Finally, it was the view of some staff that the culture of engagement with T&L in HE in Ireland has been drifting away from valuing it - particularly non-accredited CPD in T&L. This cultural drift over recent years emphasised other aspects of the roles of academics within HE and is seen as being driven by external factors at a National and International level. The role of the HEA was identified as playing an important part in recognising this complex environment and developing strategic policy initiatives in addressing the role of CPD in T&L at HE. This was inclusive of the non-specific role played by non-accredited CPD.

"You're talking there about a cultural shift and we've gotten very much so, over the last decade towards valuing ISI above everything else... that's the currency. Now you can't just change [culture]That's an incredibly complicated and difficult task" (FG2-P4)

"I suppose the HEA would want to look at how it funds the Universities. The HEA would want to put money aside specifically for that... you'd build it in that there would be a metric that a certain percentage of your staff will take CPD in teaching related topics and set a target and measure that target and that's probably the only way you can do that nationally that you could drive it, that there is a driver there that is coming in from above the University" (FG2-P1)

5.2 Internal

Internal forces also influenced the provision of and engagement with CPD in HEIs. Internal forces can be separated into 'Top Down' and 'Bottom Up' processes. From the top down perspective, internal policy documents such as strategic plans, in most cases, inform the objectives underpinning CPD provision. Procedures in the institution, such as performance management and programmatic review, were also seen as potential drivers of CPD provision and engagement. However, the extent of the influence from these factors seemed to vary from institution to institution. HoDs were repeatedly highlighted as key, in many respects, to the engagement and uptake of non-accredited CPD within institutions.

Top Down

Strategic Plan: Institutional requirements or institutional change were cited as drivers for provision of CPD. These changes could sometimes be ad-hoc, but generally were enacted from within an institution's strategic goals. LDOs *"would draw from these particular goals and target workshops and content and particular goals for CPD"* (LDO 10). These institutional level strategic plans can also influence a specific T&L strategy. Some LDOs spoke about priorities that arise 'at the core' of the institution and these emerging needs may or may not be part of the current strategic plan, but rather drive forward a current internal policy, systems change or *"if a major issue comes up"* (LDO 6). *"So if something is being talked about at the core... we'll filter that down into what we offer"* (LDO 9)

Performance Management and Progression: Research participants referenced the ways in which CPD was accounted for in performance management and progression. Some LDOs and disciplinary groupings reported that engagement with CPD formed part of these assessment processes, which in turn encourage staff engagement. However, the approaches to this showed significant divergence across institutions and there were also differences as to how its impact was viewed. The majority felt that engagement with CPD was not *"high on the agenda"* within the performance management process, with any importance being directed towards *"... accredited learning in the sense that it would be paid for and there would be certified... or a doctorate etc."* (P1-FG1)

Some felt that performance management was not a significant driver of engagement. There were two aspects to this view. Some noted that CPD engagement was not included in 'workload models' that assessed academic activities within their institution. Nor was it given emphasis in performance management processes. As such, engagement was happening *"despite the department"* (FG1-P1) within which they worked. In contrast, other felt there was no real sanction or requirement from the recommendations that might be made as part of the performance management system.

Programmatic Review: This process was seen as something that necessitated CPD for its own sake, but also the review process could indicate where more CPD is needed. Some institutions for example, implemented *“a mandatory set of training all about the validation process and all about programmatic review, programme design assessment”* (LDO 7).

Head of Department: The HoD was seen as instrumental in creating a culture of participation in non-accredited CPD and for facilitating staff by providing opportunities for engagement. The HoD was highlighted as being *“...the most important person in terms of the uptake of teaching learning [CPD]”* (FG1-P6) and *“key to really gaining access to, and engaging people in, an organisation like this”* (LDO 2). However, it was felt that many HoD currently *“don’t see it as core very often to their departmental work”* (LDO 2).

“When you’ve got a dynamic Head of Department who values the staff and who is engaging with staff and wants the staff to continuously improve, those staff will engage more” (LDO 5)

The support of organisational leaders for a culture of support for non-accredited CPD and learning was found to be very important.

Bottom Up

CPD needs- were also identified by staff themselves. In reflecting on the needs of course provision staff regularly look at *“how to align our activities with our students’ needs”* and *“stakeholders needs”* (FG3-P1).

“Basically I suppose, the request will come from the course board. There is a need identified. So the staff will suggest’ look we need some CPD in the area of the following’ ” (FG3-P4)

There was also a strong emphasis on developing the digital literacy of staff in the use of technology to support T&L on particular activities, or if there was *“upgrade in the VLE or if there is a new technology available that will drive workshops”* (LDO 11) and CPD provision. Staff also sought help in when activities utilise new technologies that create challenges for staff. *“... when you’re staring [at them] and you really need help”* (FG1-P3).

Interests of Academics: A number of LDOs highlighted that requests from T&L committees or individual faculty members could influence or guide choices regarding CPD provision. Interested members of faculty would, in some instances, contact their LDO and *“say we really need x, y, z”* (LDO 1). These requests and engagement with CPD can be problem-driven, where people are *“having problems with this and that then would trigger [CPD]”* (LDO 11) or interest-driven where *“you just go to the one you are interested in”* (FG4-P6). Focus groups highlighted that facilitation of CPD in people’s own areas of interest is needed to garner CPD participation.

“I [would] love to have extra time where I could devote myself purely to a particular interest area [of] skill development – absolutely” (FG2-P4)

However, in some institutions LDOs indicated that it would be unusual for teaching staff to request CPD. In other institutions, the option of requesting CPD is not possible *“... we don’t have the resources to do that”* (LDO 9).

Commitment towards improving T&L: Participants highlighted that there are numerous staff members within HEIs that are strongly motivated to engage in CPD because they want to improve the T&L experiences for their students. They say that *“deep down...it’s because we want to do it ourselves as individuals who have pride in what we do”* and to *“deliver at the top of our game”* (FG4-P2). Participants also acknowledged that they have a responsibility to lead by example for the next wave of educators in HE;

“We’re the role models for the next generation of lecturers and teachers...”(FG4-P4)

5.3 Local Factors

Staff Morale

Staff morale in HEIs was acknowledged to be somewhat in decline in recent times. LDOs recognised this within their institutions saying that *“the place has been very bad morale-wise with all these cut backs”* (LDO 6) and another recognising the loss of community spirit where previously *“you could literally say... ‘will you give us a hand with this?’ And ‘yeah, no problem I’d love to’. But now, people [are saying] ‘no’”* (LDO 11).

This morale shift was seen having an impact on participants willingness to engage in CPD and has led to an attitudinal change where they first consider *‘what’s in it for me?’* CPD has to have a clear value for staff. Unless you can see *“value attached to it, you’re under no real motivation to engage in it”* (FG2-P4). Consequently, there appeared to be a consensus, *“we’re in a situation where CPD is something that is not high on the agenda of the academic staff individual and even collective”* (LDO 3).

Additional Supports

Notwithstanding the morale issues highlighted above, it was clear from the interviews with LDOs that one-on-one support remained necessary for some teaching staff. Indeed, in some institutions this additional support is key to what LDOs or their centres do. Other institutions do not have the resources or the facilities or resources to sustain it, even though they recognise it as important.

“I think it’s really important to have a centre that people know that they can go to and ask these questions” (LDO 11)

LDOs highlighted the importance of peer to peer learning.

“...very often people may not be convinced by what we have to say. But they will be convinced if it’s somebody they know... So we find that that peer learning is very, very strong” (LDO 11)

5.4 Limiting Factors

Time

The time that teaching staff have to devote to CPD was highlighted as a limiting factor for its provision, *“staff are literally burnt out”* (LDO 2).

"...we prepare graduates to be the best they can be in... and the method for doing that is teaching. And yet, we're really saying that structurally, we can't attend to the importance of that or training or development for that because of the amount of timetabled hours that we're actually doing...." (FG1 – P6)

Academics need to feel that their limited available time is being well spent. Consequently, this tends to shape the type of CPD provided and in particular its duration. LDOs are working in a difficult context of trying to provide suitable CPD in short time frames, where LDOs used to provide *"day long or half day workshops"*; they are now shortening this because *"people don't want that. They want to get in and out very quickly"* (LDO 8). The ultimate goal in CPD provision then, is *"that staff will walk away saying that was two hours well spent"* (LDO 4). However, even shortening CPD sessions does not entirely solve the issue, because increased workloads also appear to exacerbate scheduling difficulties.

"..if you look at it as a department at that level, if they schedule something the chances are it will clash with the majority of the staff time table" (FG1-P5)

Some institutions had timetabled staff development days that offered staff a range of non-accredited CPD opportunities to choose from.

Resources, Funding and Staffing

Those who provide non-accredited CPD were concerned about the time available to do so. Funding and staffing concerns were commonly cited. LDOs explained *"it's just so busy. There's one of me...and 500 teaching staff"* (LDO 1). This is particular problematic for those who have an assigned number of hours to give to their LDO role alongside another role and so *"everything gets very squeezed"* (LDO 2)

Funding and the provision of adequate resources to LDOs or their centres was also a concern that was raised by nearly all respondents LDOs lamented that they *"don't have the funding and without the funding you don't get to do a lot"* (LDO 3). There was also a fear expressed that centres that provide T&L non-accredited CPD in HEIs would be a target of budget cuts and that a perception may exist *"they'll manage, cos we know they are the type of people who will"* (LDO 8). Equally though, many participants highlighted the benefit of funding, when it was available:

"So SIF was wonderful, for the record, SIF was great and it gave us the momentum to kind of set up different things...and have speakers and to have a very structured approach to non-accredited CPD" (LDO 1)

6.0 Research Question 4

Identify how the impact of non-accredited CPD is evaluated

6.1 Lack of assessment of practical outcomes

While almost all LDOs reported that they felt CPD provision was probably effective and was a positive process, they did not report being able to quantify or measure the impact of the non-accredited CPD activities they provided.

[Does the institution assess or review the impact of the CPD package in any way in terms of staff performance or anything like that?] “No. Absolutely no” (LDO 2)

[But in terms of how it affects their performance in class thereafter is there...]
“No and that is where I would see the deficit with... just going [non-]accredited” (LDO 4)

[Is there any mechanism by which ye assess or review the effect that the training has had on their performance officially?] “No. The straight answer there is no” (LDO 5)

[Is there any mechanism by which ye assess or review the impact that the [non-]accredited CPD has on staff practice or performance?] “No. We haven’t really done any formal thing with the [non-] accredited CPD” (LDO 6)

Some LDOs repeated their confidence in the effectiveness of CPD activities.

“When it comes to measuring success ,[their] success is just that people get on with things” (LDO 11)

“I wouldn’t do them if they didn’t have some impact. I don’t know how big the impact is” (LDO 1)

Only one LDO in this sample of HEIs indicated that their institution collected formal data “in terms of an actual impact” but that these data had been collected “in the past” and were not contemporary (LDO 8). Evidence that was gathered indicated that “45-48% will immediately go on to do something with what you’ve done within a workshop” (LDO 8). Another LDO indicated that they had conducted an independent research project exploring the impacts of engagement with non-accredited CPD which showed positive impacts for. However, that project was independent research carried out by the LDO and did not comprise a formal institutional assessment of the impacts of engagement with the non-accredited CPD activities it offered. Overall, there are no formal procedures for assessing the impact of non-accredited CPD activities.

While many of the LDOs agreed that participating in non-accredited CPD had positive aspects and that its impact should be assessed, “I don’t have to report .. It’s not sought from me. I don’t have to.” (LDO 9). In some cases, LDOs provided feedback for reviews by T&L committees or other structures at the “core of the university,” “I would never be asked to present that as a report for example” (LDO 9).

"Although I think that's one thing we should be doing is a report, every year an annual report. So that's somewhere the review could go so ... that's something that's been at the back of my mind and a way we could improve it to actually disseminate it to the larger college community through an annual report" (LDO 6)

Despite the lack of formal procedures for assessing the impact of participation in non-accredited CPD on T&L professionals, participants readily discussed the important impact they felt non-accredited CPD played in developing T&L staff in *"building up over time slowly, that community of practice"* (LDO 6)

6.2 Developing relationships and links

The creation of shared experiences and interpersonal connections among staff was identified as one of the most important impacts of engagement with non-accredited CPD. This informal *"social aspect to CPD"* is something that an institution *"can't miss"* (LDO 6) because it creates a *"hub of exchange of knowledge"* (FG 5- P2). As such, participation in non-accredited CPD opens up channels of *"informal learning"* whereby staff talk to each other on an informal basis to *"get a little bit of counselling about it and you could hit ideas off each other"* (FG5-P2).

Indeed, some of the LDOs discussed setting up forums within their institution, such as 'brown bag lunch' groupings where *"...we usually end up feeding people when they come, because that sense of the common touch and that, 'you know... and that's one of the things I'm going to be challenged with online, trying [to] create the community in practice that way"* (LDO 6).

Some staff went so far as suggesting that such interpersonal relationships developed as an outcome of engagement with non-accredited CPD, were more important to them than the actual content of the CPD workshop itself. *"And I do think the whole collegial and what you're getting from all the people in the room with you is more important ... but that's what it's about"* (FG5-P1). The opportunity to work with colleagues offered the opportunity to meet other colleagues and *"learn so much about [them]"*(FG5-P2).

"And everyone goes to the talk. That's why you're supposed to be there and that's what you can write on your form in the college and say, we're going to listen to this expert but actually it's the chat and it's the do you know what, I've a lovely bank of multiple choice questions and a little bit of exchange of ideas.. What works, what doesn't, what's the difference between first year economics and fourth year economics. Very informal. Very collegial and it works great" (FG5-P2)

Formal arrangements were also in place in some institutions whereby less experienced staff were paired with more experienced colleagues in mentoring supportive linkages. One participant discussed being *"matched with a more senior lecturer"* whereby they would meet for *"informal coffee or whatever"* (FG5-P2). Such meetings staff to seek advice and *"survival"* skills *"to make your job as a lecturer easier"* (FG5-P2). Participants found this *"brilliant"* and something they have *"gotten so much out of it. I got so many ideas out of it, so many pointers"* (FG6-P3).

6.3 T&L Knowledge Development

Many respondents discussed the impact engagement with non-accredited CPD had on developing their personal knowledge-base. For some, this was the primary impact that motivated them to participate in non-accredited CPD.

While many of the disciplinary professionals outlined ways in which accredited and non-accredited CPD informed their professional knowledge, many also felt that a “*fundamental reason for CPD, credited or [un][non]-accredited CPD[,] is that it informs teaching*” (FG7-P1). Engagement with non-accredited CPD supported the development of “*flexibility, speed of movement, speed of reaction, open mindedness, up to datedness, that kind of “nowness” is definitely much more available in non-accredited CPD than in accredited*” (FG7-P1). Participants also emphasised the role non-accredited CPD played in supporting technological upskilling related to T&L, because “*actually, technologies underpin that 30 or 40% of people’s time that they spend teaching*” (FG6-P3).

Additionally, participants suggested that engagement in non-accredited CPD developed competencies beyond acquisition of knowledge. It also “*really stimulates you[,] in that sense it really stimulates you to think outside the box as well*” (FG6-P2). This challenging element of CPD participation is complemented by also giving “*a vocabulary as well, I think, to articulate clearly. A lot of things we already know from experience of teaching, but you maybe don’t have the vocabulary to express it in formal vocabulary I suppose*” (FG6-P3). Some participants also felt that was an effective support in the CPD and it helped to build confidence “*encourages you because it reinforces what you’re doing, like gives you a mechanism to be able to ... evaluate how you’re doing things*” (FG6-P2). Overall, engagement with “*CPD I think, feeds into and improves you*”(FG5-P2).

6.4 Challenges for Staff

Some respondents felt participating in non-accredited CPD often added additional stress even if the particular course was relevant to their work.

“I think I had five days in the last two weeks on these non-accredited activities... Which all were very interesting, but now I’m completely stressed out because I have so much to do for next Tuesday. It’s a pity because I can’t even follow up on those things now” (FG5-P3).

Overall therefore, some participants felt that participating in non-accredited CPD was “*sharpening a stick that I am going to be beaten with this time next year*”(FG5 –P2) because it was taking time and focus away from more clearly measured aspects of their job. They felt that this was something that would block them from meeting performance review targets with their HoD . This may have an impact on ‘ career progression or job satisfaction in the future.

7.0 Research Question 5

Determine the kinds of non-accredited CPD that teaching staff feel they will require in the future.

Recommendations made by research respondents can be grouped as being broadly: national, institutional and professional bodies:

At a National Level

- A national framework for professional recognition that includes non-accredited CPD
- Increased inter-institutional collaboration in provision and impact analysis
- A national directory of expertise in T&L across the sector
- Nationally endorsed, curated, peer-reviewed T&L resources
- Avoidance of duplication in non-accredited CPD offerings across the sector, while also recognising the diversity of needs, priorities, contexts and stages of development
- A review by funding bodies of the way in which the sector resources, supports and provides the infrastructure for evaluating non-accredited CPD

At an Institutional Level

- A clear, coherent strategy for non-accredited CPD and its connection with accredited formats and options
- A strong management commitment to supporting the strategy with clear involvement and championing by HoDs
- Clear, contractual commitments to specific quantity and nature of CPD-and recognition of this in workload models
- Unambiguous acknowledgment of CPD and its impact on professional development pathways
- Greater understanding of the role and value of non- accredited CPD
- Clear CPD plans and requirements at the level of the academic department

At Professional Bodies Level

- Engage with professional bodies' norms and processes when it comes to non-accredited CPD

8.0 Conclusion

This research has identified the range and type of non-structured continuing professional development across a sample of higher education institutions in Ireland. The research highlighted that:

- A diversity of non-accredited CPD activities is offered across the sector.
- Some institutions have dedicated T&L Centres with responsibility for co-ordinating non-accredited CPD activities, while within other institutions a less structured approach is adopted where responsibility may rest with an individual staff member as part of their role within the institution.
- The overarching aims of non-accredited structured CPD across institutions were often intrinsically tied to institutional strategic plans, which are themselves explicitly influenced by National and International policies for HE. However a number of LDOs reported a 'loose', 'ad-hoc' and unclear strategic approach, where non-accredited CPD was used to 'mop-up' and address 'particular fires' or needs that emerged.
- The opportunity that non-accredited CPD provided for collaborative non-accredited CPD (see Figure 1) were regarded by many staff as having real value as part of the structure non-accredited provision.
- Non-accredited CPD is, in the main, needs based with staff engaging in activities that meet their professional needs.
- The current climate within higher education institution has reduced participation in many structured non-accredited CPD activities, although there is a continuing a high demand for non-accredited CPD for early career staff and research supervision.
- The Heads of Department plays a crucial role in supporting staff to engage in non-accredited CPD (the important role of the HOD was also identified in the Digital Roadmap consultation process).
- Non-accredited activities that support staff in developing confidence in using technology to enhance their teaching are important across all institutions in the sector.
- Non-accredited structured CPD activity also provide important opportunities for collaborative non-accredited CPD including sharing experience, peer support and developing personal connections.
- Non-accredited CPD develops self-confidence, encourages innovation, creativity and risk taking.
- There is a tension between staff willingness to do non-accredited structured CPD and their current workload, time availability and pressure to produce output.
- Non-accredited CPD provides opportunity to develop a shared vocabulary associated with teaching and learning.
- Non-accredited structured CPD can be very reactive to staff needs, the speed of this reactive response to a particular CPD need is not always possible with accredited CPD.
- There is real potential to reduce duplication in provision across the sector by considering a more co-ordinated approach at a national level.

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Appendices

Appendix A – Learning & Development Officer Survey

LDO Survey

1. Number of teaching staff:

2. Does your institution have a strategic plan in place with regards to CPD provision for ?

Yes No

Please explain:

3. Is there an individual/group within your institution who has responsibility for the co-ordination and provision of CPD? Yes No

Please explain:

4. Does your institution offer non-accredited CPD to t?

Yes No

5. What areas of non-accredited T&L CPD are targeted in your institution?

6. Who are the providers of this CPD and why were they chosen?

7. Do any elements of the provision of non-accredited CPD link in with accredited CPD or other forms of training? Yes No

Please explain:

8. Does your institution collaborate with any other institution with regard to CPD provision? Please explain:

9. Are records of the uptake of the non-accredited CPD maintained?

10. Are there any mechanisms in place by which participants can provide feedback on any non-accredited CPD they take partake in? Yes No

Please explain:

11. Are non-accredited CPD activities in your institution reviewed? If so, how often and by what means?

12. Where does funding for these activities come from?

13. Please detail/name all available non-accredited T&L CPD activities in your institution and list their learning outcomes: (you may wish to ask a representative from each of the following disciplines relevant to your own institution to gather this information for you – Education & Training, Arts & Humanities, Social Science, Business and Law, Science, Maths and Computing, Engineering, Manufacturing & Construction, Health & Welfare, Others)

14. Are there any of the above disciplinary areas in your institution that engage in non-accredited CPD regularly, be it provision or taking part? Yes No

Please explain:

Appendix B – Interview Schedule

Interview Schedule

Warm up Question	Prompts	Follow up questions
Could you describe the impact non-accredited continuous professional development (CPD) has on your role?	<ul style="list-style-type: none"> • What was your experience of the IRAP assessment? • How did you find responding to the improvisational directions? • Which part of the session do you enjoy the most? 	<ul style="list-style-type: none"> • Can you elaborate on any aspect of participating in these phases?
Introductory Question		
What role does non-accredited CPD training play in your institution's overall CPD strategy for staff?	<ul style="list-style-type: none"> • What are the main strategic goals of the plan? • What role does non-accredited CPD play in achieving them? 	<ul style="list-style-type: none"> • Why were these main points selected for the overall CPD strategic plan? • How do these relate to the National strategy for the development of staff CPD?
Key Question 1		
How is non-accredited CPD implemented and delivered within your institution?	<ul style="list-style-type: none"> • Could you describe how responsibility for on-accredited CPD managed/ developed is managed within your institution? • What institutional collaborations are involved in the development and delivery of non-accredited CPD? • How do they contribute towards the overall institutional programme? • What collaborations are there with other institutions or external bodies in relation to the development or delivery of non-accredited CPD? 	<ul style="list-style-type: none"> • How is participation in non-accredited CPD by T&L staff monitored within your institution? • How are the different disciplinary groupings represented in participation in non-accredited CPD? • What differences can you see in the way different disciplinary groupings engage with non-accredited CPD? • Why do feel these differences exist?

Key Question 2		
<p>What effect do you feel non-accredited CPD has on the practice or performance of staff within your Institution?</p>	<ul style="list-style-type: none"> • How does your institution assess or review the impact of non-accredited CPD on staff practice/ performance? • How effective do you feel this reviewing process is? 	<ul style="list-style-type: none"> • What aspects of performance is your institution targeting through its non-accredited CPD? • Why are these targets selected and how do they relate to the overall function of your institution?
Key Question 3		
<p>How do you feel the delivery and uptake of non-accredited CPD might be improved?</p>	<ul style="list-style-type: none"> • What are the particular areas you feel could be improved? • Would you have any specific suggestion on how to improve these areas? 	<ul style="list-style-type: none"> • How do you feel non-accredited CPD could be improved at a national level? • Can you identify any specific things that might improve delivery of non-accredited CPD at a national level? • How do you feel inter-institutional collaboration could improve non-accredited CPD delivery and design? Could you explain?
Ending Question		
<p>Is there anything else you would like to share about your experiences regarding the development and implementation of non-accredited CPD?</p>		

Appendix C – Focus Group Schedule

Focus Group Schedule

Topic Area	Guiding Questions
<p>Topic 1: Participation in delivery of non-accredited CPD training within work institution</p>	<p>What role does your disciplinary grouping play in the design and delivery of non-accredited CPD to within your institution?</p> <p>How are you involved in the development or delivery of non-accredited CPD?</p> <p>How has this role and/or relationship developed within your institution?</p> <p>How does your institutional grouping/ professional organisation guide your participation?</p> <p>Is there a disciplinary plan or set of guidelines to guide your practice in this domain?</p> <p>How does your particular disciplinary grouping support your delivery of non-accredited CPD?</p>
<p>Topic 2: Selection and uptake of personal non-accredited CPD training to support professional practice</p>	<p>Why is engagement in CPD important for supporting the professional practice of T&L professionals from your disciplinary groups? Can you give me examples to clarify why?</p> <p>What role does non-accredited CPD training play within overall CPD development ?</p> <p>What role does participation in non-accredited CPD play in supporting your own practice?</p> <p>What guidelines do your disciplinary groupings provide for participation in CPD?</p> <p>What role do these guidelines play in your choice of participation in non-accredited CPD?</p> <p>How often should from your disciplinary area engage in non-accredited CPD? Why would you say this?</p> <p>What particular skills does non-accredited CPD training develop for T&L professionals from your disciplinary area?</p>
<p>Topic 3: Development of participation in non-accredited CPD</p>	<p>How do you feel the delivery and uptake of non-accredited CPD might be improved by within your disciplinary area?</p> <p>What are the particular areas you feel could be improved?</p> <p>Would you have any specific suggestion as to how to improve these areas?</p> <p>How could your institution support these improvements?</p> <p>How could these improvements be supported at a national level?</p> <p>Can you identify any specific things that might improve delivery of non-accredited CPD at a national level?</p> <p>How do you feel inter-institutional collaboration could improve non-accredited CPD delivery and design? Could you explain?</p>

