**SEDA Website abstract**

**Enhancing L&T in an increasingly challenging context: Evaluation of enhancement outcomes arising from the application of a holistic quality model to an existing Peer Supported Review initiative**

Academic teachers are the pivotal component to the endeavour of academic development. However, obtaining genuine commitment to teaching development activities is a persistent challenge. Assuring the quality of higher education is dominating policy and discussions across the world and, indeed within the UK, national drivers such as the PSF and TEF have been devised to promote and raise standards in teaching practice and the student experience. These structural devices are emerging in institutional strategies and contexts as performance indicators and there is a view that this pervasive metrics driven environment is detrimental to academic teaching practices, the student learning experience and the activities of ADs tasked with encouraging enhancements (Field, 2015).

The literature puts forward three independent shifts that can lead to better outcomes for academic development and the enhancement of L&T more generally. First, there is a view that strategies for the enhancement of L&T are more likely to be productive if they are based upon and informed by contextual intelligence (Bamber et al 2009; Martensson, 2014; Zepke, 2014). Secondly, the propensity for ADs to focus on the communication of policies and practices for enhancement should be replaced with a more coordinative approach with the academic community (Debowski, 2014; Handal et al. 2014). Finally, the conventionally distinct fields of quality assurance and quality enhancement can be assimilated into a holistic quality process to achieve better enhancement outcomes (Elassy, 2015; Williams, 2016).

This institutional case study evaluates the enhancement outcomes arising from the experimental integrated application of these three tactics to inform the refresh and refocus of an established Peer Supported Review of L&T (PSR) process. This longstanding initiative provides staff with an opportunity to develop and evidence innovations in their professional practice. Existing institutional research, undertaken in 2015, uncovered evidence of a culture of compliance among some staff across a range of enhancement opportunities, including PSR, to satisfy institutional requirements and/ or for the purposes of professional recognition and promotion. Importantly, the evidence indicated that this tokenism was stemming from a relatively new and increasingly target and performance driven institutional context. Clearly, these issues challenge the achievement of objectives around the enhancement of L&T and, accordingly, reinforce the need to reflect on the efficacy of approaches and activities for enhancement to expose the implications for strategies going forward.

The methodology combines quantitative and qualitative approaches to analyse and compare the extent and character of enhancement outcomes submitted via the refreshed and existing PSR schemes. In addition, a short online survey exploring perceptions and efficacy of the PSR process was circulated to staff that engaged with the revised process during 2018.

Preliminary findings suggest that the rejuvenation of the PSR process has had a positive impact on enhancement outcomes that is evidenced by a marked increase in levels of staff engagement with PSR, growth in the amount and extent of collaborative enhancement projects, and a greater number of detailed, comprehensive and strategically aligned enhancement accounts. Collectively, these key findings indicate that the combination of contextual intelligence, a coordinative approach to academic development and a holistic quality model explicitly emphasises the alignment and interconnected value and relevance of staff, departmental and institutional L&T objectives, which has the potential to bolster meaningful and committed engagement with enhancement.

Key references

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