Professional development framework for new teachers: The Emirati context as a case study

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ABSTRACT

To support United Arab Emirates (UAE) government initiatives in increasing Emirati representation in higher education, my institution recruited Emirati graduates interested in teaching into the Faculty Emiratisation Initiative (FEI) programme. FEI participants are early career teachers who have minimal experience delivering learning experiences in higher education; this study refers to them as 'teachers in training'. The Teaching Skills Enhancement Programme (TSEP) was developed to help teachers in training develop effective teaching and learning practices in higher education. They receive teacher training and mentoring for one year to prepare them to become fully-fledged academic members.

This study examined to what extent the TSEP helped teachers in training achieve Advance HE Associate Fellowship. The study involved a single group of Emirati teachers in training over several months, using mixed methods instruments.

A mixed responses questionnaire, semi-structured interviews and written Accounts of Professional Practice (APP) of teachers in training were analysed. A hybrid approach was adopted, combining different qualitative methods of thematic analysis. This included incorporating a data-driven inductive approach from the mixed responses questionnaire, interviews and the APP, and a deductive approach using a pre-set of codes (Schon's reflective model).

The essential finding is that TSEP and associated experiential learning opportunities, including coaching and microteaching, appeared to help teachers in training develop their pedagogical content knowledge (PCK) in their discipline and achieve Associate Fellowship. The study's findings highlighted some crucial factors that other institutions in the UAE and Gulf region might consider in developing an Associate Fellowship scheme, developing teacher training programmes in general, and providing support to novice teachers to achieve Advance HE Associate Fellowship.

Keywords: teacher training, pedagogical knowledge, higher education, UAE, professional teaching, reflective practice, experiential learning

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APP	Account of Professional Practice
CIS	Computer Information Sytems
CK	Content knowledge
D1	Descriptor 1
FEI	Faculty Emiratisation Initiative
HE	Higher education
HEA	Higher Education Academy
PCK	Pedagogical content knowledge
PDI	Professional development instruction
PK	Pedagogical knowledge
SoTL	Scholarship of teaching and learning
TNT	Teachers in training
TSEP	Teaching Skills Enhancement Programme
UAE	United Arab Emirates
UKPSF	UK Professional Standards Framework

CHAPTER 1
INTRODUCTION

Different scholars highlight that maintaining a sense of belonging, developing professional identities, and personal skills development—such as time management, organisation skills and career planning—are critical needs for new teachers (Mansfield et al., 2014). Ibrahim (2012) summed it up nicely when he said that new teachers need everything from classroom management techniques to emotional support. Considering these needs, the professional development team in the institution of this study created the Teaching Skills Enhancement Programme (TSEP) to prepare teachers in training to become fully-fledged faculty.

Understanding the importance of quality education and aligning with the UAE government vision of providing a 'first-rate education system', my institution signed a Strategic Partnership Agreement with the Higher Education Academy (now Advance HE). Advance HE is a non-profit organisation based in the United Kingdom dedicated to evidence-based practice and recognising teaching and learning quality. The principal purpose of the agreement is to enhance the quality of teaching and learning in the institution. The Higher Education Academy (HEA) developed the first iteration of the UK Professional Standards Framework (UKPSF) in 2006 to identify professional standards and guidelines for teaching and learning in higher education. The UKPSF includes descriptors for four Fellowship categories to recognise excellence in teaching: Associate Fellowship, Fellowship, Senior Fellowship and Principal Fellowship (Figure 1)**.**

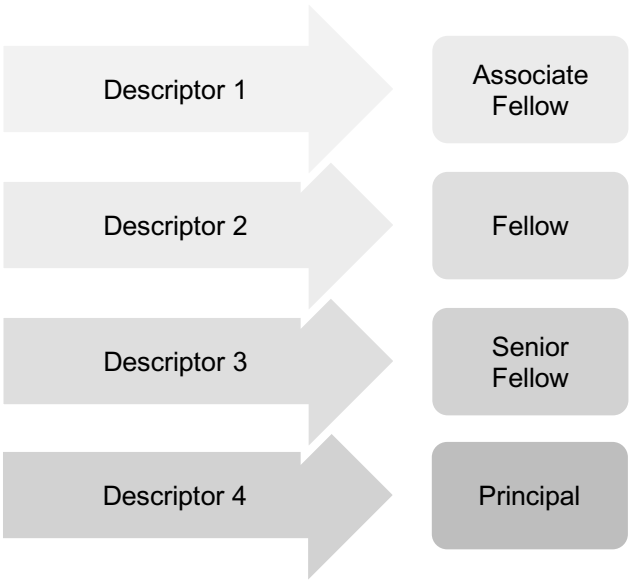


Figure 1 UKPSF Descriptors and associated Fellowship categories

After signing a memorandum of understanding with HEA, my institution mandated that teachers in training achieve Associate Fellowship within their first year of employment as an international benchmark for their developed teaching skills and practices. Associate Fellowship is recognised for early-career academics or teachers with limited teaching experience (Higher Education Academy, 2011). The professional development team was responsible for supporting teachers in training to attain their Associate Fellowship through the TSEP.

1.1 Research Setting

The United Arab Emirates has rapidly risen from "a tribal desert society at a subsistence-level economy to one of the most highly developed cosmopolitan, high tech modern and prosperous countries in the Gulf region and the Middle East." (Harnish & Dorothy, 2003, p.44) These rapid changes led the country to make a commensurate effort to develop its workforce education system (Alzahmi & Imroz, 2012). In 2012, the Vice President and Prime Minister of the UAE launched the Emiratisation initiative to create job opportunities for UAE nationals in the private and public sector to help build a competitive knowledge economy (UAE Vision 2021, 2018). Emiratisation is one of the critical performance indicators of the UAE 'Vision 2021'.

My organisation is a federal higher education institution with more than 17 campuses distributed across the UAE with segregated male and female students. The institution is reserved for Emirati students; however, the teaching faculty is multinational, and Emiratis are underrepresented. In support of Emiratisation, my institution launched the Faculty Emiratisation Initiative (FEI) to recruit, train and prepare Emirati graduates to become fully-fledged faculty. A vital component of the FEI programme is the Teaching Skills Enhancement Programme (TSEP). FEI members are early career teachers who had minimal to no experience in delivering learning experiences in higher education. From 2014 to 2016, through the Faculty Emiratisation Initiative, my organisation hired more than 80 Emirati individuals in 'teachers in training'. It is recognised that this role title may resonate, outside of this context, more with school teacher training programmes than higher education. However, these individuals are being prepared while assigned teaching roles within higher education. Since the context of this study is situated within the United Arab Emirates, the standard local reference to these individuals,' teachers in training', will be used throughout. As part of the FEI programme, teachers in training are allocated a mentor who provides local, personalised support and the opportunity to set and track their professional goals. In addition to completing the TSEP, teachers in training work with their designated mentor to observe them teaching and engage in supervised teaching and assessment-related activities.

Emirati applicants with a Masters or Doctorate in their field and three years of teaching experience in higher education were hired directly as regular faculty; they did not participate in the FEI or the TSEP. The FEI programme recruited Emiratis who would generally be ineligible to become faculty because they don't meet the professional qualifications or experience required. FEI teachers in training were required to have attained at least a bachelor's degree in the discipline they would be teaching. They were restricted to six hours of supervised teaching and four hours shadowing an experienced teacher every week with this credential. It is worth mentioning that the faculty scheme that my institution is following is: teacher in training (only for Emirati), Instructor, Lecturer, Associate Professor, and Professor. Qualified Emirati teachers with relevant teaching experience are hired directly in the respective role.

1.2 Background and Rationale

The European University Association has stressed how the higher education sector needs to be prepared for rapid world change (Sursock, 2015). To face this continuous evolution, research into new teacher training in higher education is identified as necessary for different higher education institutions (Daniel, Cano, & Cervera, 2015).

According to strategic goals outlined in UAE Vision 2021, the UAE aims to develop a "first-rate education system" via benchmarking and adopting international accredited systems. To elevate the level of graduates to international standards, universities are expected to employ internationally-accredited teaching faculty (UAE Vision 2021, 2018). As quality teaching requires practical pedagogical skills (Ssempebwa, Teferra, & Bakkabulindi, 2016), there was an urge for significant improvement in the higher education sector. The UAE Ministry of Education contributed to the UAE Vision 2021 to reform the education system. The plan aims to enhance teaching skills followed by a rigorous evaluation of appropriate teaching methodologies. For this objective to be achieved, continuous training and professional development must be provided for higher education teachers to develop the necessary skills to fulfil the national vision. One way to leverage the quality of teaching is partnerships with "higher education institutions and other distinct organisation to coordinate activities, share resources, or divide responsibilities related to a specific project or goal" (Chiteng-Kot, 2016, p.4). This driver was the key reason for my institution to engage in Strategic Partnership with the HEA (now Advance HE).

In response to the accelerated speed of globalisation and internationalisation, some governments, such as UAE, have adopted cross-national education systems. Educational models and frameworks are adopted not only because of their high academic attainment but because of the powerful and prestigious position of the country that developed them (Davidson, 2004). Such systems are usually adopted and implemented out of the context they were developed and tested in, regardless of the cultural context (McNiff, 2013). The ways professional development programmes are designed and delivered depends on the education system of the country, whether centralised or non-centralized (Stadler, 2010 cited in Sabah et al., 2014)). The UAE

follows a ‘semi-autonomous ’ non-centralized education system; professional development programmes are not dictated by the ministry but instead supported and guided. For example, in the UAE, there is no mandated training for new faculty; instead, there is a clear expectation that institutions organise professional development for teaching staff. One of the key performance indicators of federal and semi federal higher education institutions in the UAE is the number of hours teachers spend on professional development; therefore, institutions are keen to fulfil this metric.

The UAE is a “consumer of educational practice” (Kirk & Napier, 2006, p.4). When a country starts to compete for power, economic success, and resources, the practice of ‘buying’ ideas and techniques from other countries increases. Consistent with this model, the newly founded UAE acquired ready-made educational systems and the expertise required to keep them up and running instead of spending on new designs. This approach helped the UAE significantly decrease the development time over developing an indigenous education system from scratch (Kirk & Napier, 2006).

However, this practice raises the question of the suitability and the effectiveness of this approach in meeting the specific needs of this part of the world. Similarly, my institution agreed with Advance HE to gain international recognition for its professional development programmes. This raises the professional development profile the institution offers and benchmarks the institution’s practices with international standards. Emirati teachers in training undergo a compulsory professional development programme, TSEP. The institution determines the content of the locally designed TSEP. As teachers in higher education are expected to adopt and use evidence-based approaches to facilitate learning (Ramsden, 2003), the TSEP was developed based on the constructivist learning theory (Vygotsky, 1978) to promote experiential and collaborative learning, the prevailing teaching models at my institution.

My study took place in the UAE, an international hub with expats making up 85% of the total population (United Arab Emirates Demographics Profile, 2016). therefore reflecting the education that meets the needs of this sizeable international population is considered. The UAE has developed numerous partnerships with

international higher education institutions to improve the education provided for students in the UAE. As a result, many international universities either have campuses in the UAE, or their accredited programmes have been adopted by local institutions (UAE Cultural Division, 2011). For example, the engineering programmes at my institution are accredited by the Accreditation Board for Engineering and Technology (ABET). In contrast, the Accreditation Council accredits business programmes for Business Schools and Programmes (ACBSP).

In alignment with this vision, my research explored the influence of the TSEP training programme in helping teachers in training achieves Advance HE Associate Fellowship.

1.3 Researcher's Background

I have been living and working with Emiratis for more than twenty years. As I am an Arab, there are differences and similarities between my culture and the Emirati one. Speaking the same language helped me mingle easily and develop relationships with Emirati teachers in training. My background has also placed me in an excellent position to understand and analyse the collected data. As a Senior Specialist on the Professional Development-Instruction team, I was involved in the initial design, implementation and delivery of the TSEP.

I was responsible for developing and delivering TSEP courses. Additionally, I coordinated the programme completion progress for the 83 teachers in training enrolled in the programme and reported on their progress to senior management. As the only Arabic speaker in the team, I delivered supplementary 'pre-session' in Arabic for each TSEP course for teachers in training who needed that support. Moreover, when Associate Fellowship became a requirement for the TSEP completion, I coached more than 25 teachers in training to complete their Associate Fellowship. However, during the time of conducting the research, I had no authority over the teachers in training.

As an 'insider researcher' (Becher & Trowler, 2001), I had to consider the ethical implications of my study from the point of view of the professional area in which I work. One of the most critical aspects of work-based research is that it was within my work practice, helping develop shared understandings and trust between myself

and my colleagues with whom regular social interactions of working communities have been established earlier, as highlighted by Costley, Elliott, and Gibbs (2016). The ease of accessing information and approaching colleagues to participate in the study was another advantage of being an insider researcher. On the other hand, one drawback of work-based research is the difficulty of generalising the findings to different contexts, which Bassey (1999) has highlighted as "fuzzy generalisations" (p.12). Nevertheless, these studies can benefit the community of practice and the individual researcher (Costley et al., 2016).

1.4 Context of the Study

In response to the Emiratization initiative, in March 2014, my institution began recruiting Emirati graduates as FEI teachers in training, starting with 20 teachers in training assigned to 17 campuses across the UAE, generally in their home Emirate. The teachers in training were hired either directly after graduation or with a few years of industry or school experience; therefore, they needed a 'gap-filler in teacher training' responsive to their needs (Garuba, 2004).

1.4.1 The TSEP

The new hires were expected to be in the classroom teaching by August 2014. Having limited time and resources to develop a customised training programme based on assessed needs, the PDI team had to put together an 'off the shelf' programme addressing critical topics in teaching and learning. The TSEP ran for three months with 40 hours of workshops and self-paced courses (Table 1).

Course name	**Delivery mode**
Mobile devices in Education	Face to face
Student teacher interaction in a mobile world	Face to face
Developing assessment tasks	Face to Face
Develop your teaching	Self-paced
Making the most out of discussions	Self-paced
Learners and learning	Face to face
Active learning	Face to face

Marking and giving feedback	Self-paced
Understanding the principles of course design	Self-paced
Microteaching	Face to face
Strength based leadership	Face to face
Building courses in Blackboard	Face to face

Table 1 TSEP courses offered

To evaluate the effectiveness of the TSEP program, feedback surveys were sent after every session to measure the satisfaction of the teachers in training with the quality offered. Although the results of the feedback survey were positive and indicated the programme to be a reasonably successful introduction to effective teaching practices, the PDI team deemed the original programme not wholly adequate in preparing teachers in training for classroom delivery, as there were no means for teachers in training to demonstrate the transfer of the knowledge and skills from the programme to their practice. Therefore, the programme needed to be evaluated, a crucial phase for professional development programmes (Lowden, 2003). Conducting a training needs assessment is essential as a preliminary stage before any programme development to avoid resource waste. As my institution continued to hire new FEI teachers in training, there was an opportunity to refine the training programme.

Considering Guskey's (2002) five levels of evaluation—participants' reaction, participants' learning, organisation support and change, participants' use of new knowledge or skills, and finally student learning outcomes—it was clear that the TSEP needed improvement. We started working on an action research project to create effective teaching and learning professional development programme for the newly hired teachers in training. Action research is known for its strong linkage to teaching approaches and improving practices (McGee, 2008). The nature of the action research provided an opportunity to review and explore different areas that might change the current practice that could lead to improvement (McNiff, 2013). Having two cycles of the research, collecting data through focus groups, feedback surveys and informal interviews. However, there was a key component missing from

the collected data back then; whether the TSEP played a role in preparing them to be effective teachers in the classroom or not.

While trying to overcome the dilemma of defining effective teaching, in 2016, my institution became a Strategic Partner with the HEA and continues this partnership with Advance HE. HCT explicitly built the UKPSF and the Fellowship into its strategic plan with the ultimate aim of all faculty achieving Fellowship. Partnering with HEA (now Advance HE) and recognising Fellowships would enhance the institution's reputation for quality instruction while contributing to continuous quality assurance.

The institution identified the UKPSF as the benchmark for effective teaching and established Associate Fellowship as a critical requirement for completing the TSEP. Candidates for Associate Fellowship must demonstrate evidence and understanding of specific aspects of effective teaching, learning support methods and student learning (Advance HE, 2011). The Associate Fellowship application requirements are Account of Professional Practice (APP) and two supporting statements. The APP is a 1600-word reflective narrative. To meet the criteria for Descriptor 1 (Table 2), teachers in training were asked to show evidence for seven elements of the UKPSF—A1, A2, K1, K2, K4, V1 and V2—in their APP by reflecting on examples from their practice. The two supporting statements are written by colleagues who worked closely with the applicant to corroborate what is written in the APP.

Descriptor 1: Associate Fellowship
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:
I. Successful engagement with at least two of the five Areas of Activity engagement
II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
III. Appropriate Core Knowledge and understanding of at least K1 and K2
IV. A commitment to appropriate Professional Values in facilitating others' learning
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Table 2 Descriptor 1 Criteria for Associate Fellowship (Higher Education Academy, 2011; Advance HE, 2021)

When redesigning the TSEP, the PDI team reviewed the literature to ensure that the programme was effective and met the purpose it was designed for. Field Wegner and Nückles (2015) highlighted two learning metaphors: 'acquisition and participation' (p.626). While the acquisition metaphor of learning focuses on transmitting knowledge from the teacher to the student, the participation metaphor argues that "knowledge is something that person does" (Wegner & Nückles, 2015, p. 626) where learning happens through interaction with communities of practice. As per Amundsen and Wilson (2016), the conceptual framework of a 'good fit' (p. 9) of a professional development programme focuses on six clusters: skill focus, method focus, reflection focus, institutional focus, disciplinary focus and inquiry focus (Table 3).

Cluster focus	Areas addressed
Skill	Teaching skills and techniques: e.g., discussion facilitation, presentation skills, and use of technology
Method	Teaching methods: e.g., collaborative learning, problem-based learning, gamification and scaffolding
Reflection	Reflection on individual teacher conceptions of teaching and learning
Institutional	Coordinated institutional plans to support teaching improvement.
Disciplinary	Disciplinary understanding to develop pedagogical knowledge.
Inquiry	Individuals and or groups of teachers investigating teaching and learning questions of interest to them—communities of practice

Table 3 Conceptual framework for an effective professional development programme based on Amundsen and Wilson (2016)

In redesigning the courses of the TSEP (Table 4), we tried to address the different areas in Amundsen and Wilson's (2016) conceptual framework as well as Wegner & Nückles' (2015) metaphors of learning to ensure that teachers in training are acquiring the required knowledge and participating in different learning activities that help them in developing their knowledge to become effective teachers.

Course name	**Delivery mode**
Getting Started with Blackboard Learn	Blended
Building Courses in Blackboard Learn	Blended
Personality Dimensions	Face to face
Mobile devices in Education	Face to face
Deep and Surface Learning	Face to face
Structuring & Preparing Lessons	Face to face
Observation, Evaluation, & Reflection	Face to face
iPads in the Classroom	Face to face
Teaching Strategies & Student Interactions	Face to face
Student teacher interaction in a mobile world	Face to face
Building effective assessments	Face to Face
Develop your teaching	Self-paced
Making the most out of discussions	Self-paced
Learners and learning	Face to face
Active learning/learning by doing	Face to face
Marking and giving feedback	Self-paced
Understanding the principles of course design	Self-paced
Microteaching	Face to face
Strength based leadership	Face to face
Building effective assessments	Face to face
Delivering effective feedback	Face to face
Team dynamics in the workplace of HE	Face to face

Table 4 Redesigned TSEP course Redesigned TSEP courses

The professional development team met with the teachers in weekly training to conduct the workshops. The duration of each session was four hours of instruction and learning activities. After each session, the teachers in training were expected to complete the course assignments. The assignments were designed to allow the teachers in training either to reflect on what they have learned from the course or apply it. In addition to the TSEP courses, the teachers in training were expected to

shadow their mentor (assigned by their line manager from the same division) and observe experienced faculty.

One of the critical elements of the TSEP was coaching; each teacher in training was assigned to a coach from the PDI team to support them in drafting their APP with individual draft consultations. These sessions were scheduled face to face or online, depending on the accessibility of the campus.

1.4.2 Advance HE (formerly HEA)

Reviewing the literature, there is no history of HEA/Advance HE except for the book written by Baume and Popovic in 2016. In 1990, the UK Staff and Educational Development Association (SEDA) developed and implemented professional standards for teaching in higher education. SEDA proposed to the National Commission of Inquiry into Higher Education that teaching in higher education could be improved by requiring university teachers to gain teaching qualifications through formally recognised courses; the National Commission accepted the proposal. The Institute for Learning and Teaching was formed to implement that recommendation. SEDA recognised programmes were accredited by the Institute for Learning and Teaching (ILT) (Baume and Popovic, 2016). In 2003, a committee was established from universities and government representatives and recommended the establishment of a single central body, the Higher Education Academy (HEA), responsible for standards of teaching in higher education (Baume and Popovic, 2016). In 2018, the Equality Challenge Unit, the HEA, and the Leadership Foundation for Higher Education merged to form Advance HE. The merger did not affect Fellowship recognition criteria or processes (Advance HE, 2018).

Exploring the Advance HE website and other documentation, I could find no evidence that the UKPSF is based on a particular educational theory; however, studying it closely, I suggest that it leans toward constructivist learning theory. Constructivism assumes that knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to build new knowledge. Raskin (2001) defines constructivism as "a school of psychology which holds that learning occurs because personal knowledge is constructed by an active and self-regulated learner, who

solves problems by deriving meaning from experience and the context in which that experience takes place" (p. 2001).

Despite the limited teaching experience of the teachers in training, they possess acquired knowledge through their exposure to teaching in school and undergraduate study. They build on this knowledge through their participation in the TSEP.

Being the only Arabic speaker on my team, I coached the teachers in training of the Arabic and Emirati Studies, the Education, Business and Computer Information Sytems (CIS) divisions. My role was to coach them in writing their APP for Associate Fellowship to ensure sufficient evidence of the required criteria. Working closely with this group highlighted a lot of the skills and knowledge they lack regarding meeting the requirements of Descriptor 1 of the UKPSF--for example, reflection on practice and narrative writing skills. To attain Associate Fellowship recognition, teachers in training must write an Account of Professional Practice (APP) addressing elements of the UKPSF by reflecting on their practise and their own previously constructed knowledge. The APP is a reflective narrative account. The teachers in training were struggling to write in a reflective style since they had no previous knowledge and experience of using reflection within their practice. The language barrier was another issue, as most of them found it difficult to express their ideas in English as a second language. The UKPSF was developed and implemented in the UK as per the needs of the UK teachers and aligned with their higher education system and culture. As a reflective practitioner, I questioned the applicability of the UKPSF in the Emirati context, especially since there is no Arabic version of the UKPSF despite being used in different Arabic-speaking countries. Moreover, the reflective writing style is not part of the national education system in this part of the world. As a reflection on practice is crucial for writing the APP, the study explored Schön's reflective model and its alignment with the teachers' APP.

1.4.2.1 The UK Professional Standards Framework (UKPSF).

The UK Professional Standards Framework (UKPSF) "provides a means to comprehensively benchmark, develop, recognise and reward teaching and learning support roles in higher education" (Advance HE, 2011). The UKPSF is relatively new; the first version was released in 2006 in response to the UK government's

intention to enhance teaching quality. The HEA was invited as an educational consultant by the different UK higher education funding bodies to develop these standards in response to this need. The HEA (now Advance HE) offers its Fellowship recognition based on the experience of the teachers. The first version of the UKPSF incorporated two categories—Associate Fellow and Fellow— for teachers whose practices align with Descriptor 1 and Descriptor 2, respectively. In 2011, the UKPSF was reviewed, resulting in minor changes and introducing two additional categories: Senior Fellowship (Descriptor 3) and Principal Fellowship (Descriptor 4). The UKPSF has three dimensions: 'areas of activity undertaken by teachers and supporters of learning in HE; 'core knowledge' needed to carry out activities at the appropriate level, and 'professional values' to be embraced and exemplified by teachers. Each dimension is further elaborated into multiple elements (Table 5); the UKPSF is a developmental framework (Peat, 2016). It is designed to help faculty engage in a kind of reflective practice inspired by Schon's reflective model (Lea and Purcell, 2015), which emphasises the importance of reflection in developing faculty practice (Sluis, Burden, & Huet, 2016). The UKPSF descriptors are criterion-based. Advance HE Fellowship recognition is awarded to those who provided evidence fulfilling the criteria necessary for recognition at a certain level. (Figure 1).

Cox and Mond (2008) have criticised the UKPSF as it does not guide institutions to train their staff. Although Advance HE provides comprehensive guidance to applicants on addressing each element, I agree with their criticism. They do not offer suggestions on writing the application; however, the UKPSF is used as a benchmark for effective teaching practice in my institution.

In addition to being a teaching recognition body, Advance HE extends its services to accredit different professional development programmes. The achievement of the Fellowship recognition is offered through two routes: accredited institutional programmes and direct application with Advance HE. Advance HE-accredited institutional programmes generally cover learning theory, curriculum design, assessments and reflective practice for teachers (Hibbert & Semler, 2016). At the time of the study, there were more than 400 Advance HE-accredited programmes across the UK. Additionally, accredited programmes operate in Bahrain, Australia,

China, New Zealand and Thailand, while programmes are still under development in America, Saudi Arabia, UAE, Kazakhstan, Turkey, Canada and Spain (Harrison-Graves and Marcangelo, 2016). The other route is by submitting a reflective account evidencing the applicant's practice towards the framework descriptor for a particular Fellowship recognition.

At this study, my institution followed the direct submission route where the teachers in training submitted their APP for Associate Fellowship to Advance HE for evaluation. However, they were supported in writing their APP through the TSEP.

Currently, in the UAE, there are only two institutions providing Advance HE accredited programmes. However, there is a significant difference between the two programmes. In my institution, the programme has two pathways; one supporting the FEI teachers in training leading to Associate Fellowship, the other supporting experienced teachers in obtaining Fellowship. In contrast, other institution only provides faculty support to receive the Fellowships award.

The findings of this study helped in the review process and redesign of the TSEP to meet the requirements of Advance HE as an accredited programme leading to Associate Fellowship.

Dimensions		
Areas of activity	Core knowledge	Professional values
Elements		
A1 Design and plan learning activities and/or programmes of study	K1 Subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area at the level of academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/discipline area	V3 Use evidence informed approaches and the outcomes from research, scholarship and CPD
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice	K5 Methods for evaluating the effectiveness of teaching	
	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

Table 5 Dimensions and elements of the UK Professional Standards Framework (UKPSF)

1.5 Research Aim

To date, there is no literature on the influence of the UKPSF on the practice of teachers in training in this context. Moreover, educational needs, skills and knowledge required to achieve Associate Fellowship in the Gulf region in general and the UAE specifically have not been discussed in the literature.

This study explored the teachers' skills and knowledge in training perceived as necessary to complete their Associate Fellowship recognition successfully. The study also considered the influence of completing the TSEP on the teachers in training and whether it helped them (or not) in developing the knowledge needed to attain the Associate Fellowship.

The study explored the role of the TSEP in helping the teachers in training meet Descriptor 1 of the UK Professional Standards Framework (UKPSF) developed by the Higher Education Academy, UK (now Advance HE). However, while working on the study, other purposes evolved: the possibility to examine the perceptions about the influence (if any) of the programme on practices, to understand the barriers teachers in training faced in achieving the Associate Fellowship, identifying the learning that took place during the writing process of the Associate Fellowship application, and finally how the TSEP could be enhanced to support teachers in training in achieving their Associate Fellowship.

The UKPSF is written in English and was designed initially to be used in the UK; however, the use of the UKPSF has expanded beyond the UK and is being used in other countries in the USA, Canada, Europe, Australia, New Zealand and the Middle east. In the UAE, it is considered as a benchmark for teaching now in two of the significant and largest higher education institutes. Emirati teachers in training submitted their Associate Fellowship application to be reviewed externally by Advance HE as one of the TSEP completion requirements. Advance HE does not accept applications in any language but English. In my study, most of the teachers in training have limited English proficiency. As I coached some of the teachers in training in writing their APP, it was clear that some were having difficulty writing in English. The study investigated how they perceived the UKPSF and wrote their Account of Professional Practice (APP) with the concomitant language barriers.

Moreover, during the coaching sessions, I noticed that learning was taking place through discussing their ideas while drafting their APP. For example, they describe an activity with their students without knowing the learning theory behind it. I was so interested in capturing what they learned during the drafting process. Table 6 summarises the general and specific research objectives.

General research objective	Examine the role of the TSEP in helping Emirati teachers in training to meet Descriptor 1 for Associate Fellowship with Advance HE (formerly Higher Education Academy).
Specific research objectives	Explore the influence of the TSEP (if any) on the practice of teachers in training from their perspective Identify barriers to achieving Associate Fellowship faced by Emirati teachers in training Highlight the learning that emerged during the draft development process of the APP

Table 6 Research objectives

1.6 Research Questions

My central overarching research question was: To what extent did the TSEP prepare and support teachers in training to meet Descriptor 1 of the UK Professional Standards Framework (UKPSF) leading to Advance HE Associate Fellowship and the following subsequent questions:

1. How did the TSEP and its elements influence the teachers to achieve Advance HE Associate Fellowship?
2. In what ways, if any, did the TSEP and its elements influence the teaching practice of the teachers in training?
3. From the teachers in training perspective, is there any additional aspects/elements that would enhance the TSEP?

CHAPTER 2
LITERATURE REVIEW

In this chapter, I looked into understanding the quality of teaching in higher education through three essential concepts: Pedagogical content knowledge, the reflection processes in teaching practices and the Scholarship of teaching and learning (SoTL). Moreover, the chapter discusses the vital role of professional development programmes in preparing new university teachers and how different countries prepare their new teachers for their teaching roles in higher education.

2.1 Quality of Teaching in Higher Education Institutions

Teaching in higher education is a complex task involving the interaction of multiple parameters. The teachers, learners, content and pedagogy, are all variables that operate together in a dynamic and connected network (Zepke, 2015). As with any profession, new teachers face many challenges. In the literature, there are common challenges related to teaching practices that new lecturers face in their early career, including how to teach, preparing content, choosing the appropriate pedagogic approach and assessing student learning (Guzmán-Valenzuela, & Barnett, 2013). Teaching is "complex-process orientated" (Wood, 2017, p 68) and multidimensional. Effective teaching requires solid knowledge of one's discipline and a deep understanding of how to help students grow within and beyond the domain. Moreover, teachers must motivate and engage their students, convey concepts and assist the students in overcoming difficulties in their learning (Kreber, 2002).

Learning to become an effective teacher requires acquiring teaching expertise and understanding how our personal beliefs about teaching and learning, knowledge in our disciplines, and organisational contexts interact to produce our specific approaches to teaching. Bridging the gap between graduate studies and the teaching demands of an academic career is not a trivial task. Despite the value of developing teaching methods and skills, increasing numbers of researchers argue that the most effective way to approach teaching development is to focus on creating a conceptual understanding of the nature of teaching and learning as opposed to the more traditional focus on developing teaching skills (Akerlind, 2008; Barnett & Guzmán-

Valenzuela, 2017). In the literature, there are two main frameworks for teaching in universities: 'conception of teaching' and 'approaches to teaching' (Barnett & Guzmán-Valenzuela, 2017). 'Conceptions of teaching' refers to how teachers conceive teaching and develop their teaching approaches based on these conceptions. Although the cognitive process of constructing knowledge and reflecting on practice is key to the different teaching approaches teachers adopt, values and beliefs are equally important components to orient the teaching practices. For example, the teacher may adapt their approach depending on their institution's research, teaching and learning (Barnett & Guzmán-Valenzuela, 2017). On the other hand, there are two teaching approaches: teacher-focused and student-focused (Prosser and Trigwell, 2014). My institution adopts the 'conception of teaching' approach with a primary focus on student-centred practices.

'Quality of teaching and learning is a common phrase in higher education and has different meanings in different contexts – a 'relative concept' (Harvey and Green, 1993). For example, Kopas-Vukašinović, Cekić-Jovanović and Golubović-Ilić, (2020) see the quality in teaching as the involvement of the students in the teaching and learning process and collaborating with teachers on projects and activities, while Kanuka (2010) argues that there are two aspects in teaching and learning that ensure quality: understanding how students learn and approaches to teaching and learning (Kanuka, 2010). On an institutional level, institutions tend to define the quality of teaching and learning by aligning with associations or frameworks like the European Association for Quality Assurance in Higher Education (ENQA) for European universities, which highlights the radical role of teachers and the importance of providing them with opportunities for developing their skills (Cardoso, Tavares, & Sin, 2015). One of the ways that my institution chose to demonstrate the quality of teaching and teachers was through the accreditation of programmes, courses and benchmarking our practice with international standards. In December 2019, the UAE announced its 50-year plan highlighting the goal of positioning "the UAE among the best countries in the world by the UAE centennial in 2071" (MOCAF, 2019); this includes development in the education sector.

Teachers, learners, content and pedagogy, are all variables that operate together in a dynamic and connected network (Zepke, 2015). Therefore, Mishra and Koehler

(2006) argue that the quality of teaching can be defined based on how these variables interact with each other. Aziz (2020) posits two types of teaching that promote quality: 'good' teaching and 'successful' teaching. Many characteristics can demonstrate good teaching; Wechsler and Shields (2008) rolled these characteristics into three main aspects of good teaching: teacher characteristics, teaching practice, and what students learn. Teacher characteristics are what a teacher brings to the classroom, including experience, content knowledge and content pedagogy, and general intelligence (Darling-Hammond, 2010; Berliner, 2004; Wechsler & Shields, 2008). Kennedy (2008) define teacher characteristics as the teacher's resources, including personal traits, beliefs, attitudes and values.

The second aspect of good teaching is teaching practice, what teachers do in the classroom. Fenstermacher and Richardson (2000) identify logical, psychological and moral acts of teaching as three elements of teaching practice. Rational acts involve explanation, demonstration and correction, while psychological acts focus on motivation, encouragement, evaluation and planning (Darling-Hammond, 2010). Trust, fairness, respect and honesty are moral traits reflected in the righteous acts of teaching.

Finally, what the students learn from the teaching is the third aspect of good teaching. Fenstermacher and Richardson (2000) noted that a critical component of quality teaching is 'successful teaching' – the students' response to the teaching, whether they learnt the content taught or not. Factors that contribute to the students' response to teaching include support from the family, peers, and society and the availability of proper facilities, resources, and time (Loughran, 2010; Elmore, 2004).

2.1.1 Pedagogical content knowledge

Su and Wood (2017) distinguish between the different perspectives on the teacher's role. One view is the 'technical rational', which focuses on the needed techniques, skills, and competencies required for teaching. In contrast, the other view is the 'virtuous practice' highlighting the relationships involved, motivation and emotions. Teachers can develop their pedagogical knowledge and skills from the core of their practice and reflection (Schön, 1983). Pedagogy, content and knowledge are three main factors in teacher development. Although Shulman (1986,

1987, 1991) originally developed his model of pedagogical content knowledge (PCK) to provide an understanding of K-12 teachers' knowledge, different researchers have investigated the applicability of extending the model to higher education; findings indicate that the PCK model can be used among other disciplines in higher education (Fernández-Balboa & Stiehl, 1995; Fraser, 2016; Major, Palmer, & Hall, 2013; Nousiainen et al., 2019; Nuangchalerm, 2020; Peng, 2020; Pompea & Walker, 2017; Stover, Sher &Veres, 2013), Trigwell and Shale (2004) see PCK as an essential foundation for quality teaching in higher education.

In Schulman's model, content knowledge (CK) is essential as it is the teachers' understanding of their subject matter (Figure 2); pedagogical knowledge (PK) is understanding and awareness of different teaching methods; while pedagogical content knowledge (PCK) is critical for teachers as it represents the teachers' ability to choose the appropriate methods to make the knowledge needed for that specific subject is available and accessible to students. Pedagogical content knowledge may be seen as the 'tool box' or repository of different pedagogical approaches that experienced teachers develop over time (Pompea & Walker, 2017). Due to the complex interrelationship of PCK with the other areas of knowledge as well as the teacher's beliefs (Doyle et al., 2019), it can be challenging to identify PCK in the literature (Gess-Newsome, 2017; Loughran et al., 2008; Park & Chen, 2012). Shulman sees PCK as:

> …the most regularly taught topics in one's subject area, the most valuable forms of those representations of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible to others. PCK also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring to the learning of those most frequently taught topics and lessons. Suppose those preconceptions are misconceptions, as they so often are. In that case, teachers need knowledge of the strategies most likely to be fruitful in reorganising learners' understanding because they are unlikely to appear before them as blank slates. (Shulman, 1986, pp. 9-10).

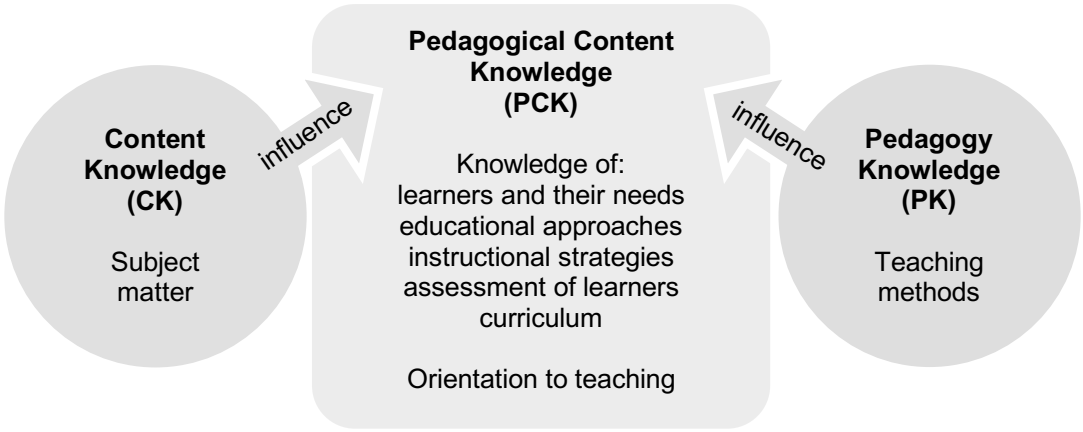


Figure 2 Model of pedagogical content knowledge based on Shulman (1986)

Park and Oliver (2008) argue that the affective domain 'teacher efficacy' should be added to the definition of PCK (p. 268). The notion of teacher efficacy is derived from the concept of self-efficacy (Bandura,1986). Teacher's self-efficacy plays a critical motivational role in the teacher's effectiveness in the classroom (Pendergast, Garvis, & Keogh, 2011); the activities teachers choose are driven by how competent and comfortable they are delivering these activities. Garritiz (2009) agrees with Park and Oliver (2008) and further advocates for adding "knowledge and beliefs about the affective domain related to the specific subject matter content" (p.4) as the part of the PCK definition, with the following subcomponents: "motivational beliefs; goal orientation beliefs; interest and value beliefs; self-concept, self-efficacy, self-esteem, and control beliefs" (p.4) All of these elements can be related to teachers' interests, attitudes and emotions about their ways of teaching, the subject matter they are teaching, and their knowledge of attitudes that students adopt when they are learning. This knowledge of PCK leads to engagement in the Scholarship of teaching and learning (SoTL)--see section 2.1.3.

Shulman (1986, 1987) argues that high-quality practice is an outcome of a thorough understanding of the content (subject) knowledge enfolded with the critical comprehension and the application of the pedagogic approaches, providing teachers with the flexibility to choose which approach to use. However, this flexibility is developed over time from experience and reflection. In this regard, the development of PCK involves a dramatic shift in teachers' understanding "from being able to comprehend subject matter for themselves to becoming able to elucidate subject matter in new ways, reorganise and partition it, clothe it in activities and emotions, in

metaphors and exercises, and examples and demonstrations, so that students can grasp it" (Shulman 1987, p. 13). What distinguishes novice from expert teachers is, then, possession of such knowledge, "the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by students" (Shulman 1987, p. 15).

2.1.2 Reflection

Researchers in adult education, philosophy, and education have proposed various definitions of reflection psychology (Schön 1983; Kolb, 1984; Dewey, 1991; Mezirow, 1991; King & Kitchener, 1994). In this study, I focus on 'critical reflection' which Anderson (2019a) defines as "careful deliberation of one's practice and/or beliefs" (p. 2), and researchers believe to result in learning, new insights and future action (Dewey, 1910; Fendler, 2003; Zeichner, 1988, cited in Anderson, 2019a). Moreover, Moon (2005) highlighted that critical reflection needs time; the nature of reflection relates to learning qualities, whether they are deep or surface learning. Higher education literature emphasises that teachers tend to learn about teaching from their own teaching experience (Boice, 1992; Weimer, 1990; Kreber, 2002). Through trial and error, teachers keep strategies that worked for them while others are dismissed. This ' problem solving ' and reasoning reflection occurs through the decision-making process of what to keep and eliminate. This process is mainly intuitive; teachers set their repository of 'working' strategies over time. Some teachers continue to engage in reflective thinking about their approach.

This practice resonates with Schön (1983), who argues that teaching excellence is based not only on knowledge gained from personal teaching experience but also on the outcome of the knowledge generated from 'reflection in action' and 'reflection on action'. Schön (1983) argues that there is a type of practical knowledge which he calls 'knowing-in-action' (p. 54) and describes as "the knowing we manifest in the doing" (p. 230). He describes this as the most straightforward component of reflective practice p.123). Schön (1992) considers 'knowing in action' as the tacit knowledge sometimes referred to as 'intuition,' 'instinct,' or even 'motor skills'' (p. 124). This could be as simple as a physical skill like walking. Although the view of 'knowing in action' seems simple, it comes with its difficulties.; moreover, there

may be no theory or 'thought-through' approach in the first place. For example, a teacher may not identify the theory or method they are using but may identify an idea or approach consistent with their practice. In my discussions with teachers in training during training or coaching, they could explain what they do in the classroom with their students; generally, their practice resembled how they had been taught. In many cases, they had instinctively adopted one or more recognised approaches in delivering their content; however, due to their lack of pedagogical knowledge, they could not identify the approaches they were using.

Argyris & Schön (1974) argue that "if we know our theories in use tacitly, they exist even when we cannot state them and when we are somehow prevented from behaving according to them" (p. 11). This highlights a deeper problem: "'How can we change an existing theory-in-use or learn a new theory-in-use when we cannot state what is to be changed or learned?" (Argyris & Schön, 1974, p. 10). As the teachers in training are not aware of what theories or approaches they are using with their students, how would they know if it works or not? How would they change their approach if they do not know which approach they are adopting? Therefore, it is imperative to evaluate and criticise our 'tacit frames' (Rein & Schön, 1977, p. 243), which is the whole notion of reflection.

The next stage after 'knowing in action' is the 'reflection in action, a more complex component of reflective practise (Schön, 1992, p. 123). In this stage, Schön identifies two types of reflection: 'reflection on knowing in practice' by looking back at a specific incident or situation and 'reflection *in* action' which involves reflecting on the practice whilst "in the midst of it" (Schön, 1983a, p. 61). Therefore, its "bounded by the 'action-present'' (Schön, 1983a, p. 62). Reflection-in-action is where 'practitioners' surface and criticise... tacit understandings ... and can make new sense of the situations of uncertainty or uniqueness' (Schön, 1983a, p. 61). The third and the most complex component of reflective practice is the 'reflection *on* action'. Here, a reflective conversation with the situation occurs (Schön, 1992, p. 126). Reflection *in* action helps practitioners to change their actions in the current situation, while the reflection *on* action has a direct impact on the practitioner's future acts (Guzmán-Valenzuela, & Cabello, 2016)

Cochran-Smith and Lytle (1999) highlight three conceptions of how teachers learn. First, teacher learning is based on formal knowledge. In this case, experienced teachers learn from trial and error best practices. In the second conception, reflection on practice is integral in teacher learning as they construct new practical knowledge by reflecting on their experience. In the third conception, teachers develop the knowledge they need from their classrooms and institutions for intentional investigation (Eekeleen et al., 2005). Thus, the learning moves from externally directed and passive towards a more self-directed and knowledge-creating process. Therefore, reflection and self-regulation are critical in the teacher learning journey. In conclusion, critical reflection and evolving practice are essential factors in developing teaching expertise and competencies (Spowart et al., 2017), trending toward SoTL. Teachers' engagement in SoTL helps develop their pedagogical content knowledge (Fraser, 2016).

2.1.3 Scholarship of teaching and learning

Scholarship of teaching and learning (SoTL) extends beyond discovering new knowledge within the discipline to disseminate, integrate, and apply that new knowledge (Boyer, 1990). Kreber (2005) summarises the role of SoTL as "enhancing the quality (and recognition) of teaching and student learning institutionally and within the disciplines" and recommends that it should be "informed by knowledge of the field, be inquiry-driven, involve critical reflectivity, and include scrutiny by peers" (Kreber, 2005 p. 328)

Although the concept of SoTL started in the United States, new programmes have been initiated outside the United States promoting SoTL, particularly in Britain and Australia (Kreber, 2002). While the focus of SoTL in the United States is campus activity and a faculty career path, in Britain and Australia, SoTL is more of an institutional endeavour that supports the teaching and learning (Kreber, 2002)

Scholarship of teaching and learning suggests three teaching aspects that higher education teachers can engage with: teaching excellence, teaching expertise, and the scholarship of teaching (Kreber, 2002). As the study participants are novice teachers, I focus on the first aspect: teaching excellence.

The concept of 'excellence' in teaching is poorly defined (Dixon & Pilkington, 2017). The dynamic nature of teaching excellence also means that metrics themselves cannot give a complete representation. Individuals who judge excellence often incorporate a random factor, so excellence will often be complex, contextualised and relational as a consequence. That is to say, though some elements of excellence are observable and can be considered measurable, such as through observing lessons (Dixon & Pilkington, 2017)

Defining the concept of teaching excellence is challenging; however, different scholars have attempted to describe it. For example, Wood (2017) define teaching excellence as "the work an individual excels at in aiding student learning (p.42). Piascik et al. (2011) highlight that its heterogeneous nature is a common theme. Skelton (2014) stresses the complex nature of the term and how it changes from one context to another. On the other hand, Kreber (2002) argues that teaching excellence is based on 'performance' while Shulman (1993) sees teaching excellence as "a mechanism to tackle pedagogic solitude" (p.42) (Figure3).

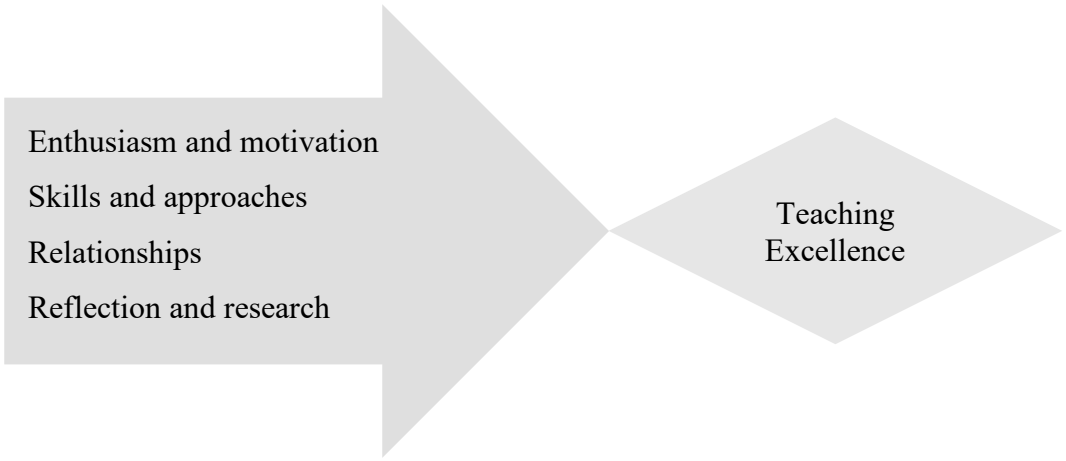


Figure 3 Teaching excellence elements adapted from Wood (2017)

Some scholars query the use of the term 'excellence' itself. For example, Moore, Neylon, Eve, O'Donnell, and Pattinson (2016) and Saunders (2015) have suggested that 'excellence' might be nothing more than a target descriptor for 'good' things. Moreover, Saunders (2015) argues that excellence cannot be used as a standard because it cannot be measured on its terms. I would say that teaching excellence depends on different factors; one of the most important is the institutional view of teaching excellence and the institutional position from research.

In my institution, as it is not a research-intensive university, teaching excellence for the teachers in training is to complete their Teaching Skills Enhancements programme (TSEP) successfully, achieve Advance HE Associate Fellowship, and transfer the learned knowledge and skills into the classroom; this involves reflection on their practice.

Faculty are attracted to SoTL activities related to their discipline and research interest; however, to engage in SoTL, they must first develop their skills as a 'reflective practitioner" with influence and impact on their practice. At that point, they can move on to the next stage, SoTL. They start sharing their practice with colleagues from the same division or within the institution through communities of practice, internal symposiums or poster presentations. Through the communities of practice, experienced faculty can exchange experience, skills and knowledge with others for mutual benefit, providing a network for support and encouragement (Tierney et al., 2020). Participating in communities of practice supports SoTL in several ways, including the opportunity to reflect on personal practice and share knowledge formally and informally. Skelton (2014) and Kreber (2002) agree that teachers' engagement in the reflective practice process (Schön, 1983, 1987) underpins teaching excellence, as, through the continuous process of reflection, teachers can find what works for them and what does not to improve their practice and hence develop and improve their pedagogical content knowledge (PCK). This study unfolded through analysis of the Account of Professional Practice' of the teachers in training that the TSEP helped them improve their teaching practice and contributed to the development of their pedagogical knowledge (PK) and pedagogical content knowledge (PCK).

One of the critical attributes of a good teacher is the continuous engagement with SoTL as it helps select the most appropriate pedagogy and improve students' learning (Gurung & Wilson, 2013). The same idea is supported by Miller-Young and Yeo (2015): "SoTL should be defined by the goals of deepening our understanding of student learning" (p.39). Teachers' engagement in SoTL will expose them to improved teaching strategies that have been tried and tested by other teachers and been informed by research from a wider community, which ultimately will enhance the student's experience. This idea is reflected in Trigwell and Shale's (2004) model

of SoTL. Students can be involved in SoTL from the most basic level of providing feedback to their teachers to inform and enhance teaching practice and active participation through research projects (Brew, 2003; Fanghanel et al., 2016, p. 24; Felten, 2003).

Tierney et al. (2020) argue that the broad definition of SoTL includes the combination of research and "philosophical understanding of what it means to be a teacher" (p.33). One of the recent and most straightforward definitions of SoTL, by Illinois University (2015), is "systematic reflection on teaching and learning made public".

The main elements of scholarship in teaching and learning are reflection, supporting and sharing (Swart et al., 2017). The process starts when teachers start reflecting on their practice, identifying their strengths and areas for development, supporting other teachers and finally sharing their practice through different channels, including communities of practice, research, and publications. This process requires commitment and dedication to SoTL relevant programmes, which teachers may resist (Swart et al., 2017). Reflecting on that, although my institution is not a research-intensive university, the chancellor and board of trustees recently released a directive that encourages faculty to contribute to research. Moreover, one of the conditions for faculty to apply for promotion is the number of indexed publications per year; however, soon enough, the management realised that this was not enough to improve/change their practice if needed, therefore achieving an Advance HE Fellowship recognition was mandated requirement for a promotion. Advance HE Fellowship recognition was chosen due to the reflective nature of its application as it encourages reflection on teaching practice and good involvement in SoTL; for example, the applicant must demonstrate evidence of "successful incorporation of subject and pedagogic research and scholarship . . . as part of an integrated approach to academic practise" (Higher Education Academy, 2018). However, this was the main challenge for teachers in training as they are in a 'premature' stage of SoTL. They needed to be prepared to understand and practice how to reflect. Yet, the ultimate goal is to prepare the teachers in training to reach this stage. Through the TSEP, teachers in training are 'trained' and guided to practice reflection through

submitted assignments and finally in writing their Account of Professional Practice (APP).

There is a strong relationship between SoTL and reflection (Figure 4). Trigwell et al. (2000) describe four dimensions of SoTL: research, publications, reflection and conception. Reflection has been recognised as a strategy that supports effective teacher development (Kreber & Castleden, 2009; Schön, 1983) and being a reflective practitioner is the stepping stone for scholarly teaching (Tierney et al., 2020)

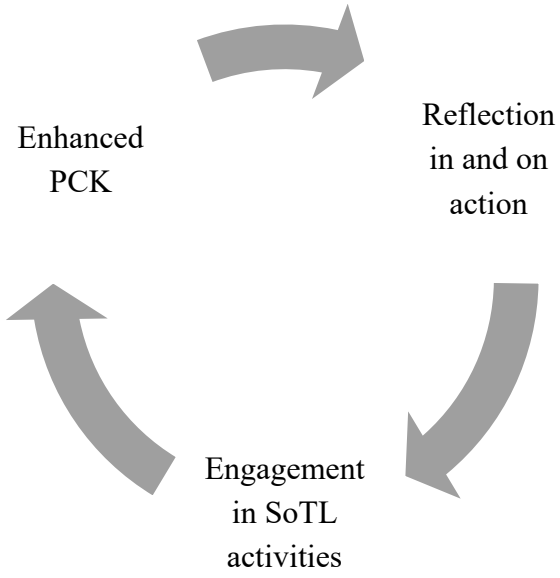


Figure 4 Relationship between PCK, SoTL and reflection

2.2 Teachers in Training Preparation

2.2.1 Professional Development Definition

Different scholars have used a plethora of terms to describe the formative processes to nurture improved pedagogies and teaching, including ‘faculty development’, ‘instructional development’, ‘educational development’, ‘academic development’, ‘professional development and ‘professional competence’ (Amundsen & Wilson, 2012; Stes et al., 2010; Taylor & Bédard, 2010). The term ‘development’ has been seen to undermine the role of the teachers in the growth process and keeping up to date. Other scholars such as Elvidge et al. (2004), McAlpine (2006),

and Webster-Wright (2009) agree that the term ‘development’ has a negative connotation implying a deficit model. Trowler and Knight (2000) suggest the use of ‘professional learning’ about activities that enhance a person's teaching and learning. Although I agree with the use of ‘professional learning, the teachers under investigation are early in their teaching career in my study context. Accordingly, I will use the term ‘professional development to denote the activities and processes that teachers engage in to enhance their teaching performance and ultimately their students’ learning and develop different skill areas needed in their role as teachers (Saroyan & Trigwell, 2015). I acknowledge that in the UK, the term ‘professional development is used to indicate initial and continuing professional development; however, initial professional development is not a common term used in the UAE. In the context of my study, the professional development activities intended to enhance teaching performance took place while the teachers in training were performing their responsibilities as teachers.

2.2.2 Importance of Professional Development for Teachers in Training

Preparing teachers in training for their new role is not a trivial task. It is recognised that the ‘teachers in training’ designation may resonate more with school teacher training programmes than higher education. However, in my study, these individuals are prepared for higher education teaching roles. Since the context of this study is situated within the United Arab Emirates, the typical local reference to these individuals, teachers in training, will be used throughout.

My institution believes that to improve teaching quality; there is a need to invest in professional development to prepare new teachers (Stewart, 2014). Bridging the gap between graduate studies and the teaching demands of an academic career is not a trivial task. Learning to become an effective teacher requires acquiring teaching expertise and understanding how our personal beliefs about teaching and learning, knowledge in our disciplines, and organisational contexts interact to produce our specific approaches to teaching.

Despite higher education institutions having high expectations of new faculty, yet the importance of effectively supporting early career teachers to become competent teachers has always been and remains a serious question. In this regard, there are two

different schools of thought: one that teachers in training must either learn how to teach in higher education or quit, the other that teachers in training need to be supported, helped to settle into to meet the expectations of their new job (Ssempebwa, Teferra, & Bakkabulindi, 2016). The same idea was supported by Heywood-Everett and Harrison (2010) in their research findings. The study participants highlighted the importance of early induction, where they are introduced to the institution requirements and support through training to help them develop teaching practices. Following Ssempebwa et al. (2016), although in my institution, once the teachers in training join, they complete an 'onboarding orientation' where they are introduced to the institution's requirements, administrative tasks and platforms they need to use, yet, I believe the information overload creates an overwhelming feeling, increases their anxiety level and belief that they will not succeed. "All forms of learning and change start with some form of dissatisfaction or frustration generated by data that disconfirm our expectations or hopes" (Schein, 1996, p.60). Regardless of their discipline or institutional type, new teachers frequently find themselves in a "force field" of competing for personal and professional demands. This force field had to be altered under complex psychological conditions for change to occur. The discomfort is seen as ineffective, or loss of face creates learning anxiety. New teachers can overcome learning anxiety by identifying their fear of being seen as less competent or effective as other teachers developing a degree of "psychological safety" (Schein, 1996, p.60). For change to occur in new teachers' practice, they need to reach a sufficient level of psychological safety by balancing the amount of threat they feel from the disconfirming data. This could be done by working in groups, dividing the learning process into manageable milestones.

Defining professional competence is complex; Epstein and Hundert (2002) summed it up well when they stated, "professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served" (p.226). This definition resonates with my institution's view of professional competence.

Internationally, there is an agreement on the necessity of providing initial professional development training to new teachers in training to engage them with pedagogy to enhance their teaching approaches and support for students' learning (Huet et al., 2021). Baume and Popovic (2016) highlight that professional development aims to promote academic practice in teachers focusing on enhancing teaching and learning. In academia, the purpose of professional development is changing and or developing conceptions, beliefs about teaching and learning, and applying new pedagogical skills, developing a professional identity, nurturing reflective skills, and engagement in scholarship (Saroyan & Trigwell, 2015*)*. Professional development initiatives are likely clustered around methods, skills and reflection (Amundsen & Wilson, 2012). During the professional development process, teachers can form their professional identity and transform their implicit knowledge into explicit knowledge (Avidov-Ungar, 2016). In designing the TSEP, the team addressed different teaching methods and introduced critical skills such as leadership in the classroom and classroom management. Courses on 'reflection' in the programme were reinforced by engagement in reflection on practice in drafting the APP for Associate Fellowship.

The need for and effectiveness of formal programmes and qualifications has been challenged. Davidson (2004) takes an opposing view, arguing that professionalism should not be equated with 'credentialism'. Similarly, an earlier study by McArthur, Earl, and Edwards (2004) found no significant difference between formally trained and untrained cohorts within a single institution. Thus, it is perhaps unsurprising that Onsman (2009) argues that certificate programmes are simply convenient tick boxes for institutions and that shorter training courses at the point of need and on-the-job learning are more valuable. However, some report that early-career faculty find formal programmes useful (Norton et al., 2010; Onsman, 2006; Stewart, 2014), while others suggest that initial enthusiasm is later replaced by disappointment (Knight, 2006). In my role in my research institution, as a senior specialist in professional development, I interact with most of the faculty through professional development activities, mentoring, and coaching sessions. Despite their knowledge and extensive experience within their disciplines, I have noticed that many lack pedagogical knowledge and teaching skills. Although the TSEP was designed to prepare teachers in training for the classroom, the design focused on effective

teaching specific to the context of my institution, focusing on active, experiential learning enhanced by learning technologies.

Kazempour (2009) highlight four critical features of effective professional development: it needs to occur over time, should ensure active participation of teachers in learning activities, should model pedagogy, and promote the opportunities for teachers to reflect on their beliefs and practice to identify gaps and areas for improvement and necessary changes (Kazempour 2009, p. 66). Teachers training preparation programmes should avoid surface level implementation of instructional principles and promote more deep-rooted change in practice (Butler et al., 2004) as the teacher's role changes from the transmission of knowledge to supporting and guiding self-regulated student learning (Eekelen et al., 2005) Teachers in training completed the TSEP over one academic year, applied the newly acquired knowledge through microteaching sessions they delivered during the programme, and finally reflected on their practice by drafting their APP for Associate Fellowship.

2.2.3 Examples of Teacher Preparation Programmes (Gulf Area)

Teacher training programmes differ in the learning process, the kind of knowledge valued, the length of the programme and the place it is offered (Flores, 2017). Jordan and Chelsey (2012) conducted a qualitative study of 60 faculty representing 17 Australian universities to gather their feedback on how well teacher preparation programmes help their readiness for classroom teaching. Understanding the workload and expectations of being a teacher, insufficient preparation in content pedagogy, essentials of classroom management, planning for instruction, differentiating instruction to engage students as well as integrating technology are areas that were either not covered at all or the time dedicated to it was insufficient, as reported by the focus groups in the study. The authors recommended that although teacher preparation programmes should develop the knowledge and skills of new teachers, it is essential to focus on the teachers' attitude as well (Jordan & Chesley, 2012). Although the study was conducted only in Australia, and the sample size is relatively small to generalise the findings, the study's recommendations are valid. The PDI team considered the recommendation of this study and included elements

within the TSEP to help the teachers in training focus on their attitude in the classroom and with their colleagues.

The achievement of professional competencies depends on teaching programmes, study processes and well-organised reflective teaching practice (Zuljan and Pozarnik, 2014). Preparing teachers through structured training programmes should provide an opportunity for them to develop more confidence in their knowledge and enhance their skills to be effective teachers (Williams & Grierson, 2016). Despite the agreement on the importance of this phase, new teacher training programmes are conducted in diverse ways in different Gulf area countries.

Teachers in training in Saudi Arabia are usually prepared through two types of institutes. The first type is colleges of education, which train teachers for the middle and secondary schools; these colleges concentrate on preparing science teachers to teach mainly specific subjects, such as physics, chemistry, or biology and mathematics teachers to teach mathematical content. The second type of institutes are the teacher colleges which prepare teachers for the primary schools; these colleges provide pre-service teachers with general courses in science and mathematics. While preparing pre-service teachers is left to the universities and teachers colleges, the Saudi Ministry of Education is considered the sole authority responsible for teachers' in-service programmes (Alharbi, 2011). Interest in the professional development of teachers in Saudi Arabia has increased for research and development; the Saudi Ministry of Education is placing more efforts toward improving the professional development of teachers. Yet, the literature indicates that these efforts are not yet mature or effective enough to create the needed change in teachers' attitudes or pedagogy (Obikan, 2010).

The Kingdom of Saudi Arabia has invested heavily in its social sector, especially in setting up new schools and universities. The development aims to prepare the Kingdom for a future that is not dependent on its oil resources, and with the inauguration of 10 new universities during the past few years, the higher education system has expanded to include 24 government universities, 37 colleges and institutes for health, 12 technical colleges, and 24 private universities and colleges. The progress of national development is generally thought to depend on the targets a country achieves in developing human resources (Lepak & Snell, 2002). In this

respect, higher education is an essential aspect of developing human resources and hence it represents a strategic investment for any nation (Olaniyan & Okemakinde, 2008). Therefore, the Saudi government has emphasised directing Saudi higher education towards regionalism and international collaboration.

The emphasis is on Saudi universities becoming internationally competitive research centres for knowledge and universities developing programmes and adapting teaching methods that provide students with knowledge and skills necessary for their entry into the global labour market. The Saudi Ministry of Higher Education has adopted radical restructuring universities to align Saudi graduates with national and international labour markets. The restructuring of universities was achieved by a wide range of programmes and plans, including several points among which academic promotion, acceptance of quality, finance, scientific research, scholarships, and strategic planning are most important. The Saudi Ministry of Higher Education is currently focused on the issue of quality in two dimensions; whilst it aims for increased efficiency and effectiveness within each higher education provider, it is also determined to create a solid and coherent national system of universities. In supporting these efforts, the Ministry also launched several initiatives to raise university quality, including projects involving developing excellence of faculty members, establishing university research excellence centres and supporting scientific societies.

In Oman, human resource development plays a vital role in the Omani government (Common, 2011). There is special attention on teacher training by providing many opportunities for teachers (Nunan et al., 1987). The government has established inspection processes to monitor and improve teaching and learning. The Ministry of Education opened several training centres to offer ‘Professional Training of Teachers’ (Ministry of Information, 2014). The tertiary sector, in contrast, has been relatively neglected (Bloom, Canning, & Chan, 2006). Professional development in colleges is organised by the Human Resources Directorate at the Ministry of Higher Education in collaboration with the Human Resource sections of the colleges.

In Bahrain, there is no mandated or structured training programme for new teachers in higher education. Through the Directorate of Higher Education Reviews,

the education and training quality authority reviews the performance of higher education institutions against a set of predefined standards to ensure and enhance the quality of higher education (BQA, 2020). Professional development is among the indicators of 'Human Resources' standards that institutions are assessed on. Reports indicate that professional development occurs at different stages; new joiners attend orientation sessions that cover policies and procedures, then faculty are encouraged to complete their Fellowship through Advance HE.

2.2.3.1 UAE teacher preparation programme institutional model.

In the United Arab Emirates, teachers do not go through a structured training programme organised by the government or the HE ministry; instead, it is the institution's responsibility to prepare teachers for their role. The FEI programme is unique in that inexperienced graduates are hired as teachers in training—regular faculty are required to have a minimum of three years teaching experience in higher education and therefore not expected to require initial training, only CPD.
In the traditional university structure, novice teachers start as GTAs—graduate teaching assistants—while completing their post-graduate degrees. Some of them do receive a bit of training, but most of them essentially shadow experienced professors and participate in teaching, tutoring, and grading under their supervision

Teachers' number of training hours is a primary key performance indicator by HE institutions required by the HE ministry to be reported on.

Aligning with the strategic goals and the UAE Vision 2021, the UAE government aims to develop a "first-rate education" system via benchmarking and adopting international accredited systems. To ensure students receive an education consistent with international standards, universities are expected to employ internationally qualified teaching faculty (UAE Ministry of Education, 2021). As quality teaching requires effective pedagogical skills (Ssempebwa, Teferra, and Bakkabulindi, 2016), there was a push for significant improvement in the higher education sector. The UAE Ministry of Education contributed to the UAE Vision 2021, a plan to reform the education system. The plan aims to enhance teaching skills followed by a rigorous evaluation of appropriate teaching methodologies (UAE Ministry of Education and Youth, 2015). For this objective to be achieved, continuous training

and professional development must be provided for higher education teachers to develop the necessary skills to fulfil the national vision (UAE Ministry of Education and Youth, 2015, p. 87).

Clegg (2003, p. 42) noted that the "top-down institutional and quality agendas shape the context for much CPD". One of my institution's key performance indicators is increasing the number of faculty holding professional certifications from international bodies. Therefore, it was the expectation for the new teachers in training to gain international recognition for their newly acquired teaching practices. The Professional Development Instruction team, which I am a member of, was responsible for designing and delivering the Teaching Skills Excellence programme (TSEP). The programme is modular based designed to introduce new teachers in training to the principles and practices of teaching in higher education; the programme is complemented by other activities such as peer observation, coaching, mentoring and microteaching. This style in designing professional development courses are highlighted by Spowart et al. (2019) as the "mainstay of educational development work" (p.2). Offering a mandatory or a probationary requirement taught the introductory programme for new teachers in training is a common practice in different countries, for example, in the UK and Australasia (Huet et al., 2021)

My study aimed to identify to what extent the TSEP helped teachers become fully-fledged faculty members and develop the knowledge and skills of teaching practice to meet Descriptor 1 criteria for Associate Fellowship recognition. As per Advance HE, Associate Fellows need to demonstrate evidence and understanding of specific aspects of effective teaching, learning support methods and student learning (Advance HE, 2011). To meet the Descriptor 1 criteria (see Chapter 1, Table 2), teachers in training are asked to show evidence of specific UKPSF elements in their APP, summarised in Table 7.

Dimension		Elements
Areas of activity	A1	Design and plan learning activities and/or programmes of study
	A2	Teach and/or support learning
Core knowledge	K1	Subject material
	K2	Appropriate methods for teaching and learning in the subject area at the level of academic programme
Professional values	V1	Respect individual learners and diverse learning communities
	V2	Promote participation in higher education and equality of opportunity for learners
	V3	Use evidence informed approaches and the outcomes from research, scholarship and CPD

Table 7 Selected elements of the UKPSF to meet Descriptor

2.3 Impact and influence of professional development programmes

Quality professional development has been identified as highly successful in improving the teaching and learning effectiveness (Wood et al., 2011). Professional development programmes are radical for new teachers in training. When they begin teaching without adequate teaching development, they and their future students are disadvantaged (Greer et al., 2016). The impact of professional development programmes has been related to self-efficacy (Cathcart et al., 2021). Greer et al. (2016) explained that the improvements to teaching quality are related to the self-belief in capabilities that affects actual behavioural change. Teaching self-efficacy is excessively influenced by the early teaching experiences, new teachers who go through classroom failures at the beginning of their careers are more likely to 'be caught in a downward spiral of low self-efficacy beliefs, while other new teachers who experience classroom success at the beginning of their careers are more likely to be shielded from subsequent failures (Morris & Usher, 2011, p. 241). Those early unsuccessful experiences and teaching failures lead to low job satisfaction, losing

excellent potential academics from the education field (Hemmings, Hill, & Sharp, 2013).

Levinson-Rose and Menges (1981), followed by other scholars, started a long-standing criticism of professional development practice, focusing on the lack of rigorous impact assessment (Weimer & Lenze, 1997; Stes et al., 2010; Grabove et al., 2012). As professional development matures as a field of practice and scholarship, and as expectations for accountability increase, this criticism is being addressed (Grabove et al., 2012; Stefani, 2011). While professional development was viewed as 'good by definition' (Guskey, 1999, p.2), evaluating professional development was not seen as necessary. However, with the increased number of professional development opportunities offered, policymakers expect to provide evidence that positive change is happening in the classroom (Guskey, 2002) and help organisations achieve their strategic goals (Kirkpatrick, 2005).

Evaluating professional development (PD) programmes is very important to determine whether the investment in professional development yields 'tangible payoffs' as the budget is often limited (Guskey, 2002). In addition, evaluation is necessary to determine whether the PD programmes achieve their objectives or planned purposes. According to Lowden (2003), evaluation is a crucial component of all PD activities to provide high-quality PD programmes that improve teachers' knowledge and instructional skills. Evaluation should be sophisticated to include the impact of PD at different levels such as teacher, institution, and student (Kennedy, 2005).

To evaluate the impact of PD effectively, there is a need for developing general evaluative models which consider the most critical aspects of effective PD and following systematic approaches that consider the complexity of educational systems (Stadler, 2010). Moreover, because the providers of PD are primarily responsible for evaluating the effectiveness of PD activities (Mullins, Lepicki, & Glandon,2010), they need high-quality preparation to undertake their evaluation duties effectively and professionally (Harries et al., 2006; Sadler, 2010).

Many scholars have proposed that change in networking, reflection and academic identity are different ways that might be used to measure the impact of professional

teachers in higher education (Hum et al., 2015; Nevgi & Löfström, 2015; Taylor & Znajda, 2015; van Waes et al.2015); connections between professional development opportunities and changes to pedagogy and student learning (Bickerstaff & Cormier, 2015; Taylor & Znajda, 2015); and barriers preventing successful professional development (Hoekstra & Crocker, 2015; van Schalkwyk et al., 2015). Yet, there is a need for a systematic approach to evaluating professional development.

Over the past years, various professional development evaluation models (Kirkpatrick, 1998; Kreber & Brook, 2001; Clarke-Hollingsworth, 2002; Guskey, 2002; Stes et al., 2010; Chalmers, 2012; Feixas et al., 2013). Whilst Kirkpatrick's evaluation model focuses more on industry (Vaughn et al., 2007), Guskey (2002) revised Kirkpatrick's model to help evaluators of professional development in the education field precisely and follows a somewhat different conceptualisation of the causal chain of teacher change. In Guskey's professional development framework, programme evaluation is considered a comprehensive framework that accommodates the multi-layered, complex nature of professional development programme assessment (Bolam & McMahon, 2004; Harris et al., 2001; King, 2014).

In Guskey's conceptualisation of causal change, teacher attitude and knowledge shifts do not occur solely because of the information acquired in a training session. Instead, "teachers change their beliefs and attitudes through changing their practice and reflecting on the results" (Guskey, 1986) (Figure 5).

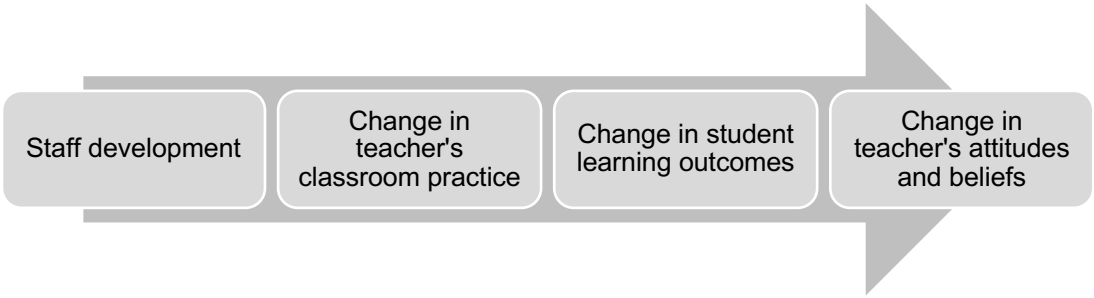


Figure 5 Guskey's (2002) theory of teachers' change

Guskey introduced five levels of evaluation to improve professional development programmes, in which success at one level is a prerequisite for success at subsequent levels. According to Guskey (2002), evaluation is a multifaceted process that requires analysis and assessment of five succeeding levels of information. These

levels are participants' reaction, learning, organisation support and change, participants' use of new knowledge and skills, and students' learning outcomes. Guskey added a third level: Organization support and transition to his model, different from Kirkpatrick's framework (Figure 6).

Figure 6 Guskey's (2006) five levels of professional development evaluation

At Guskey's Level 3, the evaluation focuses on the organisation and its role in supporting professional development, implementing and adapting to change. This level might also consider determining the level of alignment between the organisational goals and the training. Guskey's Level 5 evaluates the impact of the professional development completed by the PD trainers or teachers conducting the session on the participants/students. This could be measured by formative and summative assessment scores, enrolment and dropout rate.

Guskey suggests that once teachers see the power of a new teaching method, they are more likely to believe that the process is effective and continue to apply it, which creates a positive self-perpetuating cycle. Therefore, creating space for teachers to implement new practices in their classrooms effectively and directly evaluate student learning is critical (Guskey, 2002). The Guskey model provides an alternative to the idea that it is necessary to change teacher beliefs and attitudes before changing classroom practices to achieve improved student outcomes.

Advance HE uses Guskey's model, as it is considered a comprehensive model of PD impact and has been utilised by different researchers, e.g., Goodall et al.(2005); Bolam & McMahon (2004), Harris et al. (2001); King (2014). Guskey's model is considered a 'direct evaluation approach' (Acosta, Feixas, & Quesada-Pallarès, 2016, p.165). Literature has focused more on evaluating PD in recent years, e.g., Rivera, Manning, & Krupp (2013). However, earlier studies, e.g., Harris et al. (2006), indicated that the impact of PD is rarely comprehensive enough to cover the five levels of Guskey's evaluation model. The effect of PD is also rarely assessed

based on participants' learning outcomes or the long term aims (Opfer & Pedder, 2011; Rose & Reynolds, 2008). Continuously evaluating professional development programmes is dramatically essential. It provides an opportunity to look at teachers' emerging needs and improve the design of the current programmes to meet those needs (Bekiroğlu, 2007).

Guskey's (2002) professional development evaluation model was underpinning my approach when designing the research questions to understand whether the TSEP helped teachers in training to address the criteria in Advance HE Fellowship Descriptor 1 for Advance HE Associate Fellowship. Although the study did not address Level 5 directly—student learning outcome—as it is outside the scope, the impact on the student learning was reported through the participants' perspective (see Chapter 4). The study evaluates how the TSEP influenced the practice of teachers in training through participants' reaction (Level 1), participants' learning (Level 2), organisation support and change (Level 3) and finally, participants' use of new knowledge and skills (Level 4).

2.4 TSEP Theoretical Background

2.4.1 Constructivism

In designing the syllabus of the TSEP, the team and I were influenced by constructivist theory, as we wanted to ensure that the teachers in training build and add to their knowledge from the first course till they can reflect on that gained knowledge through the APP. Teaching involves the transmission of knowledge; however, in most cases, it is much more than that (Fernando & Marikar, 2017). Constructivist teaching and learning theory advocates a participatory approach in which students actively participate in the learning process. Sjoberg (2007) identifies the core ideas of the constructivist approach to learning as knowledge is actively constructed by the learner, not passively received from the outside.

Through the constructivist lens, learners are seen as self-builders responsible for their learning; learning is done by the learner rather than imposed on them (Fernando & Marikar, 2017). Learning occurs through a mental process in a social context or communication setting, and teachers as facilitators generate learning by creating the

expected environment and utilising the process. Unlike behaviourism or positivism, which usually relies on teachers or textbooks, constructivism proposes to allow learners to decide which knowledge is essential. One of the main advantages of this philosophy is that when one constructs a solution to a problem on their own, the solution becomes part of one's own experience (Mahmud, 2013). This approach highly resonates with my research setting. The teachers in training gain knowledge and build on their teaching skills by attending and participating in the TSEP where the programme coaches facilitate the learning process. Through the participatory learning activities designed within the TSEP courses, the teachers in training were exposed to several learning opportunities like think-pair and share, discussions and debates. For example, a discussion activity permits open interaction among the teachers in training and their peers and between the session's facilitator and the teachers in training. It provided an opportunity for the learners to be involved in a free-flowing conversation, allowing them to express their opinions and ideas, hear those of their peers and the session's facilitator. These discussions helped facilitate a broader understanding of the given topic discussed.

There are two main strands of constructivist theory: cognitive and social. According to Jean Piaget (1985), cognitive constructivism assumes that learners come to learning situations with ideas, beliefs, and opinions that need to be altered, modified and expanded by the teacher, who facilitates this alteration and expansion by devising tasks and questions create dilemmas for students. Knowledge construction occurs as a result of working through these dilemmas. In contrast, social constructivism sees knowledge as the result of social interaction and language usage and thus is a shared rather than an individual experience.

Per Vygotsky (1980), individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalised by the individual. Both cognitive and social constructivism strands were applicable in my study.

One of the critical characteristics of constructivist learning is that it is an active process; therefore, the learning environment must provide the students with the opportunity for a dynamic learning (Bada & Olusegun, 2016). Honebein(1996) highlighted seven pedagogical goals of a constructivist learning environment; these

could be summarised as follows: 1) allow the learners to determine how they will learn 2) provide alternative solutions 3) authentic learning 4) student-centred learning 5) promote social learning 6) the use of different modes of delivery 7) encourage and promote reflection. These seven pedagogical goals were vital in designing the TSEP, learning activities and other complementary elements

Through the TSEP training programme, experienced coaches share their knowledge with novice teachers in a gradual manner through different components of the programme, for example, problem modelling or demonstration, feedback as well as scaffolding via decreasing levels of assistance as the teachers in the training progress, allowing them to become autonomous, and finally through coaching by monitoring progress and helping overcome specific weaknesses (Yoders, 2014). On the other hand, they were also constructing knowledge through their social interaction with peers during group activities or through shadowing more experienced teachers within their division, as they reported in the interviews and in their APP (See Chapter 4)

Moreover, in designing the different components of the TSEP, the team ensured that the learning activities promote activity and learning by doing activities. Kolb's (1984) experiential learning process is based on constructivism, learning taking place through inquiry and reflection—a humanist paradigm. Kolb posits that the learner goes through a four-stage cyclical during the learning process; experience, observation/reflection, development of ideas, and finally testing theories in practice. Kolb argued that "learning is the process whereby knowledge is created through experience transformation" (1984, p. 38). Kolb's model consists of three main components: the experiential learning theory, the learning cycle and the learning styles inventory (Kolb, 1984). The experiential learning theory suggests that learners create their knowledge from experience rather than only from received instruction (Bergsteiner et al., 2010). The learning cycle in Kolb's model promotes personal change and development (Bergsteiner et al., 2010). Learning patterns and styles reflect the learning preferences that can change with the situation. Kolb's model is represented graphically in a cyclical model. Although Schön's (1983) reflective model is not based on the constructivism theory, working closely with the model, it is evident that there is a strong affinity between Kolb's model (1984) and Schön's

(1983) reflective model, as represented in Figure 7 . In the ‘concrete experience’ stage the learner experiences a new situation or connects with a similar previous experience; during ‘abstract conceptualisation’ the learner reflect on the experience to initiate a new understanding or expand their current map of knowledge. In the ‘reflective observation stage, the learner observes the new experience and positions it concerning the prior knowledge; finally, in the ‘active experimentation,’ the learner applies and tests the acquired/expanded knowledge in the practice (Zine, Derouich, & Talbi, 2019).

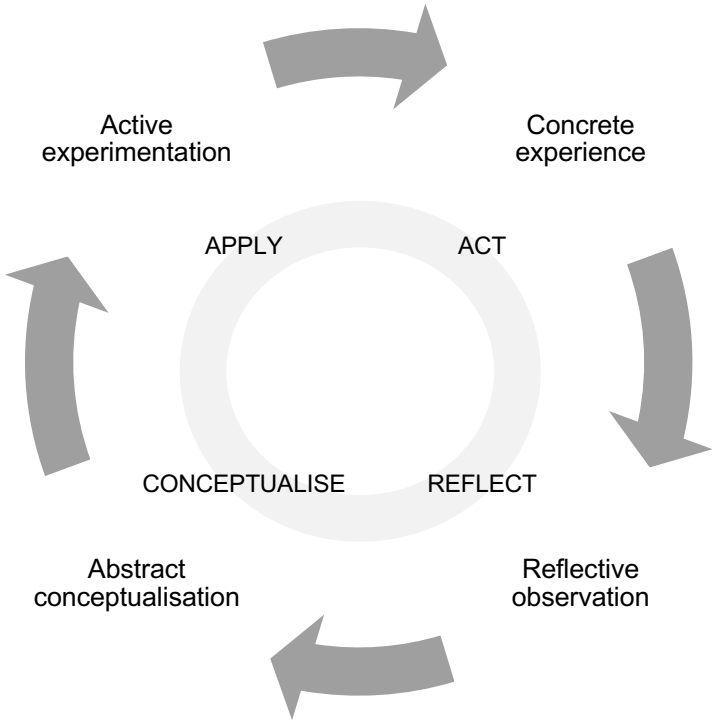


Figure 7 Kolb’s experiential learning model mapped to Schön’s reflective model (Kolb, 1984; Argyris & Schön, 1974)

In Schön’s reflective model or action theory as it is sometimes called, reflection happens *in* action and *on* action (Argyris & Schön, 1974). Reflection *in* action conveys the interaction between action, thinking and being, while reflection *on* action suggests the inheritance in reflection and action (Brockbank & McGill, 2007).

Kolb’s and Schon’s reflective models are remarkably similar to one another, mainly as Schon’s theory is an action theory and reflective model holding that reflection happens while in action and later following the action, or in other words,

during the teaching process and after the teaching process type reflection. Kolb's model helped me visualise how the UKPSF is implemented through the TSEP.

Working closely with the two models through my study, I believe that the two models complement each other and should be used hand in hand. Kolb identified reflection as one of the steps in the experiential learning model. While Schon's break it down to clarify the different types of reflection that can take place; so simply Kolb's model identifies the 'what to do' while Schon's 'how to do it'.

Kolb's model fits various hypothetical points of view, including cognitivism, phenomenology, and adult learning (Manolis et al., 2013). Zine et al. (2019) highlighted that Kolb's model is one of the most influential learning styles models. One of the main strengths of the model is that it focuses on the experiential learning process rather than fixed learning traits (Turesky & Gallagher, 2011). Various studies support Kolb's experiential learning model—Abdulwahed & Nagy, 2009; Jilardi et al., 2011; Massey, Kim, & Mitchell, 2011—therefore, it is widely implemented in various educational contexts (Duff, 2004). As with any other research, Kolb's model has been criticised; his theory and the learning styles inventory (LSI) tool he developed to assess learning styles were questioned. Despite Kolb's refinements, the LSI still possesses several weaknesses, among them that the tool presupposes that an individual can only have one learning style (Manolis et al., 2013). Although this is a valid point, in my research, I focused on the connection between Kolb's experiential learning model and how the teachers in training 'learn' how to teach through experience and reflection on their newly acquired knowledge.

2.5 Gaps in the Literature

In March 2013, the HEA commissioned Turner et al. (2013) to conduct extensive research to evaluate and explore the impact of the UKPSF on institutions and teachers' practices in the UK. The study involved eight UK universities: City University, Durham University, University of Glamorgan, Oxford Brooks University, Roehampton University, University of Ulster, Warwickshire College, and Worcester University. The data were collected on three different strands of activity: a survey to measure institutional level awareness of the UKPSF, a survey to measure individual staff's involvement and engagement level with the UKPSF and

finally, institutional case studies and examination of personal individuals vodcasts (Turner et al., 2013). The study used a mixed-method approach to get in-depth perspectives from the participants, which involved 95 usable survey responses followed by a more comprehensive staff survey with 1250 responses, eight case studies, and eight vodcasts. Results of the research showed that the UKPSF has been influential across the UK HE sector in changing institutional practice. Evidence from the more comprehensive survey and the interviews conducted as part of the study indicated that, for some, the UKPSF had had a 'profound impact' on how the staff undertake and think about learning, teaching and assessment. More than 84% (n=68) of the respondents claimed that the framework had led to changes to academic development, learning, teaching or the student experience within their institution (Turner et al., 2013). The study showed that the impact of the UKPSF on the higher education sector has been significant (Cashmore et al., 2013). The study did not indicate whether teachers completed some training to help them understand the UKPSF and apply it in their practice.

In a recent publication, a collaborative study comprised five UK (England, Scotland, and Northern Ireland) and one Australian university examined the impact of the Fellowship recognition on their faculty (Cathcart et al., 2021). All the participated institutions have well-established Advance HE accredited routes to Fellowship. Over 25% (n=331) responded to the survey and mentioned that the Fellowship recognition impacted their self-efficacy, practice and a deeper engagement with the scholarship of teaching and learning (SoTL). It is worth noting that the participants of this study are all seasoned faculty members, so the impact of the Fellowship recognition on early career teachers were not addressed.

As the UKPSF is considered relatively new, there are no studies of how different teacher training programmes are designed to align with it or how these programmes prepare teachers to achieve Advance HE Fellowship recognitions, specifically in the Gulf countries who have developed Advance HE-accredited programmes--Saudi Arabia, Bahrain and UAE. Additionally, the outcomes, impact and implementation of teacher training programmes have been significantly discussed by different scholars, e.g. Brown, Clark, & Bucklow (2002); Clark et al. (2002); Foote (2010); Gaff, Pruitt-Logan, & Weibl (2000); Geber (2003); Healey & Jenkins (2003);

Amundsen et al. (2016). However, authors have reported primarily on experiences from European, American, and Australian higher education institutions. Few scholars from the Gulf area examine teacher training programmes in higher education and their influence; this study should help address this gap.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research paradigm, study design, and data collection methods. I also describe how I analysed the collected data to explore the role of the TSEP in helping teachers in training meet Descriptor 1 criteria to achieve Advance HE Associate Fellowship. Finally, I represent how I validated the data and ethical considerations and potential bias in the research.

3.1 Researcher's Belief and Research Study Paradigm

Different beliefs or paradigms affect the overall structure of a research study (Guba et al., 2011). When I started preparing my research, I tended to apply the quantitative approach. However, as I developed a deeper understanding of the purpose of my study and my research questions, I discovered that I need to use the quantitative approach—positivism—to test hypothetical generalisations (Amaratunga et al., 2002) of the study, while at the same time I needed to use a qualitative approach—interpretivism—to holistically understand the human experience of teachers in training in their context-specific settings (Easterby-Smith, 1991; Remenyi et al., 1998). As every research paradigm comes with its strengths and weakness (Creswell, 2015), I adopted a pragmatic research paradigm (Tashakkori and Teddlie, 2003a; 2003b) as a "mono-paradigmatic orientation of research was not good enough" (Kivunja & Kuyini, 2017 p. 35). This approach helped me address both qualitative and quantitative research questions (Kivunja & Kuyini, 2017)**.** Using a pragmatic approach best answered my research questions and helped improve the collected data's validity, trustworthiness, and quality. Using diverse data collection methods helps compensate for the limitations of anyone approach. Moreover, combining the qualitative approach—story and words by participants—with the quantitative—statistical trends—adds depth and clarity to the collected data (Creswell, 2015).

3.2 Research design: A case study

The pragmatic approach advocates the use of qualitative and quantitative research methods. One commonly used methodology within this paradigm is a case study. I used the illuminative case study research design to evaluate the influence of the

TSEP in preparing and supporting teachers in training in writing their APP for Associate Fellowship.

A case study is an empirical inquiry that allows the exploration, evaluation and understanding of complex issues within their real-life context. It is considered a robust method, especially when an in-depth and holistic examination is required (Yin, 2012; Zainal, 2007; Gray, 2014). Stake described a case study as "a disciplined qualitative mode of inquiry to the study of educational programmes" (Stake, 1995 p.) The case study method has become prominent when researching educational issues (Gulseen & Kubat, 2006). The importance of the case study as a research method arose from the limitation of quantitative methods in providing detailed and holistic explanations of behavioural aspects under investigation (Zainal, 2007; Creswell, 2013). The opportunity to use a variety of evidence—e.g. surveys, observations, documentation, artefacts and interviews-- distinguishes the case study method (Yin, 2014). Case studies can answer 'why' and 'how' research questions and enable evaluation and explanation of specific phenomena (Arthur, 2012).

Case studies "have been treated by most methodologists with scepticism and disdain" (Blatter & Haverland, 2012, p. 1). A 'mere' case study that focuses on a single example of a broader phenomenon is 'often identified with loosely framed and non-generalizable theories, biased case selection, informal and undisciplined research designs, weak empirical leverage […, and] subjective conclusions' (Gerring, 2007, p. 6). Some researchers see a case study approach as being unreliable because it can be difficult to generalise its findings (Gray, 2014; Yin, 2009. However, even empirical scientific experiments must be replicated multiple times to validate them. Gummesson (2000) points out that advancements in medicine are similarly based on data from many individual cases.

Different researchers categorised case studies in various ways,-generally in terms of their purpose or application. Stake (1995) classifies case study methods as intrinsic, instrumental and collective. Yin (1984) categorises case studies as either exploratory, descriptive or explanatory. Perry (1998) suggests a possible relationship between case study research and inductive and deductive approaches. The inductive or exploratory approach starts with no theoretical background, while the deductive approach is more confirmatory; the first case study constitutes a pilot case that later

generates theoretical boundaries. The initially generated theory is rejected or confirmed by cross-data analysis of multiple case studies (Gray, 2014). Using a single case study within one institution, I was investigating the role of the teacher training programme and, ultimately, the extent of its influence on participants' teaching practice. Stake (2010) highlighted that sometimes it is difficult to draw a line and make a clear distinction. Therefore, a study can be both intrinsic and instrumental in nature; the key is the opportunity to learn.

Instrumental and intrinsic cases do not tend to fit conventional notions of generalisation; instead, these types of the case study are "primarily about the extension of experience" (Milles et al., 2010, p.3), emphasising the richness of evidence rather than generalizability. Any patterns identified in this research have limited generalizability to other teacher training programmes but instead can be used in developing theoretical propositions for further investigation (Yin, 2003). I agree with the literature that the outcome of a case study cannot be generalised. However, it might be used as a guide for similar contexts. For example, my research could provide inspiration and guidelines on the 'working' elements to be considered in designing a professional development programme for new teachers or how to support them in achieving their Associate Fellowship. This would be extremely useful as most Gulf region countries are very similar in context. Moreover, there is scarce literature on professional development programmes to prepare new teachers for their role in higher education and explore its impact in this region.

Choosing a research method is guided by "fitness for purpose" (Cohen, Manion, & Morrison, 2013). The method must generate data that can be used to answer the research questions effectively. Using a combination of a quantitative data collection method—mixed response questionnaire— and different forms of collected data—interviews, mixed response questionnaire and APPs- the study captured the participants' experiences and perspectives on the teacher training programme.

A case study can be considered "methodologically eclectic" (Cohen et al., 2011, p. 296—not limited by a single source of data (Yin, 2012). Using case studies provided the opportunity of using both qualitative and quantitative instruments for data collection. I used qualitative and quantitative instruments for data collection, which involved an initial online quantitative questionnaire, a semi-structured

qualitative interview, and a documentary analysis of APPs. Having multiple sources of evidence help ensure an effective case study (Yin, 2012, p.10).

The context of my research was appropriate for a case study because I studied teachers in their home country, at their home institution. Despite concerns about their credibility (Tight, 2010), case studies provide an in-depth exploration of the unit of analysis. Data triangulation is a key characteristic of the design, with the purpose to provide a thick, rich, and contextual description. Collecting data from varied sources enhances the study's credibility (Smith, 2018); I, therefore, decided to use multiple methods to obtain richer data. For example, coaching was one of the support mechanisms for teachers in training to draft their APP. However, responses to the open-ended questions in the questionnaire were brief or omitted; therefore, during the design phase of the interview questions, I included a question about the coaching aspect to obtain fuller responses and clarification of the impact of this element in attaining Associate Fellowship. The qualitative results helped me to explain and complement the quantitative results.

The illuminative case study design is an approach based on the illuminative evaluation method initially developed for use in the mainstream education (Clark, Draper, & Rogers, 2015). The illuminative evaluation was developed in response to the perceived limitations of traditional evaluation (Parlett and Hamilton 1972, 1976, 1987), highlighting the interpretation of data rather than measurement and prediction. The illuminative evaluation focuses on the instructional system and the learning milieu (Ellis, 2003). The instructional system, or curriculum intention, is a central component of illuminative evaluation and concerns the programme's formal and `idealised specification' (Parlett and Hamilton 1972, 1987). However, Parlett and Hamilton stressed that curriculum and programmes undergo changes and modifications in the process of being implemented. The notion that the curriculum is transformed through interpretation further compromises the assumptions of traditional evaluations, where the curriculum is used as a blueprint against which the outcomes of the programme are measured. Parlett and Hamilton (1972, 1987), mindful of curriculum modifications through interpretation, suggest the need to catalogue details of the programme, including the programme's aims and objectives, its pedagogic assumptions and teaching styles, the course content, and overall

philosophy. The learning milieu comprises the complex network of cultural, social, institutional, material, and psychological influences acting within the classroom context. Unlike traditional evaluation, an illuminative model attempts to take account of these variables considering the interplay of different factors, for example, administrative constraints, teaching methods, and individual teacher characteristics such as experience (Ellis, 2003). The illuminative evaluation does not produce 'neat' results like other evaluative methods. Instead, its purpose is to 'illuminate' or throw the light on essential aspects or issues that need to be addressed.

Having decided to use the illuminative case study, it was necessary to determine how best to collect the required information. Checking the literature on case studies (Stake 1978, 1994, 1995; Yin 1994a, 1994b) and illuminative evaluation (Buist 1988, Parlett and Hamilton 1972, 1987), there are three main approaches for data collection: observation; interviews and documentary analysis. Due to the time limit constraints, other administrative reasons, and the need to consider several participants effectively, I had to eliminate the class observation as one of the data collection tools. The emphasis was therefore placed on documentary analysis and interviews. Moreover, I used the mixed responses questionnaire to have richer data.

Case study research helped collate the interrelating facts about the 44 teachers in training who agreed to participate in the study—including age, cultural and background knowledge, and experience. Using the illuminative case study method helped provide a complete approach to evaluate and understand the role of the TSEP in assisting teachers in training meet Descriptor 1 of the UKPSF and attain Associate Fellowship. In addition, this method also highlighted the most influential aspects of the programme from the participants' perspective and what could enhance the program's outcome. To reiterate, my research questions are:

1. How did the TSEP and its elements influence teachers in training to achieve Advance HE Associate Fellowship?

2. From the perspective of the teachers in training, in what ways did the TSEP and its elements influence their teaching?

3. From the perspective of the teachers in training, are there any additional elements that would enhance the TSEP?

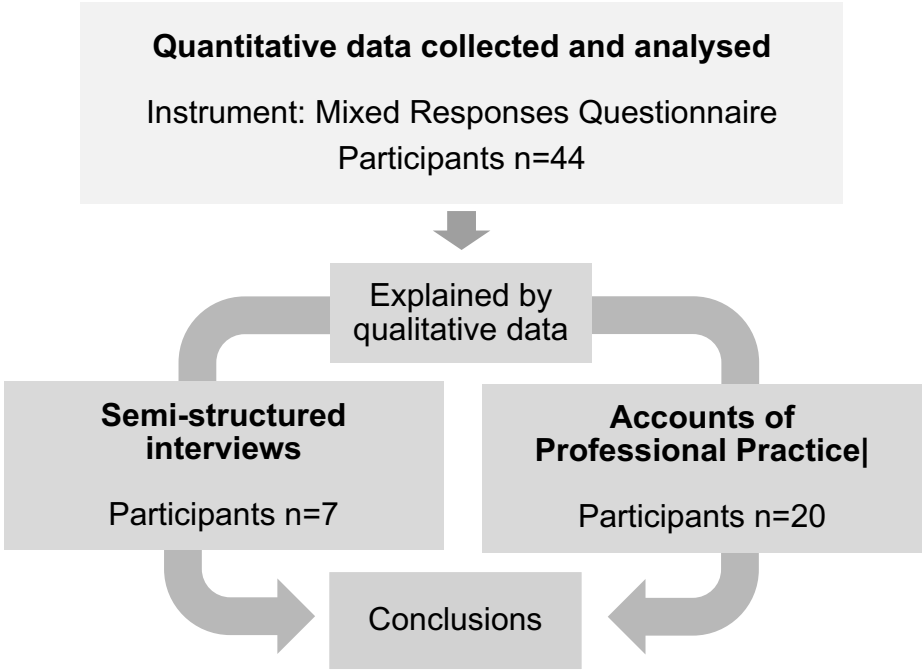


Figure 8 Data collection process

3.2.1 Participant access and selection

The participants in this study were teachers in training, coaches, and the teacher training manager. The sample was a purposeful one (Merriam & Tisdell, 2016), effective when the study intends to explore the data collected in depth. The total number of teachers in training in the organisation at the time of the study were 83—80 female and three male. The invitation to participate in the study was sent to the 83 teachers in training; 44 agreed to participate. The three male teachers in training declined to participate. Living and teaching in the UAE for more than 20 years allowed me to understand the culture of its people. I would interpret that the males declined to participate due to being female researchers. I sent an email to all teachers in training, asking for their participation in the study through one or more of the following instruments: mixed responses questionnaire and interviews. From the 44 teachers in training, only four accepted to be interviewed. This was surprising as I dealt with them in my role, hoping they would feel comfortable being interviewed. The interrelationships within the group are valued over individualism in the Emirati culture (Hofstede's, 2011), so being 'under the spot' in a one-to-one interview is not something they would volunteer for. To strengthen my study outcome, I decided to add another instrument for data collection: their account of professional practice

(APP). At the time of the study, only twenty-six teachers in training submitted their APP to Advance HE. The actual number of participants represented in the study (Table 8) was based on their consent to share their account of professional practice, respond to the questionnaire and/or be interviewed. In addition to the teachers in training, I also asked the Senior Manager for Teaching and Learning and the coaches to participate in the case study to get their perspective about the programme.

Participant's role	Mixed response questionnaire	Interview	APP
Senior Manager, Teaching and Learning	NA	n=1	NA
Teachers in training	n=44	n=4	n=20
Coaches	NA	n=2	

Table 8 Summary of participants represented in the data collection

To protect the teachers' identity in training, coaches and the senior manager, I have not given them any titles or pseudonyms but instead used identifiers, as indicated in Table 9.

Role	Identifier
Teachers in training	TNT-#, APP-#
Senior manager	Manager
Coaches	Coach-C and Coach-L

Table 9 Participant identifiers for the study

A summary of the teachers in training disciplines is provided in Table 10; years of teaching experience are in Table 11.

Discipline	**Participants**
Arabic and Emirati Studies (AES)	n=6
Business	n=7
Computer information systems	n=8
Education	n=9
Engineering	n=3
Foundations	n=11

Table 10 Summary of teachers in training disciplines

Teaching/ industry experience	Participants
0-2 years	n=11
3-5 years	n=34

Table 11 Summary of teacher in training years of teaching experience

I explored the literature to inform my decision about the sample size using a case study. I found that different studies in education adopted a single case study, some with a deficient number of participants (n=5). Regarding the sample size in my research, I invited 83 participants to contribute; the number of participants who agreed to participate in each data collection method is indicated in Table 12.

Number of participants	Source of evidence
7	Interviews
44	Mixed response questionnaire
20	Account of professional practice (APP)

Table 12 Number of participants and source of evidence

3.3 Data collection

My research study involved a single group of teachers in training followed over several months, and data were collected at various times.

To explore participants' perspectives about their TSEP experience and the extent to which the TSEP programme and its different elements enabled them to develop the pedagogical knowledge to achieve Associate Fellowship, I collected data using a mixed response questionnaire followed by individual semi-structured intensive interviews, as advocated by Weiss (1994) and Gray (2014). Combining different sources for data collection is essential to strengthen and establish the internal validity of the case study (Tetnowski, 2015). I also considered using a focus group data collection method. Although a focus group has its strengths in collecting data, certain aspects of UAE culture played an essential role in rejecting this type of instrument. Hofstede's (2011) analysis of UAE national culture indicates a highly collectivist orientation, in which interrelationships within the group are valued over

individualism. A focus group in this context would be likely to tend toward a 'group think' about their experience, rendering the outcome biased and unreliable.

Table 13 outlines how each research question was addressed. I emailed the teachers in training the mixed responses questionnaire. The questions were designed to inform a set of semi-structured qualitative interviews (Merriam, 2009). For triangulation purposes, I also collected data by interviewing the TSEP manager and coaches and analysing the APPs prepared by the teachers in training to document and reflect on their practice. Although I observed them delivering to their peers during the micro-teaching sessions, due to some restrictions at the institution and the time limit of the study, I was not able to do class observation for the Emirati teachers in training. However, adding the APPs as one of the data collection tools helped me have a deeper and better understanding of the impact of the TSEP on the teachers in training practice. A detailed description of each data collection method can be found in this section.

Research question	Data collection method	Method type
1. How did the TSEP and its elements influence teachers in training to achieve Advance HE Associate Fellowship?	Semi-structured interviews	Qualitative
	Mixed response questionnaire	Quantitative/ Qualitative
	Participants' Accounts of Professional Practice (APP)	Qualitative
2. In what ways did the TSEP and its elements influenced the teaching practice of teachers in training?	Semi-structured interviews	Qualitative
	Participants' Accounts of Professional Practice (APP)	Qualitative
3. From teachers in training perspective, are there any additional elements that would enhance the TSEP?	Semi-structured interviews	Qualitative
	Mixed response questionnaire	Quantitative/ Qualitative

Table 13 Research questions and collected evidence

3.3.1 Data Collection Instruments

A range of data collection instruments was used in the study; these are summarised in Figure 9 below.

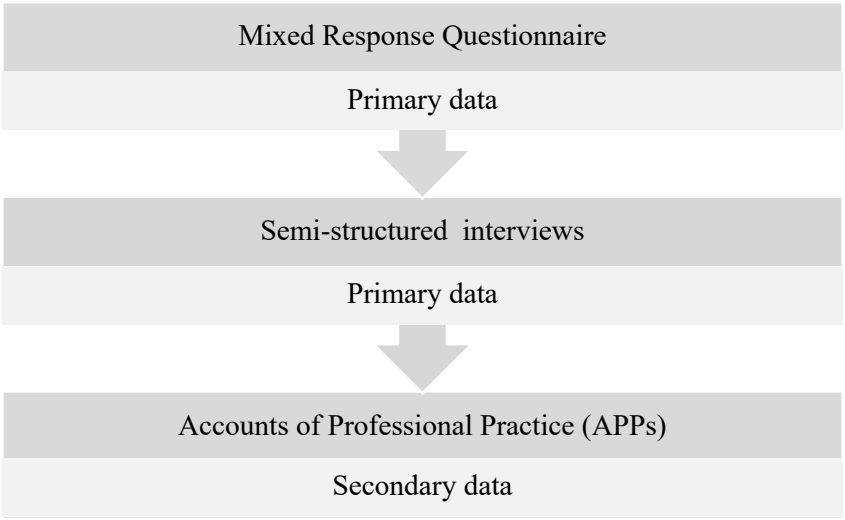


Figure 9 Sequence of data collection instruments used

The secondary data collection tools were the APPs created by teachers in training during the TSEP programme; I used them for the study after obtaining their consent.

3.3.1.1 Mixed response questionnaire

Questionnaires are one of the most popular tools for data collection as they offer several benefits. Gillham (2007) suggests that these benefits include: a) low cost, b) participants can respond at their convenience, c) relatively quick, d) ease of data analysis, and d) anonymity can be assured. In designing the questionnaire questions, I followed the recommendations of Arkesy and Knight (1999); for instance, I avoided 'leading questions' that might promote bias and 'assumptions', 'hypothetical' and 'double' questions. The online questionnaire used in this study was tailored specifically to help answer the research questions; however, I was influenced by Guskey's (2006) professional development evaluation model in formulating this set of questions.

I used Microsoft Forms to construct the questionnaire as we have an institutional license so that participants can access it easily with their institutional login details. The institutional username was captured when the form was submitted, validating and identifying each entry. The participant consent form and the information sheet for the teachers in training assured them that any information shared would be confidential and only used for the study (see Appendices B and C). The link to the questionnaire was sent electronically to all the participants with a guide email.

Despite 28 questions in the questionnaire, participants reported that it took only about 15 minutes to complete the pilot study. Participants were expected to answer all 28 questions in the predetermined order. To ensure clarity and reduce misleading questions, I piloted the questionnaire with eight teachers who possessed similar characteristics to those participating in the main study (Gray, 2014), and English was their second language to ensure that the questions were clear and comprehensible. There was no need to adjust or change any of the questions for their responses.

I used the mixed response questionnaire (22 close-ended and six open-ended questions) for two reasons. Triangulating data from different sources of evidence helped me understand, for example, correlations between the educational background and disciplines of the teachers in training and their experience completing the APP; these connections will be discussed in more detail in the data analysis section.

The first set of questions collected the demographic information of the participants— division, campus, position title; educational background--years of experience, highest education degree; followed by a section about their experience of the TSEP, support providers such as mentoring, and finally their experience of drafting the APP and achieving Associate Fellowship.

Some of the questions were required, while others were optional. The rationale behind mandating some of the questions was related to the type of information that I anticipated to be essential to inform subsequent interviews, such as support they received and difficulties they faced during the programme, their teaching experience and their experience in drafting their APP. In some cases, I paired Likert scale questions with open-ended questions to provide richer responses that could not be captured with selected answers alone.

The response rate was excellent, as more than 50% (44, n=83) responded to the questionnaire; however, I expected a higher response rate. Gray (2014) suggests linking completion to intrinsic reward might increase the response rate. Gillham (2007) indicates this behaviour may be due to the preference of most people for verbal communication overwritten. I attribute the low response rate to two factors: first, the institution sends satisfaction surveys frequently, l so my request for

completion may have become lost in participants' email stream. Secondly, the questionnaire was sent during institutional final assessment weeks when teachers in training were likely engaged with final preparation, invigilation, and marking.

3.3.1.2 Interviews

Interviews are a verbal exchange where the interviewer attempts to gather information and gain a better understanding of the experience from the interviewee. As the study explored the teachers' in training perceptions, feelings and opinions, interviews were a relevant approach (Gray, 2014). The interviews helped me understand their experience and what it meant to the interviewees (Seidman, 2013). I developed an interview protocol to conduct interviews using semi-structured questions to allow the interviewees to respond without restriction (Table 14). In designing the questions, I was guided by Guskey (2002) evaluation model, Schon's reflective model and self-efficacy (Bandura et al., 2001; Powell & Boyd, 2012; Rodd et al., 2014). I piloted the interview questions with eight teachers who possessed similar characteristics to those participating in the main study (Gray, 2014). There was no need to adjust or change any of the questions for their responses.

Case study interviews are characterised by being fluid yet pursuing a consistent line of inquiry (Yin, 2003). Interviews are considered an essential source of evidence in case studies as most of the cases are about lived experiences (Yin, 2003). I used the interviews to collect information about the participants' perception of the TSEP and to get a better understanding of the data collected using other collection instruments

With the participant's consent, the interviews were digitally recorded. This model allowed me to "probe for more detailed responses" (Gray, 2014 p.382). The semi-structured interview format offered me the opportunity to obtain research-relevant information through the actual interview. It is worth saying that, despite the flexibility provided by using this format, it comes with its challenges, for example, spending more time than planned, drifting from the original questions, and the potential for the interviewee to say what I want to hear. This happened mainly when I asked them about their challenges in completing their TSEP. Some of them started listing issues and challenges they faced that were tangential to the programme; at

that point, I had to redirect the conversation back to the relevant focus (See Appendix D). The questions were grouped based on the main research questions; however, as each interview was unique in the way the interviewee responded and addressed issues, in some instances, I was not able to follow the linearity of the questions as it was important not to interrupt the flow of discussion; thus the sequence of questions was adjusted based on the stakeholder being interviewed.

Interview question	Area of investigation
1. In no more than three words, how would you describe your experience of the TSEP programme including the Associate Fellowship process?	Overall experience of the program
2. What elements of the programme helped you develop the knowledge or experience to complete your application for the AF? (see the end of the document for the list)	Effective elements of the program
3. Where there any of these elements you did not participate in?	Attendance/participation Did this have an impact on their experience?
4. How competent or confident did you feel writing the different parts of the Associate Fellowship application?	Confidence Self-efficacy
5. What barriers did you face while drafting your Associate Fellowship application?	Barriers to complete the Associate Fellowship
6. Which further support do you think would have helped you completing the Associate Fellowship successfully?	Further support needed completed Associate Fellowship
7. What areas of your knowledge and experience do you think you should develop further based on your experience writing the APP? (CPD)	CPD
8. How did coaching contribute to your successful completion of your application?	Impact of coaching in completing Associate Fellowship
9. How did you feel when you achieved Associate Fellowship ?	Feelings of achievement Self efficacy
10. What does Associate Fellowship mean to you?	Recognition of Associate Fellowship
11. What skills or knowledge do you think you developed while drafting your Associate Fellowship application?	New knowledge, skills developed PK (Shulman,1986)
12. How have you or will you apply your new skills and knowledge in your own teaching practice?	Application of new learned skills and gained knowledge Kolb's experiential learning(1984) Guskey theory of teacher's change

Interview question	Area of investigation
	(2002) and Schon's model (1983)

Table 14 Teachers in training interview questions

I conducted seven semi-structured interviews— with four teachers in training, the TSEP manager and two TSEP coaches—eliciting participants' stories about their teachers in the training programme and their experience writing their APP. The face-to-face interviews were scheduled for one hour each based on the availability of both parties. Many of the teachers in training have limited English proficiency, so I had to ask the questions in Arabic to ensure that they understood them. Therefore, sometimes the interviews lasted longer than scheduled. To provide the confidentiality and privacy needed, interviews took place in a pre-booked meeting room using the Zoom video conferencing platform. To ensure transparency, I sent the participant consent form to the participants and the interview questions (see Appendices B-D). As English is a second language for all the participants, and to improve the reliability of the data, I repeated what the participant said to ensure that I completely understood and that nothing was misinterpreted. The transcribed interviews were also shared with the participants for validation. This technique helped the participants reflect on their experience and clarify where the transcription did not reflect their views.

3.3.1.3 Account of Professional Practice (APP)

The APPs written by the teachers in training to demonstrate implementation of the UKPSF in their practice was examined as secondary data. Smith (2006) asserts that there is a consensus on what constitutes secondary data; according to Heaton (1998), it is the use of existing data that was either used in another study or was not collected primarily for the current one. To attain Associate Fellowship, applicants must demonstrate evidence of the criteria of UKPSF Descriptor 1. The first criterion, D1.1, indicates: 'Successful engagement with at least two of the five Areas of Activity (Advance HE, 2011). As the teachers in training had no prior teaching experience in higher education, the PDI team followed the advice of the Advance HE mentor in selecting Areas of Activity A1 and A2:

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

(Advance HE, 2011)

The rationale behind this choice was that those are the essential areas of activity where novice teachers should develop their knowledge and skills. Moreover, demonstrating evidence for these two core Areas of Activity would naturally integrate other dimensions and elements of the UKPSF, particularly K2, K3, K4, V1 and V2 (Table 5).

In the APP, teachers in training are expected to describe their transformational journey in teaching, reflect on any new skills and competencies they acquired and whether the coaches and mentors in the TSEP training programme helped them or not in preparing for attaining the Associate Fellowship. When data was collected, twenty-six participants had achieved Associate Fellowship; however, only twenty participants gave their consent to use their APP in the study. I explored these APPs for themes and common factors that helped them achieve Associate Fellowship.

3.4 Data analysis

My first data analysis phase identified the evidence that addressed each research question, as Yin (2014) recommended. When I started analysing the data, I began with the primary data collected, which is generally considered more valid and reliable. I used descriptive statistics such as frequency and mean to analyse the closed-ended questions in the questionnaire and thematic/inductive analysis for open-ended questions, APPs and interviews. The APP went through two rounds of analysis. In the first round, I apply the thematic deductive process using Schön's reflective model, then the thematic/inductive analysis inductive process. Details about this process are provided below.

3.4.1 Quantitative data analysis

Quantitative data was collected using Microsoft Forms to facilitate exportation to Microsoft Excel workbook for analysis.

3.4.1.1 Descriptive Statistical Analysis

To understand the data collected better, descriptive statistical analysis was conducted. SPSS version 21 was used to run descriptive statistical analysis on the Likert type questions. Since the survey used some categorical questions and interval Likert type questions, simple descriptive analysis was introduced such as frequencies, mean, standard deviation and correlations. Frequency tables were used to record the categorical data collected on respondents' demographics such as academic rank, division, campus and teaching experience. Means as a measure of central tendency and standard deviation as a measure of dispersion were used to summarise some of the demographic data collected, such as years of teaching experience in higher education, TSEP status, Advance HE Associate Fellowship status and how well the teachers in training were supported during Advance HE Associate Fellowship drafting process.

Data were coded by interval Likert type methodology for the Likert type questions: 5 indicated 'extremely well', and 1 meant 'not at all. This is an essential step in the Likert item type questions as it helps quantify what is being measured (Harpe, 2015). In an attempt to examine the relationship among some identified variables, correlations were run. Correlation analysis is a bivariate statistical method used to evaluate the strength of the relationship among variables the researcher wishes to explore.

The correlation analysis helped explore the relationship between different questions, for example, Q15. Please indicate the status of your HEA Associate Fellowship and Q16. How well have you been supported during the HEA Associate Fellowship drafting process? I used tables and diagrams to illustrate the data analysed

3.4.2 Qualitative data analysis

I analysed the qualitative data thematically according to Braun & Clarke's (2006) framework, and in so doing, I used an inductive-deductive approach to analyse the qualitative data.

A general investigation paradigm underpins the scientific approach; deduction or 'proof' and induction or 'discovery' (Gray, 2014). In the deductive process, there is an attempt to find the relationship between the study findings and specific concepts, frameworks or theories. Therefore, it is essential to identify the underlying framework or concept before proceeding with the analysis.

In contrast, the inductive process is a discovery process; after data is collected and analysed, the researcher starts looking into the emerging patterns that suggest a relationship. In some cases, the outcome of this process might lead to constructing a generalisation or even theories (Gray, 2014). Perry (1998) suggests that case study research usually starts with an exploratory or discovery (inductive) approach; the findings inform the data collection and analysis in the following case study. Yin (2009) confirms that approach and suggests that following this approach can lead the research to proceed through a series of case studies.

Castleberry and Nolen (2018) propose a five-step model of qualitative analysis: compiling, disassembling, reassembling, interpreting, and concluding. In this section, I explain the process I followed in compiling, disassembling and reassembling the data; then, in the following chapters, I cover the interpreting and concluding. Thematic analysis is the most common and popular tool to analyse qualitative data (Braun & Clarke, 2006). The thematic analysis of the transcribed interviews, the open-ended responses, and the APP helped explore the context of teaching and learning deeper while providing the flexibility and interpretation of analysed data (Braun & Clarke, 2006). Daly, Kellehear, and Gliksman (1997) explain that in the thematic analysis, the researcher looks for emerging themes that are important and significant to the description of the phenomenon under study. As the collected data came from different sources, I wanted to ensure that I captured all the information that would help answer my research questions. Therefore, I chose a "hybrid approach" (Fereday & Muir-Cochrane, 2006, p.82) of qualitative thematic analysis methods to analyse my data. This included the incorporation of the data-driven inductive approach (Boyatzis, 1998) from the mixed response questionnaire, interviews and the APP, as well as the deductive approach using a pre-set of codes as suggested by Crabtree and Miller (1999) to analyse the APP. In analysing my data using the inductive approach, the codes emerged from reading the data carefully. In

the deductive approach, I started analysing the APPs using Schon's reflective model as my "priori template" (Fereday & Muir-Cochrane, 2006 p.83) for coding. These codes were: reflection *in* action, reflection *on* action, critical reflection and practical reflection.

To facilitate the process of coding, finding themes and analysis, I used NVivo (version 12) Computer Assisted Qualitative Data Analysis (CAQDAS) software to manage textual and audio-visual data—i.e., interview recordings.

For the inductive approach, I started analysing the questionnaire, interview transcripts, and the APP using Braun and Clarke's (2006) recommended steps to conduct a comprehensive thematic analysis. First, I read through it multiple times to familiarise myself with the data. This is consistent with Rice and Ezzay's (1999) assertion that "careful reading and re-reading" are key to the process of identifying themes (p. 258). This was an essential step before the coding process as it helped me examine the text closely and in detail to ensure that I did not overlook patterns or meanings.

After reading the data repeatedly, I started taking notes of any noticeable patterns. I created a comprehensive list of the data contents and prominent features, considering all visible patterns or features. After completing the list with all potential patterns, I started looking into possible ways to categorise the data and group them into themes. I started with the main two categories, 'Associate Fellowship experience' and 'TSEP experience'. Once this step was completed, to check how valid my identified themes were, I looked one more time through all the data and reviewed the identified themes to ensure that there was sufficient data available for each theme. Once I set the themes, I defined them clearly in a list. The themes described the respondents' main points in the open-ended questions and interviews and the account of professional practice (APP) without overlapping meaning. Finally, I categorised the individual words and phrases from the data into their appropriate themes (Table 15).

I followed the inductive approach to analyse the open-ended responses, semi-structured Interviews and the accounts of professional practice (APP). I uploaded all the transcribed interviews and responses to the questionnaire's open-ended questions

and the participants' APP. To manage the density of the collected data, I created a separate node for the teachers in training interviews and subsequent node for the coaches and programme manager interview and a node for the open-ended responses and finally, one for the APP. Reviewing the open-ended responses, the interviews and APPs, I came up with categories and created them as nodes in NVivo (Table 15). After organising the data into categories, general themes started evolving; with further refinement, some of the themes were merged while others evolved to more themes and sub-themes.

Parent node	Data analysis technique	Child node
Associate Fellowship experience	Thematic inductive analysis	1.1 Barriers 1.2 Coaching experience 1.3 Feelings 1.4 Helping factors 1.5 Recommendation for new teachers
Associate Fellowship impact on practice	Thematic inductive analysis	Self-efficacy Reflection
TSEP useful element	Thematic inductive analysis	TSEP courses Reflection on practice Mentoring
TSEP suggestions for improvement	Thematic inductive analysis	Arabic strand for the programme Reducing teaching load More practical courses
Developed skills	Thematic inductive analysis	Writing skills Time management Organization skills Collecting evidence Accepting feedback Referencing and citation
TSEP impact on practice	Thematic inductive and deductive analysis	Student feedback Supporting students Differentiated instruction Learner diversity Student engagement
Continuing professional development	Thematic inductive analysis	English language courses Reflective writing Teaching strategies Technology related Theories of teaching and learning
TSEP Help with drafting Associate Fellowship	Inductive thematic analysis	TSEP courses
TSEP experience	Inductive thematic analysis	Language barrier TSEP duration TSEP attendance

Table 15 Categories assigned using NVivo

Following the deductive approach, I used Schön's reflective model (1983) as my "priori template" (Fereday & Muir-Cochrane, 2006, p.83) for coding and analysing the teachers in training APP. Schön's model focuses on reflection *in* action (during teaching) and reflection *on* action (after teaching) (Anderson, 2019). As Anderson

(2019) highlighted, there are two types of reflection: critical reflection and practical reflection. Critical reflection is where teachers deliberately think and refer to their practice. This type of reflection leads to learning through understanding the action (Dewey, 1933; Fendler, 2003; Zeichner, 1981). Moon (2005) suggested a relationship between the nature of reflection and the qualities of learning and whether they are deep or surface reflection. On the other hand, practical reflection is more "spontaneous about one's practice" (Anderson, 2019 p. 2)**.** The Account of Professional Practice (APP) is a reflective narrative where participants demonstrated evidence from their practice focused on critical reflection. Moreover, in many cases, practical reflection is evident (discussed further in Chapter 4). Understanding the nature of the APP and the requirements of the Associate Fellowship has placed me in a solid position to choose the relevant framework for the APP analysis. Looking at the twenty APPs, I tried to identify: teachers' reflection *in* action, teachers' reflection *on* action, critical reflection and finally, practical reflection**.** While reading through the APPs looking for these four aspects, I noticed that more data needed to be captured and analysed to help answer my research question. Therefore, I conducted another round of analysis of the APPs to capture any evolving themes from this narrative.

Thus the APPs went through two rounds of analysis, first using the deductive thematic analysis using Schon's reflective model, then the inductive approach. As the APP is a reflective narrative, analysing it with a model that captures reflection seemed appropriate. Through the deductive approach for data analysis, I was able to identify one of the main nodes: the impact of the TSEP on the practice of the teachers in training. Student feedback, supporting students, differentiated instruction, learner diversity and finally, student engagement techniques were all themes that emerged from the deductive analysis. Each of these themes will be discussed in detail in Chapter 4.

3.5 Rigour and trustworthiness

To ensure that I was not biased towards my values that tend towards positivism, I used different criteria to assess the rigour and trustworthiness of my qualitative data. Greenback (2003) argues that researchers are influenced by their values when collecting and analysing data. Researchers with a positivist approach will tend to use

experiments and large-scale surveys; they will seek to acquire knowledge objectively to find the 'truth' and eliminate their personal views. In contrast, researchers with an interpretivist approach accept the idea of "multiple realities" (Cohen et al., 2000); they, therefore, allow the influence of their values in their analysis (Greenbank, 2003).

The study was carried out over a relatively long timeframe. While the sample may be perceived to be small, the intensity of the data collection was vigorous, and a significant amount of data was collected. Some would argue that it is impossible to be free of bias (Oiler 1982). By having a good relationship with the participants and learning environments, the researcher will elicit an honest account (Appleton 1995). Alternatively, critics of this approach may suggest participants might want to 'please' the researcher, thereby introducing bias to the research (Gerrish and Lacey 2010, as cited in Cronin (2014).

3.5.1 Triangulation

A case study is known as a 'triangulated' research strategy (Feagin et al. 1991). Denzin (1989) defined triangulation as 'the combination of methodologies in the study of the same phenomenon–two or more theoretical perspectives, methodological approaches, data sources, investigators or data analysis methods. Denzin (1989) outlined three outcomes of triangulation: convergence, inconsistency and contradiction. Whichever these outcomes prevail, the researcher can explain the observed phenomena well. Triangulation decreases, negates or counterbalances the deficiencies of a single strategy, thereby increasing the scope for interpreting the findings. Redfern and Norman (1994) suggested it overcomes the bias of 'single-method, single-observer, single-theory studies', increasing confidence in the results. Triangulation provides opportunities to develop and validate instruments and methods to ensure conformability. Moreover, it gives an understanding of the domain--completeness is ideal for complex social issues, overcomes the elite bias of naturalistic research, overcomes the holistic fallacy of naturalistic research, and allows divergent results to enrich explanation. The two goals of triangulation – confirmation and completeness of data – are the major strengths of this approach.

Case study research is "a 'triangulated' research strategy by nature (Feagin et al., 1991). To ensure the rigour and trustworthiness of my findings, I used qualitative and quantitative methods for data collection, used different sources for the same phenomena, and collected information from teachers in training, coaches and the PDI Manager.

3.5.2 Member checking

Member checking was also used to validate the accuracy of the interviews (Creswell, 2014). Following the transcription of the interviews, I conducted member checking with the participants. This step was essential to ensure that the participants acknowledged and responded to their own words. I emailed each participant a copy of their transcribed interview. I highlighted that they could get back to me with any queries regarding the data. None of the participants reported any issues or concerns about the transcribed data.

3.5.3 Peer debriefing

Being immersed in the study and as an insider researcher might result in biased results; therefore, it was critical to get external feedback from colleagues not involved in the study or the TSEP. Some authors acknowledge that discussing the findings and the research with an 'expert' or an 'external colleague" to the research can support the credibility of the findings (Appleton, 1995; Burnard, 2002; Casey, 2007a). However, other authors argue that data analysis is a unique process, and it's difficult for two researchers to reach the same interpretation (Schutz 1994, Cutcliffe and McKenna 2004, Andrews et al., 1996; McBrien, 2008). I met with a colleague in the business division several times who is experienced in research to discuss my data, themes and interpretation. The purpose of these meetings was to ensure that we agree on the data themes, codes and the logical paths taken to arrive at those themes (Houghton & Keynes, 2013), reducing critical bias.

3.5.4 Presenting at conferences

Over the duration of my research, I presented my findings at several conferences, for example, the International Academic Forum (IAFOR) and Liverpool online conferences. Discussing my ideas snd findings and receiving feedback from

practitioners in higher education within my context and outside have provided me with new perspectives to consider, for example, cultural impact.

3.6 Ethical considerations

With administrative approval, the study took place with my institution and respected the participants' privacy as stated in the ethical forms. I also stressed to all participants that they had the right to withdraw from the study at any point.

I submitted my research proposal to my institution via the research committee as I needed their approval to conduct the study and interview the teachers in training and other stakeholders. After receiving the approval, I sought and obtained ethical approval from the Virtual Programme Research Ethics Committee (VPREC) (see Appendix A).

I had permission from the organisation to use the institutional email addresses for all potential participants. An administrative staff member sent the first email to avoid non-intended coercion in acceptance to participate in the study. The email explained the aim of the study and invited them to participate. For every category of participants –teachers in training, coaches and programme manager) a separate participant information form was attached with the email for their information so that they were fully informed before deciding to participate or not.

Of those who responded that they would be willing to participate in the study, an introductory meeting was conducted with each participant to guide them through the participant information sheet and sign the participant consent form (see Appendices B and C. Although the participants might have attended training sessions delivered by the researcher, it is essential to note that the researcher had no power relationship over the participants in any way. All transcripts, survey results, audio recordings and other documents were kept on a secure computer, password protected and regularly backed up on a password-protected external hard drive. To maintain anonymity, the surveys, interview transcripts were labelled with identifiers rather than pseudonyms (Table 9).

CHAPTER 4
FINDINGS AND ANALYSIS

The data were collected over two stages, quantitative followed by the qualitative stage. I sent out an online questionnaire to 44 teachers in training to understand how they perceived the TSEP programme and Associate Fellowship process. More than 50% responded to the questionnaire, a reasonable response rate. To ensure that the participants responded to key questions, those questions were mandatory.

Qualitative data add another dimension to research studies; words have a concrete and vivid flavour that seems more convincing to readers than numbers (Miles et al., 2018). The qualitative data in this study were captured through five open-ended questions in the mixed responses questionnaire to enable the participants to elaborate on their responses (Appendix D). The questionnaire was followed by semistructured interviews with four teachers in training from different divisions, two coaches and the TSEP manager. As secondary data, I used the Account of Professional Practice (APP) of the teachers in training submitted to Advance HE as evidence for Associate Fellowship. All the semi-structured interviews with individual participants and the APPs were thematically analysed using the six stages proposed by Braun and Clarke (2006), as outlined in Chapter 3, pp. 77-78. The APP was thematically analysed using Schon's reflective model. Analysis of the collected data resulted in different themes and sub-themes presented in this section. The identification of themes helped in the better organisation of the data.

4.1 Demographics: academic rank, division and campus

My institution constitutes more than 16 campuses across the seven Emirates of the UAE; it was essential to know which campus the participants teach in to ensure representation from various campuses.

The majority of the participants (70%) were hired as 'teaching assistants' at the time of collecting the data; their records had not been submitted to change their academic rank from 'teaching assistant' to 'lecturer' (Figure 10) under the academic ranks in use at that time:

Lecturer	faculty holding masters or PhD degree
Teaching Assistant (TA)	instructor holding a bachelor's degree
Instructor	lab instructor

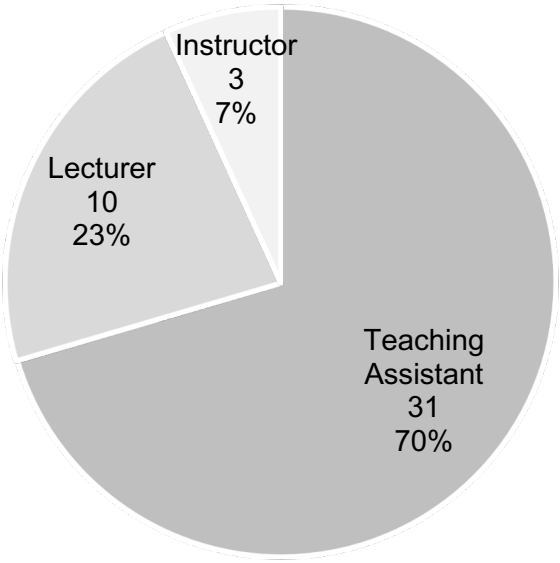


Figure 10 Academic ranks of teachers in training (n=44)

The sample of teachers in training included representation from every division (Figure 11). There was a higher percentage (20%) of responses from the Education division, reflecting higher numbers of teachers in training recruited into the Education division.

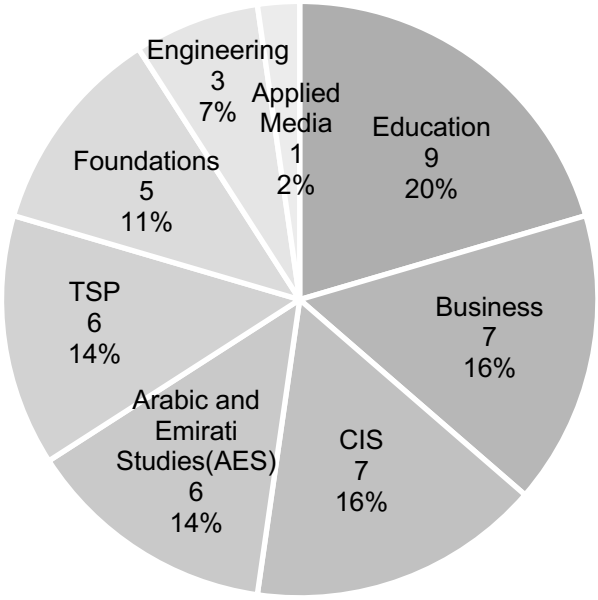


Figure 11 Division representation (n=44)

The sample also included representation from campuses across the Emirates (Figure 12). The majority of the teachers in training were from the northern Emirates—Fujairah and Ras al Khaimah. From my experience of Emirati culture, I believe this reflects the more conservative values of these areas; families there are more conservative and prefer their daughters to work in education rather than industry. Moreover, Hofstede (2018) has identified the UAE as a collectivist culture, emphasising relationships; the family strongly influences individual decisions such as career paths. These factors would explain the high percentage (77%) of Emirati teachers in training hired from the Northern Emirates.

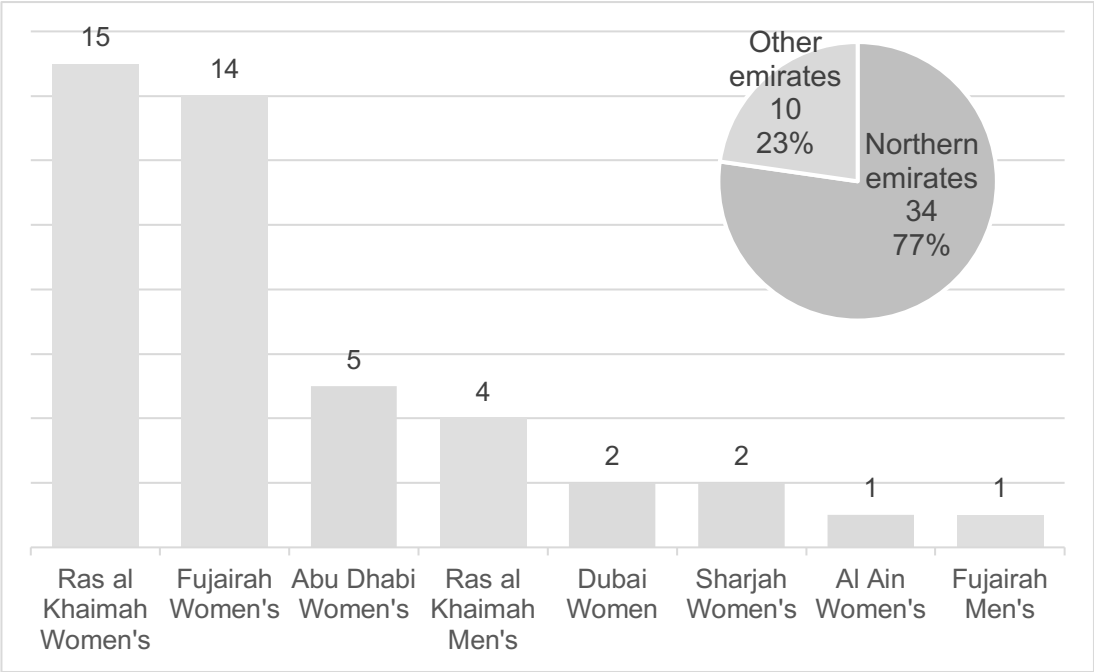
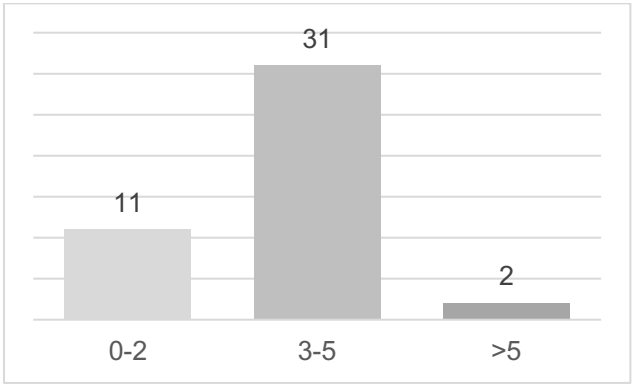


Figure 12 Campus representation (n=44)

4.1.1 Teaching experience and master's completion

The teaching experience of the participants ranged between 0-5 years, with an average of 3.25 years of teaching experience (Figure 13). None of the teachers in training had previous teaching experience in higher education; instead, teaching experience included schools and clinical training.



Mean years	SD	n
3.2525	2.24679	44

Figure 13 Years of teaching experience (n=44)

Thirty-one teachers in training had more than three years of teaching/industry experience. This exciting finding triggered my curiosity as a researcher to explore the correlation between teaching experience and experience of the TSEP programme and the Associate Fellowship process (Figure 14). Table 16 highlights the mixed responses questionnaire and the suggested correlation. I tried to reveal if there is a direct relation between completing the TSEP programme and achieving the AFHEA, the status of the participants AFHEA and how were they supported during the drafting process and finally if there is a relation between the completion of the portfolio and the support the participants were given.

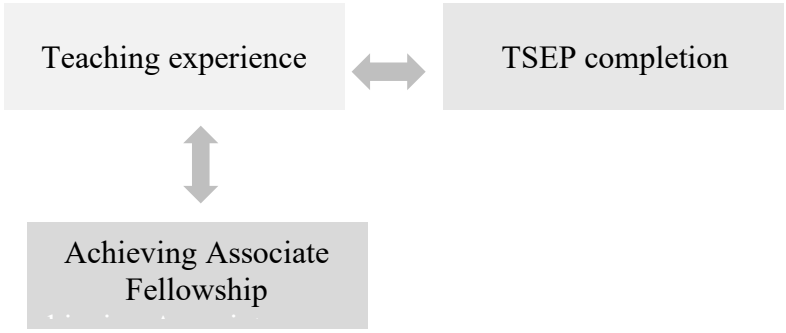


Figure 14 Relationship between teaching experience, completing TSEP and achieving Associate Fellowship

Suggested correlation	Question
Q12:Q15	Q12. Please indicate the status of your TSEP (Teaching Skills Enhancement Program) Q15. Please indicate the status of your HEA Associate Fellowship
Q16:Q15	Q15. Please indicate the status of your HEA Associate Fellowship Q16. How well have you been supported during the HEA Associate Fellowship drafting process?

	Q18. Please indicate the status of your teaching portfolio
Q18:Q19	Q19 How well have you been supported in developing your teaching Portfolio?

Table 16 Suggested correlations between Q12, 15, 16, 18, and 19

Table 17 indicates a moderate significant positive relation. For example, Q18 and 19 data show a relationship between the support received in developing the teaching portfolio and the completion of the teaching portfolio, where r=.488 at p<.01.

Variable	**M**	**SD**	**Q12**	**Q15**	**Q16**	**Q18**
Q12	2.84	4.28	1			
Q15	3.07	1.108	.366*	1		
Q16	4.00	1.141	.381*	.570**	1	
Q18	2.8	.462	.655**	.437**	.265	1
Q19	3.84	1.077	.448**	.438**	.511**	.448**

Table 17 Correlations *p<.05 and **p<.01

Table 18 indicates a positive sign on all correlation estimates. The sign on the correlation estimate gives information on the direction of the relationship between two variables. The table shows a positive relationship between all variables--an increase or decrease in one variable is associated with a corresponding increase or decrease in the other variable.

Variable	Q12	Q15	Q16	Q18
Q12	1			
Q15	Weak	1		
Q16	Weak	Moderate	1	
Q18	Moderate	Weak	No relation	1
Q19	Weak	Weak	Moderate	Weak

Table 18 Correlation significance

The data show a moderate significant positive relationship between Q12 and Q18, between Q15 and Q16, and between Q16 and Q19 with r=.5 or more at p<.01 (Table 18). This implies that applicants supported in developing their teaching portfolio were likely to be also helped during the Advance HE Associate Fellowship drafting process. This might be the same coach supported the participant in developing their teaching portfolio and the drafting process. Even though a weak positive significant relationship was identified between the other variables, i.e. r<.5 and p<.05 and .01, this result is expected due to the sample size limitation. It is important to note that the results indicate that a relationship may have been established between the respondents' achievement of the teaching portfolio or the TSEP and the success in achieving Advance HE Associate Fellowship status due to the support provided by the mentoring program.

For the master's programme status, 57% held a master's degree, while 41% were still in the process of completing one (Figure 15). The institutional policy prohibits teachers in training from teaching without a master's degree; instead, they engaged in shadowing experienced faculty.

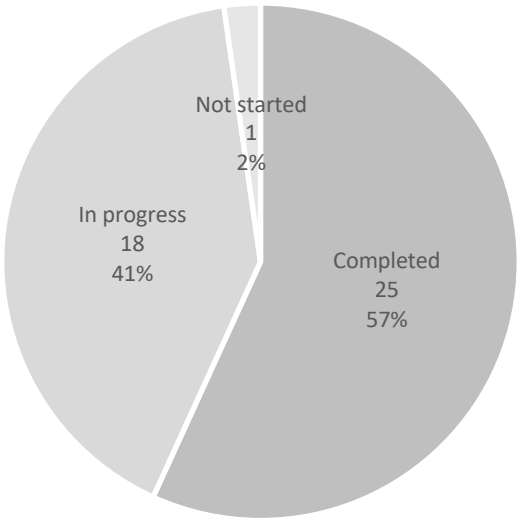


Figure 15 Master's programme status (n=44)

4.2 Support Mechanisms to Complete TSEP and Achieve Associate Fellowship

During the teachers' engagement in training in completing the TSEP and achieving Associate Fellowship, the professional development team developed various mechanisms to support them, including draft consultation, Arabic support, peer review, progression meetings and portfolio clinics (Figure 16).

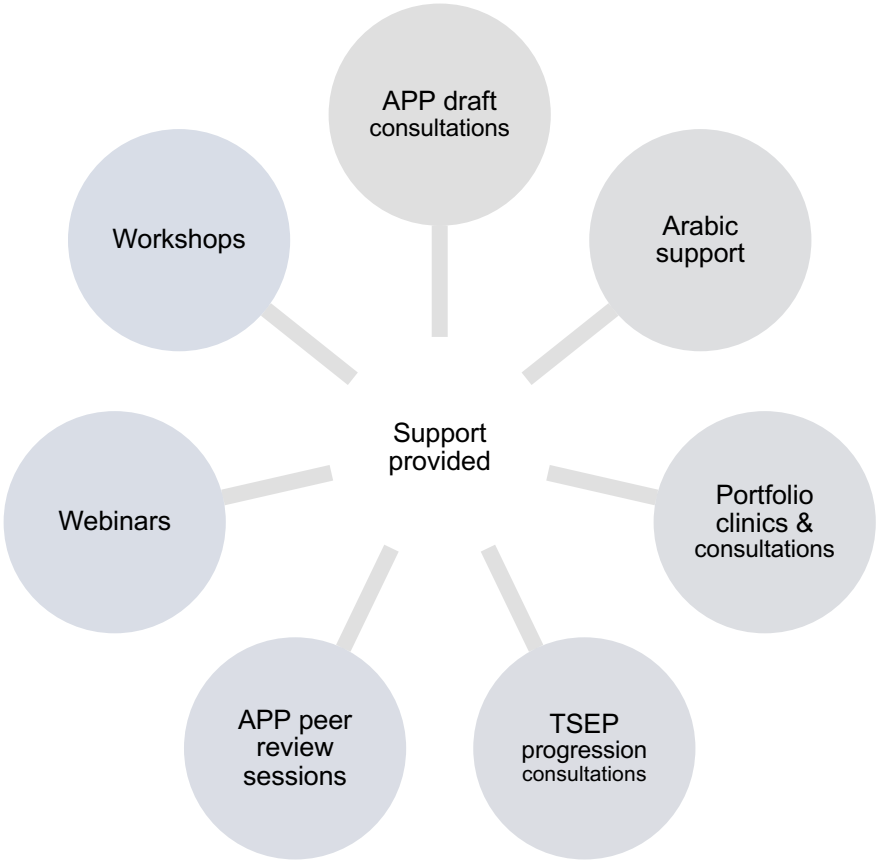


Figure 16 Support mechanisms to complete TSEP and Associate Fellowship

The majority of the participants responded that they used more than one support mechanism. Almost 30% of the participants attended more than one TSEP progression consultation, Associate Fellowship draft consultation, Associate Fellowship peer review sessions, and/or portfolio clinic (Figure 16).

4.2.1 Participants' perception of support

With the different support mechanisms offered by the professional development team for the teachers in training to help them during the Associate Fellowship drafting process and completing the TSEP, it was essential to understand

their perception of these mechanisms and whether they felt supported. More than 43% believed that they were 'extremely well supported' while 30% said they were 'very well supported'. This means that more than 70% of the participants believed that they were well supported through the drafting process, leaving 30% to be accounted for (Table 19).

Supported in the drafting process	Frequency	Percentage
Extremely well	19	43.18
Very well	13	29.55
Somewhat well	7	15.91
Not so well	3	6.82
Not at all well	2	4.55

Table 19 Perception of Associate Fellowship drafting support (n=44)

The response rate for the open-ended questions was 100%. This indicates the agreement of the participants that they had a good experience with the PD team and were satisfied with the support offered through the TSEP in general. They described the team in positive terms as supportive and collaborative:

> They were supportive, and if I had any problem, they would help me solve it. (TNT-8)

> The team who was responsible for TSEP were supportive and collaborative (TNT-9)

> I think the TSEP team were supportive and friendly; I enjoyed being with them (TNT-33)

> I got all the support needed to complete the TSEP requirements. (TNT-40)

The participants used other terms to describe how they 'felt' about the programme. For example, TNT-27 commented "a unique experience", and TNT-36 added "It was a great experience", while TNT-10 mentioned that "It was a very good

experience." Moreover, some participants commented that the TSEP positively impacts their teaching experience. For example: "Got many new teaching skills in TSEP" (TNT-26)

> TSEP was very helpful to establish my skills as a teacher, especially when it comes to the basic skills of class management, giving feedback to students, assessments, etc. (TNT-34)

> The TSEP enhanced my teaching and learning skills; It helped me use various tools and improve my teaching style. (TNT-5)

Although the general comments about the support received were positive, two participants highlighted that the time frame for the programme was not enough. For example: "it took from us much effort to complete that period of training" (TNT-2), "Not so well and haven't given the time to do so" (TNT-6)

4.3 Difficulties and challenges in completing the TSEP program

Being an insider researcher, I was aware of some of the challenges the teachers in training were facing in completing the program; therefore, it was essential to capture this in my data. Some of the challenges identified included: TSEP requirements, achieving Associate Fellowship, and language barriers (Table 20). As these difficulties were captured through the responses to the closed, open-ended question in the mixed responses questionnaire and the interviews, I have combined the qualitative and quantitative analysis for this theme. The response rate to this question was 61%.

Challenges	Percentage
Language barrier	7%
Achieving Associate Fellowship	14%
Master's programme related issues	21%
Teaching load	59%
TSEC requirements	22%

Table 20 Challenges and difficulties faced by participants in completing the TSEC (n=44)

Master's degree related issues were reported by 21% of respondents. One of the FEI requirements is to complete a master's degree relevant to teaching. Some of the issues included finding a relevant master's programme offered by approved universities. Others were related to the reimbursement process, as the institution fully subsidised fees for the master's programme. Interestingly, the responses showed that achieving Associate Fellowship was not considered a significant challenge; only 14% of the participants identified this. Surprisingly, only 7% identified language as a challenge, despite English being their second language. Some of them seemed to struggle with English in face-to-face sessions and online courses; perhaps, these were the 7% who identified this challenge.

Most participants agreed that teaching load and time management were challenges; completing all the assigned tasks within their role and completing the programme were represented in the word cloud generated by NVivo (Figure 17). One of the features of NVivo allows the user to run different data queries; the query's result can be presented as a word frequency list or represented visually using a word cloud in which frequency increases font size, so the most frequent words are the largest. In addition to their teaching load, teachers in training are expected to invigilate assessments, cover classes for other teachers if needed, advise students, attend TSEP sessions, and complete assignments and reflections. 'Time' was mentioned in different forms; for example, some referred to it as time management: "my difficulties was finding time to complete HEA Associate Fellowship" (TNT-2).

On the other hand, TNT-3 referred to 'time' as the duration of completing the programme: "Time was not enough to complete all the elements" (TNT-3).

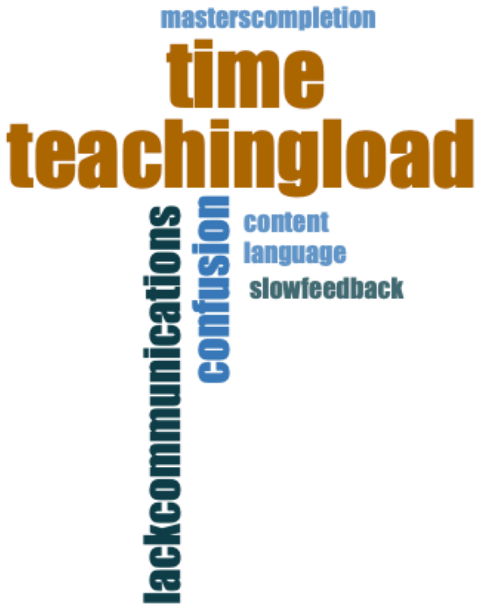


Figure 17 Participants' perception of difficulties and challenges faced

Teaching load was mentioned a lot in response to this question; the majority commented that the teaching load was the most significant barrier to their progress in the programme. "We used to teach because of the need of teachers. This slowed me down from finishing the requirements earlier" (TNT-40); TNT-12 commented, "Teaching 20 hours since I joined the institution, no time for any extra tasks." Unfortunately, due to the shortage of teachers within certain divisions and poor communication about teaching restrictions for teachers in training, department chairs tended to assign the teachers in training more "Teaching load at the beginning of the program" (TNT-44) that exceeded the restrictions. TNT-4, a PhD holder, 'assisted' in teaching over 30 hours per week; she needed an additional semester to complete TSEP requirements.

I noticed a link between the "teaching load" and the "lack of communications". The participants in this study were the first two cohorts to join the programme. One of the pitfalls that I was aware of was the absence of a 'point of contact for the FEI programme; this resulted in the 'confusion' that some participants commented on. For example:

"I was assigned for a load of 20 hours; FEI was not a requirement at the beginning. When I was asked to start the programme, the teaching load was an issue; my line manager did not reduce my teaching hours." (TNT-37)

"Teaching load is the main core of my work performance percentage. FEI work is isolated from our division work. Mostly led to underestimating my work performance in the division. My line manager evaluating me is not included in my training, which may lead to bad reviews" (TNT-6).

"no clear instruction in which we need to complete the requirements." (TNT-23).

7% highlighted that the language barrier was one of the challenges they faced through the completion of the programme and drafting their Associate Fellowship. These teachers in training were in Arabic and Emirati Studies (AES). Looking at the study demographics, there are six teachers in training from the AES division. Therefore almost 67% of this group identified language as one of the difficulties.

4.3.1 Teachers' Perception of Their Experience with Human Resources Division and FEI Administration

As mentioned earlier, the FEI programme was part of the Emiratisation strategy of the institution; therefore, the human resources division were the owner of the initiative. In total, 66% of participants responded to this question. The participants used words like 'difficult', 'problematic' and 'confusing' in their comments, e.g., "Difficult to communicate or reach them" (TNT-1). From the participants' responses, the lack of communication was the main issue. They identified their experience with the human resources division and the FEI administration as being difficult due to the absence of a point of contact and a lack of communication: **"**Communication issues means we don't know whom to contact and ask about our status in the FEI program" (TNT -17). The lack of communication helped develop a sense of confusion for the participants. They highlighted that they were unclear about their responsibilities in their new role, teaching hours and rules, "It was difficult to know rules, regulation, keep around and around to find the answer for any question, no clear plan" (TNT-32). TNT-23 described her experience as 'problematic' as she could not find someone explaining the requirements and whether she should be part of the FEI or not.

4.3.2 Associate Fellowship drafting experience

Overall, the teachers in training commented through the interviews that they found drafting the APP confusing, challenging, and overwhelming. “The Associate Fellowship application requirement was very confusing, scary initially it was overwhelming” (TNT-2). When elaborating more to understand their experience, their responses revealed that the differentiation between the three dimensions—Areas of Activity (A1-A5), Core Knowledge (K1-K6) and Professional Values (V1-V4)—of the UKPSF was the main area of confusion. The ability to distinguish the relevant evidence for the three dimensions “felt that the (As), (Vs) and the (Ks)were the same things I could not differentiate between the parts. The difference between the teaching and planning that was really confusing” (TNT-2). This was expected as to how to teach, how to plan a lesson and assign the appropriate pedagogical resources are among the challenges that new lecturers face in their early career (Guzmán-Valenzuela and Barnett, 2013). However, in my role, I coach faculty members to achieve their Advance HE Fellowship; interestingly, it takes them a while to distinguish between the evidence they need to provide to A1 (design and plan learning activities) and A2 (Teach and support learners). I would not relate that to cultural or language issues. It’s the way how they perceive planning and teaching. From my discussions with faulty, their understanding is that they prepare a lesson plan to teach it; however, the more we meet and discuss the difference between the two elements, they realise the difference between both.

The response rate for the open-ended question on Associate Fellowship was 100%. The majority commented that they were well supported (Figure 18). Interestingly, the participants related their perception of the Associate Fellowship drafting experience with the support they received from their assigned coach. For example, TNT-44 commented that “I was supported very well by the coach, and it was a pleasant experience due to his prompt help and guidance.” TNT-41 added, “It went extremely well - I was supported in every step of the process.”, On the other hand, TNT-6 mentioned that she had a ‘bad experience’ because she was not able to meet with her coach, “bad experience, I have submitted the draft but unfortunately haven't had the proper time with my coach to review it.”. Other participants commented that other elements helped them complete their draft: the Associate

Fellowship writing workshop, written feedback from the coach, and live Zoom meetings. Moreover, others commented on the benefit of the drafting experience and that it was an excellent opportunity to reflect on their practice, “It is beneficial when I discuss my paper draft with my mentor, peers and PD team. It is helpful where I reflect on my class and find weaknesses and work on them to make my class experience better” (TNT-11).

Figure 18 Participants’ perception of Associate Fellowship draft experience

4.4 Challenges in writing the APP

Teachers in training faced different challenges in writing and completing the APP to achieve their Associate Fellowship. They identified the following as their common challenges that played a vital role in the drafting process: missing sessions, lack of relevant educational background, lack of teaching experience, language barrier, reflective writing, teaching load, and time limit/management (Figure 19). Although all the teachers in training in the study are experienced within their content area, with 57% holding a master’s degree in their field, the teaching experience and the relevant educational background—pedagogical knowledge and pedagogical content knowledge—were identified as challenges. Content knowledge was considered the most critical aspect of the teaching process in the past. In contrast, the pedagogy and the skills of applying the knowledge of the content were secondary (Koehler, Mishra, & Cain, 2013). In 1986 and 1987, Shulman notes the dominance of content knowledge over pedagogy and skills and the separation between pedagogy and content into different domains (1987). Moreover, he highlights that teachers should focus on the intersection between pedagogy and content emerged knowledge

that he later labelled as pedagogical content knowledge (PCK). Bringing the content and the pedagogy together helps achieve quality learning (Entwistle, 2003).

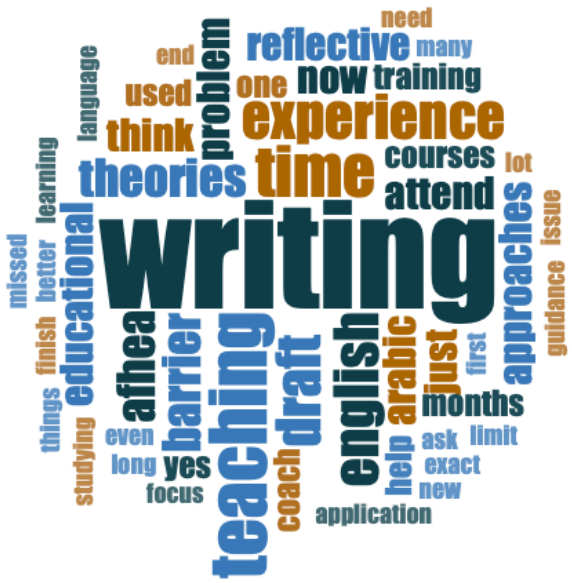


Figure 19 Challenges identified by teachers in training writing their APP for Associate Fellowship

4.4.1 Lack of relevant pedagogical background

The four teachers in training interviewed agreed that the lack of relevant educational background was a key challenge. Descriptor 1 for Associate Fellowship requires that teachers demonstrate evidence of pedagogical knowledge in their practice. TNT-1 mentioned, “I had a problem with the definitions of the learning theories and educational approaches”, while TNT-2 commented, “required educational theories and approaches were another barrier”. TNT-3 added, “I used to apply the approach and theory but never knew their names earlier” TNT-4 reported that “I did not have a background in educational theories and approaches.” Identifying the lack of relevant pedagogical background as a challenge was also confirmed by Coach-C as “The greatest challenge…the wide disparity in pedagogical awareness among the participants. All teachers tend to teach as they were taught, modelling their practice on their experience as learners.” This comment resonates with literature, as new teachers tend to build their teaching methods on the ones they are familiar with (Chadha, 2020). The lack of the pedagogical approach

resulted in their struggle to demonstrate evidenced-based approaches as they were "…not able to articulate a rationale or identify an authoritative source for their practice." (Coach-C). Moreover, Coach-C commented that "…nearly all the teachers in training lack the experience of integrating citations into their account of practice."

Guzmán-Valenzuela and Barnett (2013) highlight that the 'how to teach' (p.3) challenges new teachers face. A gap in content knowledge of specific subjects can quickly be addressed; however, teaching pedagogy is considered 'problematic' (Guzmán-Valenzuela and Barnett, 2013 p.3). This idea will be elaborated on more in the next chapter.

4.4.2 Lack of Teaching Experience

As most of the study participants have 0-3 years of teaching experience, lack of teaching experience was reported by participants as one of the hurdles in writing their APP. "… I needed some help with the teaching experience in HE to write my APP" (TNT-1). The APP is a reflective account of practice; if the teacher lacks relevant experience, it can be challenging to reflect on an area of limited knowledge. The more they teach, the easier it is to support them in identifying evidence of their practice relevant to the UKPSF.

Some of them had never experienced teaching in the classroom before the microteaching sessions offered through the TSEP, and to be able to write the APP, "…they need [their] real teaching experience in the classroom which [they] did not have" (TNT-3). The TSEC programme manager corroborated this as a challenge in his interview:

> "…we saw deficiencies in their practice due to their lack in teaching practice. Participants often need more experience to show greater evidence and depth in their practice." (TSEP programme manager)

Lack of teaching experience resonates with higher education literature. As highlighted in Chapter 1, teachers learn about teaching from their own teaching experience (Boice, 1992; Weimer, 1990; Kreber, 2002). Through trial and error, teachers keep strategies that work for them while others are dismissed. This ' problem solving, reasoning, and reflection take place through the decision-making

process of maintaining and eliminating. This process is often more intuitive; however, teachers establish their repertoire of effective strategies over time. As the teachers in training have had limited time to start building such a repertoire, this is a challenge in drafting their APP.

4.4.3 Language and Writing Style

English language proficiency varies among the teachers in training. This was a serious challenge for teachers in training from the Arabic and Emirati Studies division. One of the solutions we devised was to coach them and guide them in writing their draft in Arabic then translate it into English. Even this solution created its issues; there was only one Arabic-speaking coach, and it was challenging to find reliable translators with academic experience. Two out of the four interviewed teachers identified language as one of the challenges; for TNT-1 “course language was a huge barrier it’s the first one, the translation from Arabic to English was so challenging if I was able to write and submit in Arabic It would have saved me six months” and for TNT-3 “English as a second language is an issue. TNT-1 commented that “We are studying in English and then translating to Arabic this is the problem. “ Coach-L confirmed that, “I think it’s fairly obvious that the teachers in training, especially the Arabic and Emirati Studies teachers, have that huge language disadvantage.”

The TSEC programme manager mentioned, “the language is a huge barrier; even when they wrote in Arabic and translated to English, the translation often did not capture what was needed to fulfil D1”.

The APP needs to be written in a reflective narrative style; this was another challenge. “…Participants tended to write descriptions versus reflections. They felt that they needed to show everything they did versus justifying why they chose certain methodologies as aligned to the UKPSF” (TSEP programme manager). The same was communicated by TNT-1 and TNT-4: “….the reflective writing way [is] difficult.”

4.4.4 Attendance: Missing Sessions

Attendance to the TSEP sessions was mandatory. The sessions were offered at the Dubai campus, geographically central to the other campuses. However, some females faced cultural restrictions travelling independently from one emirate to another or required a female driver from their college; sometimes, the driver was unavailable. These cultural and logistical restrictions prevented some participants from joining face-to-face sessions. TNT-2 related her confusion in drafting her APP to miss some of the offered sessions through the TSEP "because missing the writing workshop I think this is why I had this confusion. I think if I have attended all the PD that it would have been a bit easier." She also added that "My peers did not face the same issues mine was more because maybe I did not attend the session".

4.4.5 Teaching Load and Time Limitation

The assigned teaching load and the time limitation were among the challenges identified by the teachers in training while writing their Associate Fellowship draft. All the teachers in training were assigned a teaching load depending on their educational background. Teachers with master's degrees were expected to teach twelve hours weekly. In comparison, teachers were given six hours of independent teaching and four hours shadowing an experienced teacher every week. TNT-1 and TNT-2 commented, "…was busy teaching 12 hours" and "…I was teaching classes during writing my Associate Fellowship draft", respectively. Moreover, TNT-4 wished "…if they just moved me away of teaching and just focused on my Associate Fellowship" she also added,"… Teaching was one of the barriers while I am writing my application"(TNT-4). Although some of the teachers in training saw the teaching load as one of the challenges in writing their Associate Fellowship draft, it would have been almost impossible to write their Associate Fellowship draft if they were not assigned teaching hours to gain the requisite experience.

On the other hand, TNT-2 identified the time limit as "the main constraint" and "…we were doing so many things at the same time for me personally it was very hard for me to find a time to sit down work on it". TNT-3 agreed with TNT-2: "…it took me more than six months to finish the draft]". The TSEP manager highlighted "the amount of time they are allowed to deliver supervised micro-lessons at the local

level" as one of the challenges. Some studies discussed the lack of time as one of the barriers in engagement on PD; for example, King (2004) found that 84% of respondents identified a 'lack of time and pressures from other priorities' (p. 27).

4.5 Factors supporting Associate Fellowship completion

While the study participants' highlighted the challenges they faced in completing their Associate Fellowship, they identified some factors that played a pivotal role in helping them achieve their Associate Fellowship, including coaching, TSEP courses, microteaching sessions, reading educational journals, shadowing teachers, peer review and writing the initial draft in Arabic (Figure 20). Coaches tried to guide the teachers in training to available online resources to build on their pedagogical content knowledge. "…I searched many resources as recommended by my coach to I read many references." (TNT-1). Some of them were more proactive and self-aware of their PK and PCK gap and tried to fill in this gap by "…I have read quite a lot of papers before I write my application." (TNT-4). Peer observation and shadowing were among the identified factors that helped the teachers in training to complete their Associate Fellowship draft."…shadowing experienced teachers that what helped me most." (TNT-3) "…The peer review was also a very supportive element in drafting the Associate Fellowship (TNT-1)". The impact of peer observation was also highlighted by Bell (2005), peer observation can help improve teaching practice and develop the confidence to teach. The process of observing an experienced teacher has the same significance in improving teaching quality as equal if not more than being observed by another peer and receiving feedback (Sullivan et al. 2012)

The Arabic support provided by the coach was also recognised as a helping factor:

> "…I was able to write my draft in Arabic, it would have been useful if I could submit in Arabic as well." (TNT-1)

Figure 20 Factors helped in the Associate Fellowship completion

4.5.1 Coaching

Coaching was a primary element in the TSEP to help and guide participants through the drafting process and as an overarching support mechanism. The four interviewed teachers in training agreed that the coaching component was "a very positive experience" (TNT-2) and had a significant impact on their Associate Fellowship completion;"…I do not think it would have been possible to complete my draft without being coached." (TNT-4). TNT-1 identified the coaching as "the most beneficial aspect" in the programme. In general, the teachers in training commented on how supportive and helpful the coaches were; some of them highlighted aspects that they learned from their coaches during the draft coaching sessions like teaching strategies, educational approaches, gamification, and citation and referencing. The critical role of coaches and mentoring enhancing teachers' practice was highlighted in the literature as different studies found that coaching and mentoring approaches are vital levers in improving teachers' classroom practice and instructions (Charner & Medrich, 2017; Joyce & Showers, 1996; Kretlow, Cooke, & Wood, 2012; Neufeld & Roper, 2003; Pomerantz & Pierce, 2013). "…My coach was helpful and taught me a lot about teaching strategies and educational approaches" (TNT-1).

During the one-to-one coaching session, coaches helped the teachers in training to transfer the knowledge they gained from the different TSEP courses and workshops to applicable practice in their classroom that they can reflect on in their Associate Fellowship draft.

"…My coach encouraged me to go deeper in my thoughts and reflect this in my writing. I managed to write in a good reflective genre." (TNT-4)

The coaches played an important role, especially with the Arabic and Emirati teachers in training, as they needed extra support with explaining the Associate Fellowship requirements and providing coaching sessions in Arabic as well as reviewing the APP draft in Arabic then in English after translation

"…English as a second language is an issue. The coaching helped me to overcome this problem." (TNT-3)

In addition to describing the coaching experience of being positive, It was interesting that the teachers in training felt that their coaching experience was collegial, teacher to teacher and peer-peer relationship.

"…It was more of peer support rather than a teacher to student. More teacher to teacher." (TNT-2)

"…very comfortable in dealing with the coach, she was more collegial." (TNT-1)

The case was different for TNT-4; she felt she was not at the same level as her coach because she was learning new concepts. She, therefore, decided to shape the relationship as a teacher to student relationship "…although I was reminded by my coach that it's a collegial relationship. Still, I felt it's more of the teacher-student, I think. Because I have a little knowledge of what I am doing, so we are not at the same level." (TNT-4)

4.5.2 TSEP courses

Within the TSEP, the teachers in training completed 25 courses as a programme requirement. The courses were designed to equip the teachers in training with the prior knowledge needed for teaching (Figure 21).

Semester Weeks - Fall Module 2015		Program Weeks	Teaching & Learning (F2F)	Location	Ed-Tech (F2F)
Week 2	A	W1	Induction (program)	Central	M104: Getting Started with BBL
Week 3		W2	Observation, Evaluation, & Reflection	Central	
Week 4		W3	Team Dynamics in the Workforce & Higher Education	Central	M101: iPads in the Classroom
Week 5		W4	Deep & Surface Learning	Central	
Week 6	Off				
Week 7	B	W5	Teaching Strategies & Student Interactions	Central	M103: Student/Teacher Interactions in a Mobile World
Week 8		W6	Evaluative Decision Making (optional)	Central	M102: Mobile Devices in Education - Part 1
Week 9		W7	Evaluative Decision Making (optional)	Central	M102: Mobile Devices in Education - Part 2
Week 10		W8	Structuring & Preparing Lessons	Central	
Week 11	Off				
Week 12	C	W9	Micro-Teaching	Central	M124: Designing Mobile Friendly Courses
Week 13		W10	Micro-Teaching	Central	
Week 14		W11	Delivering Effective Feedback	Central	M105: Building Courses in BBL
Week 15		W12	Curriculum Development	Central	
Week 16	Off				
Week 2	D	W13		Central	M106: Creating Courses in iTunes U
Week 3		W14	Building Effective Assessments - Part 1	Central	
Week 4		W15	Building Effective Assessments - Part 2	Central	M107: Using eTexts to Enhance Student Engagement
Week 5		W16	Learning by Doing	Central	M125: Cloud Services in the Classroom
	Off				
Week 7	E	W17	Creating a Mahara ePortfolio		
Week 8			**Coaching Program - Ongoing**		
Week 9					
Week 10					

Figure 21 TSEP courses

The programme was designed to instil the values of reflective teaching practices and continuous development in the areas identified in the UKPSF. The majority of the teachers in training found the offered courses helpful (Figure 12).

One of the teachers in training was confident in writing her APP because of the TSEP courses.

> …because we did so much throughout TSEP training, we had much evidence to put that was easy. (TNT-2)

The four teachers in training interviewed mentioned that the courses offered through the TSEP helped them write and achieve their Associate Fellowship.

As most of the courses were practical and hands-on, it "…gave us the inner aspect of understanding exactly the teaching by itself ." (TNT-4). In some of the courses' the teachers in training "…had to create activities and then try those activities to our teaching" which turned to be beneficial in drafting their Associate Fellowship "…because I applied these in my teaching, I had more to put in for my experience in the Associate Fellowship application." (TNT-2).

There was a diversity in the topics that the TSEP covered "…The TSEP provided many courses that were especially relevant to supporting learners." (APP-1) and "…Structuring and preparing lessons" these highlighted courses were ".. very helpful, and it was part of what we suppose to prepare our Associate Fellowship." (TNT-4). Mainly they were aligned with 'A1: Design and planning learning activities and 'A2: Teaching and supporting learners'. The coaches and the TSEP manager confirmed the same: "…through TSEP; teachers are offered courses on how to design and plan learning activities." They highlighted that the courses offered through the TSEP helped them demonstrate evidence to align with Descriptor 1. For example, courses addressed K4—The use and value of appropriate learning technologies—including 'Mobile devices in education, courses addressing A1--Design and plan learning activities—such as 'Structuring and preparing lessons'.

As per Mcknight, "Microteaching is a scaled-down but realistic classroom context" (Mcknight, 1971, p.24) or as per Remesh (2013) ", is a teacher training technique for learning teaching skills" which involves the steps of "plan, teach, observe, re-plan, re-teach and re-observe" (p.158). Teachers in training planned and delivered a ten-minute lesson in the presence of their colleagues and the TSEP coaches. After receiving constructive feedback from the participants (observers), the teachers in training revise the class and teach it again. Microteaching has played a pivotal role in the TSEP programme and contributed significantly to the better understanding of the teaching process and its complexities as it was seen as "…probably the most powerful activity they do in TSEP" (Coach-L).

The teachers in training have indicated that "…Microteaching session that you offered us was so useful" during the microteaching sessions, which are the main component in the TSEP courses, the teachers in training " …got a chance to apply what [they] learned" (TNT-3).

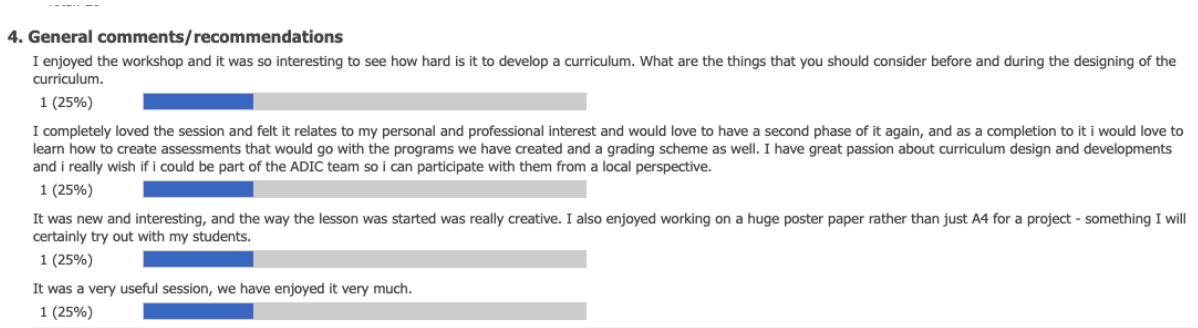


Figure 22 Teachers in training feedback on the curriculum development workshop

4.6 Achieving Associate Fellowship, what does it mean?

Achieving Associate Fellowships by the teachers in training was one of the institutional requirements to benchmark the institution's teaching practice with international standards. Interestingly, TNT-3 sees that "…an Associate fellowship that's what give you the right to teach." Teachers in training used words like "…achievement, proud and happy" (TNT-1) and "…oh I was like super happy" (TNT-4) to express their feeling after achieving Associate Fellowship. TNT-2 was "…proud of myself, my whole family knew". The same was repeated when TNT-4 "was very proud I showed it to everyone to my programme chair, colleagues, husband, and children". Moreover, she added that it ".. gave me a lot of confidence" (TNT-3). Achieving the Associate Fellowship reflected on the teachers in training self-efficacy. In 1982, the self-efficacy term was first explained by Bandura (Dede, Yilmaz, & Ilhan, 2017). Bandura defines self-efficacy as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments" (Bandura, 1997, p.3) "I could not believe that I achieved it from the first round. I feel proud and it is significance." (TNT-4). Senemoglu (2011) sees self-efficacy as an outcome of the individual's judgment on what they can do using their skill. For some of the teachers in training, It was a kind of self-assurance that "I am still progressing" (TNT-3) learning and achieving. In contrast, others saw it as a "reassurance of my practice after I took the Associate Fellowship award" (TNT-4).

On the other hand, the TSEP manager saw the Associate Fellowship achievement more than "…a credible recognition of success for our program" (manager) but as an opportunity for learning and development for the new teachers. During the interaction between them and the coaches through the drafting consults, "…we gauge areas of weakness and lead the participant through questions in identifying these weaknesses for themselves as well as creating ways to improve their Practice." (manager). Coach-L agrees with mandating the achieving of the Associate Fellowship as a programme completion requirement as the Associate Fellowship helped address the gap of the ability to plan and teach the teachers in training.

" …it's fairly obvious that teachers outside of general education and

> education teachers have minimal background and ability actually to plan and teach interactive lessons. Associate Fellowship forces them to address these things and think about them." (Coach-L)

Moreover, Coach-C highlighted that the significance of the Associate Fellowship was not "… generally appreciated by colleagues unfamiliar with Advance HE or Fellowships generally." Management recognised teachers in training Associate Fellows publicly at the institution's annual conference, but the meaning of this achievement was not generally explained. As Fellowships recognition has evolved as a goal for experienced faculty, the achievement of Associate Fellowships has become more widely regarded. Faculty working on their applications for Fellowship are more likely to consider a teacher in training Associate Fellow as a professional teacher in their own right.

4.7 Associate Fellowship impact on practice and developed knowledge and skills

The teachers in training reported that going through the journey of achieving their Associate Fellowship impacted their practice and helped develop their knowledge and acquire new skills. Some of the participants saw the drafting process of the Associate Fellowship as "…the biggest improvement" (TNT-2) that changed their practice from the TSEP. The analysed data showed that the Associate Fellowship impacted the following aspects of their practice: reflection, differentiated instruction, learning theories, and learner diversity (Figure 23).

One of the critical skills that the Associate Fellowship helped with was "….developing reflective practice" (TNT-3); when they shadow other teachers, they know precisely what to observe and can reflect on it. It also provided them with confidence to reflect on what they learned and relate it to their practice.

> "… Associate Fellowship made me more reflective in my teaching, I always remember to ask myself why I am doing it that way and how would I know I did it right?" (TNT-2)

During the TSEP, the teachers in training completed several courses that addressed the different learning theories. Moreover, discussing the learning theories during the coaching sessions was vital as it is one of the elements that must be

addressed in their APP draft, “K2 Appropriate methods for teaching, learning and assessing in the subject area” and “V3 Evidence-based approaches” (Advance HE, 2011). Participants commented that going through the Associate Fellowship process made them more aware of the different learning theories and helped them follow good teaching practices (TNT-4). Another exciting aspect was applying differentiated instruction in their teaching and planning and understanding and addressing their students’ learning needs.

> “…I learned about differentiation with activities and length of time” (TNT-2)

> “…I started to pay more attention to my students and how they learn” (TNT-1)

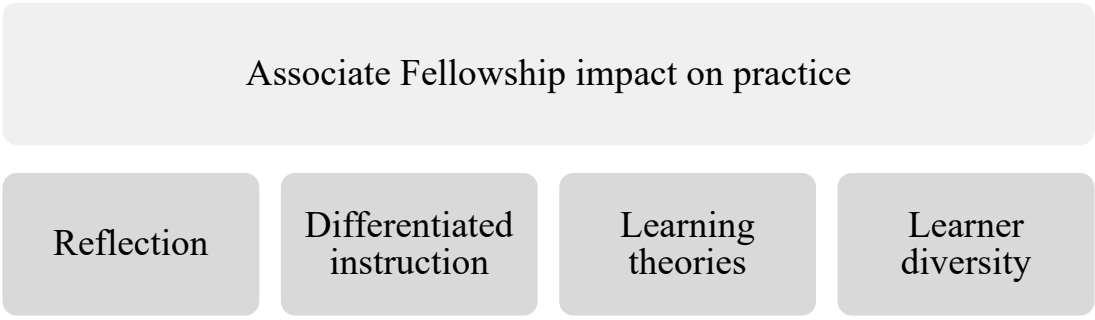


Figure 23 Associate Fellowship impact on the teachers in training practice

The teachers in training felt that the Associate Fellowship drafting process helped them develop reflective writing skills, improved their time management, organisation skills, and cite and reference correctly. Interestingly, one of the participants commented that accepting feedback from others was a critical skill that she developed through the process (Figure 24).

Figure 24 Developed skills from the participants' perspective

During the interview and through the questionnaire, when the teachers in training were asked what would be the recommendations and advice that they can share with the following cohorts from their experience with the Associate Fellowship process, the majority of them made similar points best reflected in TNT-2 quote "I would recommend the Associate Fellowship for other teachers especially teachers like me who were new teachers". They also highlighted the APP writing workshop as not to be missed due to its importance.

4.8 TSEP impact on practice

During the interviews, I asked the teachers in training how they would describe the TSEP; the majority commented that it was a good experience and helped them start their teaching career. However, one of the teachers in training commented that the programme needs to be improved as it is "generic and did not address my needs as an Arabic and Emirati Studies teacher" (TNT-1). Elaborating on her experience, I found that she wanted the courses to be offered in Arabic as she discovered that the Arabic translation support was not sufficient for her.

The TSEP had a positive impact on the planning and teaching practice of the teachers in training (Figure 25). This was reflected in their APPs as well as in the interviews. The TSEP helped them "to plan and prepare lessons" (APP 912) and in "successful implementation of the tools in educational contexts with students in an

effective way" (APP 915). They also appreciated the opportunity to "... work with peers during the programme and see different planning methods" (TNT-2). It was also evident that through the TSEP, they learned about scaffolding their learning activities to address their learners' needs: "This helped me design and plan learning activities and support student learning" (APP 9 17). Scaffolding is a process of "guided intervention" (Engin, 2014, p.6) in a student's learning. The teacher guides and supports students "cognitively, motivationally, and emotionally in learning while helping them to develop further autonomy" (Meyer & Turner, 2007, p.18). Scaffolding has been recognised as an effective instructional strategy in helping students' engagement and achievement of learning outcomes (Belland, Walker, Kim, & Lefler, 2017).

Figure 25 TSEP experience

Teachers in training commented further that the TSEP raised their pedagogical awareness and pedagogical content knowledge, helped them facilitate discussion and provided feedback to their students:

> **…** different experiences helped develop my teaching skills and decide what practices were best for me to undertake in a classroom while teaching. (APP-925)

> … facilitating discussions with my students and between the students themselves. (APP-924)

Planning	Teaching
Online activities	Student engagement
Scaffolding	Appropriate use of technology
Learning activities	Feedback
	Pedagogical awareness
	Discussion facilitation
	Support students
	Assessments

Table 21 TSEP impact on the practice of the new teachers in training

4.9 Schon's Reflective Model Analysis

To dig deeper and understand whether the TSEP impacted the practice of the Emirati teachers in training, I analysed the account of professional practice (APP) of the teachers in training using Schon's reflective model to capture this impact through the lens of reflection. The APPs are reflective narratives, and teachers in training described and reflected on their practice. Schon's reflective model (1983) has a focus on reflection *in* action (during teaching) and reflection *on* action (after teaching), which integrates two different types of reflection--critical and practical (Anderson, 2019). Teachers deliberately think and refer to their practice in critical reflection, leading to learning through understanding the action (Dewey, 1933; Fendler, 2003; Zeichner, 1981). In contrast, practical reflection is more "spontaneous about one's practice" (Anderson, 2019, p. 2). The themes that arose from the analysis included both reflection *in* action and reflection *on* action, involving critical and practical reflection; examples will follow in the coming sections. Understanding my institution context and the teachers in training background, I believe they were unaware that they were going through these different types of reflections. The analysis of the APP added an extra dimension to the study. It helped me in having a better undertstanding of the impact of the TSEP on their practice from their own perspective. Moreover, when the teachers in training wrote their APP, they did not know then that it will be used in the study, I believe that this added more

authenticity. Reflective writing was not part of the institution culture before embedding and aligning the UKPSF with professional development courses offered to faculty. The 'reflective practice' language started evolving with the introduction of the Advance HE Fellowships.

4.9.1 Reflection *in* Action (During Teaching)

The training teachers focused on three themes: techniques to engage students, individualised instruction, and user groups to support learning.

4.9.1.1 Techniques to Engage Students

There was a significant amount of evidence in the reflection responses in action. Many of the teachers in training noted using various measures to encourage students to participate; the discussion was a common approach, facilitated in a variety of ways:

> …my role was to facilitate the discussion and allow all students to participate. My input was to keep the discussion active. I did not provide any opinions or facts, but I asked questions that provoked students thinking and resulted in more responses in the discussion. (APP-2)

> Different types of student-centred learning activities in my classroom involve the students in the lesson rather than just listening to the lecturer. I also run discussions after each activity and get students to feedback and test their knowledge. (APP-922)

Another teacher reported that she "stopped the discussion and helped them find the fact to answer the questions in a case study. After that, they began a little bit to participate and discuss" (APP-4). Additionally, one teacher noted that "discussions in the class enable students to test their ideas and opinions against the ideas and opinions of their peers" (APP-920). One teacher noted, "interaction between students whether it was within or between groups during the presentations was very significant and made the topic more enjoyable to discuss" (APP-918).

Another teacher in training comments:

> A critical point in the classroom is motivating students to be engaged in the subject, which makes them interested to learn. I believe that the number one activity for letting students be engaged is a class discussion and active learning (APP-916)

Most of the techniques the teachers in training used with their students in the classroom involved more student-centred and active learning rooted in the social constructivism (Hartikainen et al., 2019). Students construct their knowledge by individual cognitive processes and interacting with others. Bonwell and Eison (1991) describe active learning as 'students doing things and thinking about what they are doing.'

One teacher noted that students were engaged when they were "learning by doing" (APP-11), explaining, "I choose this approach to make the lesson enjoyable, and the students learn better this way because they will remember the steps and achieve deep learning" (APP-11). Another teacher in training comments:

> A critical point in the classroom is motivating students to be engaged in the subject, which makes them interested to learn. I believe that the number one activity for letting students be engaged is a class discussion and active learning (APP-916)

Many teachers described their use of video activities to engage students:

> I pause the video at specific points to discuss what they (students) just viewed. This helps them to prepare for the writing task (APP-B).

> I played a video for 10 minutes illustrating the underlying aspect of the subject. I paused playing the video after 5 minutes to explain the video's content further and instil some attention to the students (APP-926).

One of the teachers reported using videos to enhance understanding and increase interactivity between themselves and students and between students in the

classroom. When videos were played for the class concerning the learning content, the teacher noted that the video was stopped, and discussion took place among members of the groups. Hence, the activity engaged all the learners in the learning activity.

4.9.1.2 Individualized Instruction

When working with students, individualised instructional attention to students was also noted among the participants. One participant noted, “I provided individualised attention to enhance motivation and engagement in the learning process and to address needs. I also clarified objectives with relevant examples and gave feedback and updates to motivate performance” (APP-926). Individualized attention was noted by another teacher who stated, “for repeating student, I change the methods, so the work is not repetitive. However, the learning objectives remain the same” (APP-B). The teachers in the study seemed very aware of how individualising instruction supports students’ learning. For example, one of the teachers stated as follows:

> I write student-centred rubrics that students can use in the classroom. This design also allows me to support my students individually. It gives me a chance to converse with them and help them with their specific learning needs. It is apparent that my students need individual instruction; I work with them on a one-to-one basis. (APP-B)

Modelling was also used to individualise instruction because it benefits the differentiation of instruction. “This gives my students a chance to choose from several options that suit their learning needs” APP-919. One teacher noted that they made provision of “individualised attention to enhance motivation and engagement in the learning process and address needs.” It was stated as necessary among all the teachers that some students need more attention during classroom instruction. For example, “I discovered the weakest group needed more explanation and clarification where I repeated the same example; I gave it to them at the beginning of the class with more details in another way.” (APP-920). Another teacher addressed modelling as follows:

> I find modelling to be an effective writing support for my students.

> Writing with them helps me get involved in their writing practices. Modelling actively engages them. Once I have modelled for them, they do not feel overwhelmed by accomplishing the tasks themselves for the first time. (APP-B)

Reflection in action involved the teachers making some last-minute changes in their instruction when necessary. Individualised instruction includes adapting time on task; as one teacher noted, "I had planned to give 10 minutes to complete this group work. However, it was apparent that one group needed more time. I gave them around 3 minutes more" (APP-920).

Burrowbridge (2013) describes differentiated instruction as being a "different way to offer content, engage students in learning, and provide opportunities for varied end product" (Parsons, Dodman, & Burrowbridge, 2013, p. 39). Teaching a mixed class with different abilities and needs have been highlighted as a complex and challenging (Dixon et al., 2014). From the data, it was evident that the teachers in training could differentiate the content they teach, how they presented the content differently, and the tasks students were asked to complete to meet their students' individual needs. One teacher expressed the need to differentiate instruction:

> To have a successful teaching lesson, the teacher must use several teaching approaches to achieve that learning outcome and realise an effective result on learner's education…I firmly believe that the teacher can differentiate instruction through using different kinds of educational approaches which suit learner's needs (APP-920)

For one of the teachers, videos are used in the classroom because "students learn new concepts effectively when they see and listen to the information on the screen. This means it appeals to both visual and auditory learners. The video uses simple English with clear images and words that are appropriate to the English level of the students" APP-921

Differentiation is indicated in supporting groups: "while I was passing by (during and activity) I tried to support weaker students and those who need help by demonstrating real-life examples" (APP-918). Burrowbridge (2013) describes differentiated instruction as being a "different way to offer content, engage students

in learning, and provide opportunities for varied end product" (Parsons, Dodman, & Burrowbridge, 2013 p. 39). Teaching a mixed class with different abilities and needs has been highlighted as a complex and challenging (Dixon et al., 2014). From the analysed data, it was evident that the teachers in training could differentiate the content they teach, how they presented the content differently, and the tasks students were asked to complete to meet their students' individual needs.

4.9.1.3 Groups for Learning Support

Due to the collectivistic nature of Emirati culture (Hofstede, 2018), collaborative activities, including group work and peer to peer activities, are generally well-received by Emirati students. Collaborative tasks make the meaning more comprehensible, supporting Krashen's belief in constructing learners' understanding (Lightbown & Spada 2013).Teachers commented on their use of groups to support student learning: "I arranged for students to form groups of three to allow the groups to interact with each other and facilitate discussion." (APP-926). "I organise students in pairs, small groups, or work independently (APP-B)", "If students face any issues (after the initial instructions), I ask them first to ask the person sitting next to them, then ask the students in their group, and if they cannot resolve the problem, they can ask me." (APP-920). One teacher noted that during lessons where students were divided into groups, that they placed an excellent student in each group to support the learning of that group and found that: "… during the activity, it was clear that each student with the question got the answer for it, and teaching each other was a way to shift the information from short memory to extended memory. Also, students developed and practised skills in problem-solving and teamwork. "(APP-919)

To enhance students' research and independent learning skills, one teacher noted, "I designed the peer-to-peer activities sessions, so the students share information between the classmates" (APP-3). The teacher divided the class into groups and assigned each area of research.

Other teachers reported using the active learning model, Vygotsky's theory of the importance of social interaction in enhancing learning, and interactive engagement with students during the lesson. The active learning model was used by one teacher who explicitly stated that "active learning engages students through

activities and/or discussion and emphasises higher-level thinking and involves group work" APP-922. One teacher said of active learning, "I also tried to make the lesson more interesting than the old way of lecturing…which focuses more on activities and discussion and a high level of thinking in group work" APP-919.

Most of the teaching methods the teachers in training highlighted in their APP have experienced themselves during the TSEP sessions where the TSEP coaches demonstrated them in action. Witnessing the positive impact on their learning encouraged them to change their classroom practice and try these methods with their students. These examples are consistent with Guskey (2002), who suggests that once teachers experience the power of a new teaching method, they are more likely to believe that the method is effective and continue to apply it.

The teachers in the study noted using various modes of instruction, including "creating animated presentations through Powtoon, 3D printing, using collaboration tools, and flipping the classroom" (APP-15). One teacher noted, "teaching efficiency requires a good selection of varied teaching methods, and strategies in delivering the content of the lesson" (APP-7), specifically as different methods appeal to students with diverse learning needs. Task modelling and guided discovery were noted as excellent teaching methods. Yet another teacher stressed the importance of considering "the variation in the learning styles of students" and specifically said Gardner's multiple intelligences (Gardner,1983) as a foundation for good lesson plans:

> When I use a video for the students, this motivates them with spatial and musical intelligence to be more engaged because they like watching movies. And if I asked the students to discuss the video together in groups, this would attract the students with interpersonal intelligence because they want to interact socially with people around them. (APP-923)

Another teacher reported engaging students using "various learning methods that appeal to students' various learning styles to improve students' learning experience and make the classes more interactive and engaging" (APP-921).

4.9.2 Reflection on Action (After Teaching)

Reflection *on* action (after teaching) was evident in the study's teachers' statements. For example, one of the teachers reflected on individualised and personalised feedback following classroom instruction and stated a belief that "this approach has worked well because the quality of learner drafts seems to have been improved. Moreover, the writing pass rates for most students I taught using this design have increased" (APP-926), which indicated a clear reflection on the action by the teacher. The mentoring programmes also assisted the teachers with reflection on action. One participant stated their work with "a seasoned faculty member who has shown me effective planning and teaching strategies" included discussions about the teaching strategies used in the classroom and the ability to amend or shift those plans, so the teacher is more effective and "more capable in my teaching approaches" (APP-926). The teacher expressed an understanding that reflection on action after teaching is critical to ensure they are the best teacher possible in the classroom.

Several teachers in the study noted that they ask students for feedback after class instruction, indicating that they actively reflect on their classroom action during and following instruction. Another teacher noted that when reflecting on learning by doing sessions they had used in their classroom, they realised "that as a teacher we need to promote active learning by allowing students to apply what they have learned in the class" (APP-921).

Reflection on action is, in reality, a type of reflection that supports a learning experience for the teacher about what has and what has not been effective in supporting the learning of students and enables them to change their strategies if needed. For example, one teacher reflected:

> … as I went with the course using a pen and paper method…the level of engagement was significantly low, and I did not manage to maintain the student's attention. Later during the semester, I attended a professional development session, exploring the use of audience response systems (ARS) in classrooms, and noticed that all attendees were heavily engaged with the presenter during this session. Inconsistency with my

> observations…studies demonstrated that ARS is a tool that can liven up classrooms and promote engagement, I decided to use ARS. The level of engagement during this activity was significantly higher compared to the previous one (APP-918)

The same teacher noted problems with the course site -- students rarely logged in. However, the teacher researched and discovered that WhatsApp had good reviews for communication between teachers and their students and peer-to-peer communication. The teacher set up a group using the app, and there was a higher level of students' engagement. The teacher stated explicitly, "this mode of delivery further enhanced their critical thinking and analytical skills" (APP-918). The teacher noted that learning is an ongoing process about her teaching in the classroom and stated, "I am an active researcher and a recognised reviewer for Elsevier; therefore, I receive constant feeds and updates and communicate them with my colleagues. I attend various professional development sessions and conferences"(APP-918).

Another teacher noted the importance of ongoing professional development to assist their teaching practice and stated, "in the future, I would like to attend education conferences and seminars that will help me learn from the researchers and senior teachers. Moreover, I want to develop myself through attending workshops that focus on e-learning and how a teacher can be a facilitator with the technological support" (APP-4). This reflection on action indicates the teacher gained an understanding that they needed to develop more skills to teach more effectively.

Reflection on action helps teachers identify aspects of their practice to improve:

> While reflecting on the lesson taught, I believe the plan was effective, as everything went smoothly. However, students were not fully engaged since they were familiar with the tool. I learned it would be better to share my course plan with their other teachers to ensure I teach them different tools than the ones they use. (APP-910)

The same teacher reflected on teaching the flipped-classroom approach to B. Ed. students, reflecting that next time she would "teach students the flipped classroom approach, and then, give them the freedom to find their ways of flipping their

classroom. It would be a better occasion for them to learn more than only one tool" (APP-919).

Another reflection made by the same teacher was about the students making posters; in reflection, the teacher stated, "I believe the only thing missing is the post-assessment to determine whether or not the objective was complete" (APP-919). Additionally, the teacher reflected on the use of PowerPoint in creating portfolios and noted that the next time, they would give a more detailed step-by-step demonstration to ensure students were more proficient in building their portfolios since some of the students had only met minimal achievement standards. One teacher noted that after they implemented an activity in the classroom, they "analysed the success of my plan through several methods". Three teachers evaluated their classroom teaching by reviewing students' grades, which enabled them to understand if their instructional methods were effective.

4.9.3 Critical and Practical Reflection

Critical and practical reflection were both evident in the data. Critical reflection was evidenced in how the teachers engaged students in the classroom and ensured students were supported in groups that included an exemplar learner to assist the students who were slower to learn to grasp the concepts being taught. The teachers also used various strategies to help students with different learning styles and support their learning. For example,

APP-915 also demonstrated practical reflection in a 'reflection in action:

> When I planned for the Padlet lesson, I focused on its practical use, where students create their walls on Padlet.com and use it as a collaboration tool…I believed it would be an excellent opportunity to take advantage of that day's class to teach them how to use Padlet, especially if I link it to their presentations. Therefore, I planned to create a wall in Padlet.com and ask the students to search on Google and post on that wall what effective presentation skills are. I designed the lesson to get the whole picture and see a practical example of how they, as future teachers, could use Padlet in the classroom efficiency. (APP-915)

> APP-919 evidenced critical reflection in the statement: "I have learned how it is important to understand my students and value differences in them".

Practical and critical reflection was evidenced by APP-8 evaluating a vocabulary activity:

> … considered the design as a positive reflection on the subject, but some shortfalls are occurring that need more time and consideration. I strongly argue that thirty words per week are very challenging to EFL students, especially those in the late intermediate level. I have determined how this planning considers individual differences by simplifying or challenging the Spelling City app [assignment] according to each student. It will ease the student's way of studying and testing himself. (APP-8)

Critical and practical reflection was evident in the statement of APP-4, who related how she chose an activity based on her own experience as a learner:

I chose this activity because I prefer activities more than lecturing from my experience as a student, so this lesson offered various styles for learners because there were some auditory learners. (APP-4)

In each of these statements, it is clear that practical and critical reflection are more often than not integrated: practical reflection to address teaching methods and strategies and critical reflection to focus on individual student learning needs.

APP-3 evidenced practical reflection about instructional practice relevant to her learners:

> … I found that most students lack independent learning and research skills, and most of them have very limited or prior knowledge about the content. Within the 15-week course plan, students will encounter different learning methodologies that I will apply to help me, as a teacher, figure out the best way for the students to get the maximum learning experience. (APP-3)

APP-3 also demonstrated critical reflection: "... I found that most of the students consider this course to be heavy. The activities should not necessarily relate to the content as opposed to building certain skills such s communication skills and group work between each other". However, it should be noted that this critical reflection is also classified as a reflection on action. Both critical and practical reflection occurs within the context of reflection in or on the action by the teachers.

These findings made it clear that the teachers in training evidenced reflections in action (during teaching) and reflection on action (after teaching), consistent with Schon's model. Teachers in training realised their need for ongoing learning and professional development to increase their skills in teaching. Moreover, they were also flexible and open to new methods and strategies to support student learning. The teachers in training used critical and practical reflection to plan and adapt their teaching strategies to improve their teaching capabilities.

4.10 Suggestions for improving the TSEP

Like any other professional development programme, there is always room for improvement. Teachers in training suggested adding further courses on reflective writing, learning theories, teaching strategies, and English language practice (Figure 26). Offering the programme in Arabic was another suggestion. One of the teachers in training recommended adding a course that helps with "preparation for the Fellowship and what kind of evidence we need to collect" (TNT-2). TSEP coaches and the TSEP manager highlighted the need to integrate the APP with the TSEP coursework, add more practice, provide local campus support, and convert more courses to self-paced online formats to better support teachers in training at remote campuses (Figure 27). The coaches and the teachers in training agreed that there must be more opportunity in the programme for teachers in training to implement what they learn in the programme. "We do a lot of theory, and a small bit of actual practice, but there's no follow-up after to make sure what we did in the course is getting into teacher practice or not" (Coach-L). TNT-3 concurs, "we need practical more than theory. We need to work on things more".

Figure 26 Suggestions for improvements—teachers in training perspective

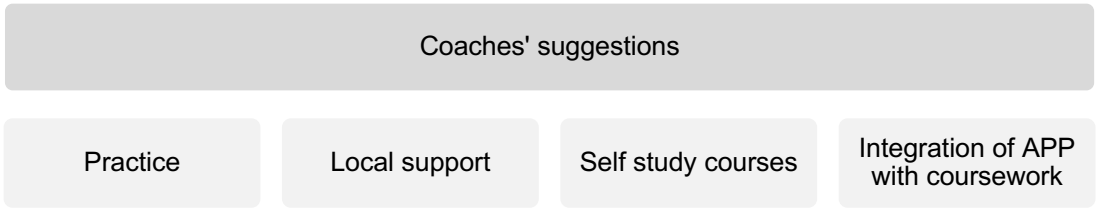


Figure 27 Suggestions for improvements-coaches' perspective

More than 55% of the participants responded to this question from open-ended responses. Although the question indicated suggestions to improve the TSEP, the participants responded 'generally' about the FEI programme. For example, the "[FEI] programme is a very good programme to support Emirati in the education industry. It will be much better to organise the programme and set all the rules and regulations for the programme and to have a focal point to allow [FEI] candidate to ask the question" (TNT-28). I would interpret the lack of differentiation between the TSEP and the [FEI] as very significant among the first two cohorts, who are the participants of this study. From their perception, the participants highlighted different areas for improvement (Table 22); their suggestions were based on the challenges they faced during the programme. Looking at their responses to the open-ended question in the questionnaire, I grouped the recommendations under the following themes (Table 22). It is worth mentioning that I shared those suggestions with my institution management, and there have been remarkable improvements

since then. The institution hired an FEI manager as the main point of contact, revised the teaching and other administrative duties load, the expectations of the teachers in training has been communicated with their direct line managers and divisional executive deans. I expect the suggested improvements will look different for the new cohorts with the current changes.

Suggestions for improvement
Reduce teaching load
Provide English courses
Structure the programme
Assign a point of contact
Involve stakeholders
Improve communication
Identify roles and responsibilities

Table 22 Participant's suggestions to improve the Faculty Emiratisation Initiative

Summary

This chapter focused on analysing the data collected throughout this research study: mixed responses questionnaire, new teachers in training interviews and APPs. To triangulate this data, in the data analysis, I incorporated the information collected from semi-structured interviews with the coaches and the manager of the TSEP.

From the analysed data, the TSEP helped teachers in training in achieving Associate Fellowship. In the next chapter, I will discuss the findings and the enhancements recommended to TSEP based on an analysis of the data.

CHAPTER 5
DISCUSSION OF FINDINGS

In this chapter, I discuss the findings and the analyses of the data collected for this study to answer the research questions.

Through data collection and analysis, the study identified the factors of the programme that supported the success of FEI teachers in training to complete the TSEP and achieve Associate Fellowship, the challenges that they faced during the programme and while drafting their APP. The data provided evidence that the teachers in training had developed pedagogical knowledge and self-efficacy. Moreover, the findings highlighted the programme's outcomes and how it supported the development of reflection, pedagogy, learning and application of educational theories, areas where the programme could be improved, and finally, the development of pedagogical knowledge among the teachers, indicating the TSEP programme was successful.

The study's main objective was to examine the role of the TSEP in preparing and supporting teachers in training to meet Descriptor 1 of the UKPSF and attain an Associate Fellowship. The UKPSF guided the study (Advance HE, 2011), a benchmark for effective teaching practice, teachers in training submitted their APP for Associate Fellowship as one of the requirements of the TSEP.

The overarching research question in the study was to what extent the TSEP helped the teachers to develop the knowledge and skills to address the criteria in Descriptor 1 for Advance HE Associate Fellowship. Subsequent research questions in the study include: (1) how did the TSEP and its elements influence the teachers in training to achieve Associate Fellowship? (2) in what ways, if any, did the TSEP and its elements influence the teaching practice of the teachers in training? and (3) from the teachers' training perspective, what additional elements would enhance the TSEP?

5.1 Main research question

The study found that the TSEP helped the teachers in training develop their knowledge and skills to meet Descriptor 1 for Advance HE Associate Fellowship.

TNT-34 commented that the "TSEP was very helpful to establish my skills as a teacher especially when it comes to the basic skills of class management, giving feedback to students, assessments, etc." This reflects that the TSEP helped the teacher in training to expand their knowledge and skills needed to achieve their Associate Fellowship.

The study intended to understand to what extent the TSEP helped teachers in training achieve Associate Fellowship; however, data analysis revealed that the TSEP helped the teachers in training develop their pedagogical knowledge (CK) and, to some extent, their pedagogical content knowledge (PCK). The programme elements that contributed to the development of pedagogical knowledge included the content of the sessions, the support of mentors and coaches, and the teacher's experience shadowing other teachers, which provided them with specific teaching methods and strategies. Shulman (1986) stated, "the PCK is the ways of representing and formulating the subject that makes it comprehensible to others. PCK also includes an understanding of what makes the learning of specific topics easy or difficult" (Shulman, 1986, p. 9-10). The teacher's experiential learning in the TSEP went a long way in developing pedagogical content knowledge, which Kolb (1984) considers a critical aspect of learning. As the teachers in training engaged in experiential learning on the programme and experienced its impact on their learning, they applied their knowledge by adopting the experiential learning approach with their students. For example, the teachers learned that working with their peers supports learning, and then they applied group learning in their classroom. One teacher commented that as most of the courses were practical and hands-on, it "…gave us the inner aspect of understanding exactly the teaching by itself " (TNT-4). The teachers in training "…had to create activities and then try those activities to our teaching" which turned to be beneficial "…because I applied these in my teaching I had more to put in for my experience ..." (TNT-2).

The teachers in training also learned that various strategies and methods would support their learning and then applied those concepts with their students. The teachers in training not only learned about educational theories, as became apparent in their APPs, but were able to embrace these theories and apply them in their teaching, as noted by the reference to Vygotsky's social learning theory as well as

Guskey teacher change model as mentioned earlier in chapter 2, and other mentioned theories that were guiding the teachers in training in the classroom setting.

> … attending TSEP sessions have developed different aspects of teaching such as fruitful group discussions inside the classroom, use of technology in teaching, understanding students personalities and their needs, giving students valuable feedback … (APP-919)

The analysis of the APPs showed that the teachers in training also exhibited a high level of reflection during teaching and after teaching exemplified their capacity to shift their teaching strategies to meet the needs of students demonstrating the required flexibility in their pedagogical practice and in thinking about their strategy after the teaching exercise to fine-tune their future teaching practices. For example, one teacher noted that students were engaged when "learning by doing"(APP-11). Another example involved the teachers making some last-minute changes in their instruction. As pointed out by one teacher, "I had planned to give 10 minutes to complete this group work. However, it was apparent that one group needed more time. I gave them around 3 minutes more" (APP-920). Zepke (2015) noted that the learners, teachers, pedagogy, and content are all variables that work by operating together in a connected and dynamic network. The teachers in training evidenced their ability to combine all of the aspects they learned from their instructors and applied the knowledge of the content with their teaching practice that supported their ability to teach effectively and support student learning:

> … different experiences helped develop my teaching skills and decide what practices were best for me to undertake in a classroom while teaching … (APP-925)

> I write student-centred rubrics that students can use in the classroom. This design also allows me to support my students individually. It gives me a chance to converse with them and help them with their specific learning need… It is apparent that my students need individual instruction; I work with them on a one-to-one basis. (APP-922)

As highlighted by Wegner & Nückles (2015), learning happens through the direct acquisition of knowledge or through participation in activities where "Knowing is a

situated, culturally embedded, and socially mediated practice" (p. 625). This resonates with the teachers in the training case. It is notable that during the progression of the TSEP, the interaction between the teachers in training and their peers, coaches, and mentors fostered the development of a learning community. One teacher commented on "a seasoned faculty member who has shown me effective planning and teaching strategies", including discussions about the teaching strategies used in the classroom and the ability to amend or shift those plans, so the teacher is more effective and "more capable in my teaching approaches" (APP-924). This supports Bada & Olusegun (2016) idea discussed in chapter 2 that the learning environment must provide the students with the opportunity for active learning as the critical characteristic of constructivist learning is the active process. Moreover, there is a strong alignment between the data findings and Honebein(1996) seven pedagogical goals of a constructivist learning environment discussed in chapter 2. The teachers in training had the opportunity to determine how they would learn in an authentic learning environment (e.g., class observation and micro-teaching); the students-centred activities were designed to encourage social learning to promote reflection.

According to Kilpatrick, Jones, and Barrett (2012), "a learning community addresses the learning needs of its locality through partnership" (p. 3). Furthermore, a learning community makes uses of "a variety of curricular structures that link together several existing courses – so students have opportunities for a deeper understanding of and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise" (Kilpatrick, Jones, & Barrett, 2012, p. 4). During the TSEP programme, learning activities like Think-Pair-Share and small discussion groups were designed to promote active learning through interaction between the TSEP coach and the teachers in training and among themselves. Moreover, it was noticed that these types of activities encouraged peer learning. As second language learners, sometimes they find it easier to ask each other in their native language. In addition, peer learning increased the confidence of shy students to participate in the discussions.

The TSEP design incorporated more than 450 hours of extensive interaction between the coaches, mentors, programme manager, and the teachers in training.

This level of interaction provided them with a model of how a learning community operates to support student learning which they can emulate in their teaching practice. The teachers in training extended that learning experience to their classrooms and created learning communities within the classroom by dividing students into groups to support their learning. The clear example noted in the study's findings was when a teacher placed stronger learners in groups with students struggling to support their learning, demonstrating a firm grasp of Vygotsky's social learning and scaffolding.

Aziz (2020) identified the two teaching types: 'teaching that is good and 'teaching that is successful'. The teachers in training learned successful teaching principles and strategies, supported by their awareness of responsibility for their learning. Teachers reported that they understood the importance of reading academic journal articles and staying current with educational research. Regarding their development of strategies used in the classroom, the teachers noted using techniques such as playing a part of a video and pausing it to discuss the information presented to ensure students understood the content. Using such strategies indicates that the teachers in training developed a better understanding of active learning approaches and how to engage the students through interactive lecturing techniques. From their perspective, the new strategies that they learned seemed to be effective and had a positive impact on their students:

> …the students engaged during the activity time as I did give them an evaluation sheet to evaluate the lesson…The students were happy with the lesson, and they enjoyed the group work activity and asked for more group work activities. (APP-919)

Shulman (1987) argues that high-quality practice is an outcome of a thorough understanding of the content (subject) knowledge enfolded with critical comprehension and application of the pedagogic approaches providing teachers with the flexibility to choose which approach to use. However, this flexibility is developed over time from experience and reflection. In this regard, the development of PCK involves a dramatic shift in teachers' understanding "from being able to comprehend subject matter for themselves, to becoming able to elucidate subject matter in new ways, reorganise and partition it, clothe it in activities and emotions, in

metaphors and exercises, and examples and demonstrations, so that students can grasp it" (Shulman 1987, p. 13). An excellent example of Shulman's argument was manifested in the teacher who changed the used tool and added WhatsApp as a channel of communication because she noted that students were not logging into the course site: These examples not only reflect that the teachers in training are developing their pedagogical content knowledge by applying different strategies in the classroom however it shows that these learned strategies were successful when implemented and had a positive impact on their students learning.

> …Most students mentioned that this method supported their education and made it more rewarding. Some suggested uploading images to capture a vivid picture of the case. Interestingly, this mode of delivery further enhanced their critical thinking and analytical skills as the number of explored instances was massive, and all were addressed using the same systematic approach. Therefore, students had more confidence when encountering an issue to diagnose, plan, treat, monitor and educate patients. (APP-918)

Darling-Hammond (2010) noted how teacher brings their knowledge, experiences, and pedagogy to the classroom. However, Pompea and Walker (2017) pointed out that the teacher's pedagogical content knowledge is represented essentially by a repository of the teacher's various pedagogical approaches that teachers develop across time, as witnessed among the Emirati teachers in training during training the present study. The teachers in training did develop promising pedagogical techniques and strategies during the TSEP program. This serves to answer the second research question of how the TSEP and its elements influenced the teaching practice of the teachers in training; this also indicates that the duration of the programme (2 semesters) was convenient to achieve the intended influence on the teachers in training practice. For example, the teachers in training adopted the active learning model; one teacher explicitly stated that "active learning engages students through activities and/or discussion and emphasises higher-level thinking and involves group work" (APP-922). Another teacher said active learning, "I also tried to make the lesson more interesting than the old way of lecturing…which

focuses more on activities and discussion and a high level of thinking in group work" (APP-919). This example is a good representation of Kolb's experiential learning model; the teachers in training created their knowledge from experience applying the different teaching methods themselves rather than only from received instruction, promoting personal change in the practice and development (Bergsteiner et al., 2010). It also supports Guskey's idea discussed in Chapter 2; once the teachers saw the power of a new teaching method, which was the adoption of active learning, they believed it was effective. They continue to apply it in their classrooms, which ultimately creates a positive self-perpetuating cycle.

The teachers in training not only developed pedagogic strategies and skills, but they also learned educational theories and how to apply those in their instructional strategy and evidenced an in-depth knowledge of those theories. Pedagogical content knowledge includes the content knowledge, or knowledge concerning the subject matter, and pedagogy knowledge or knowledge surrounding the teaching methods, which work together to support understanding of learners and their needs. Then finally, the understanding of educational approaches, knowledge of instructional strategies, knowledge of assessment of learners, knowledge of the curriculum, and orientation to teaching (Shulman, 1987). Additionally, a teaching practice that is high in quality is an outcome due to a thorough understanding by the teacher of the subject knowledge, including critical comprehension and application of the pedagogic approaches, which in turn, makes the provision of flexibility to the teachers in choosing which method they will use. Those capacities are developed and supported as the teachers gain experience and reflect on their teaching approaches.

Surprisingly, the data analysis revealed that the teachers in training also developed to an extent a scholarship of teaching and learning. The ultimate objective of the TSEP programme was to help the new Emirati teachers develop their teaching and learning skills and prepare them for the classroom. The teachers in training developed new knowledge about teaching and went beyond and got involved in sharing the new knowledge with colleagues and applying it in their practice. This aligns with Boyer (1998) and Kreber (2005) explanation of scholarship of teaching and learning, which goes beyond the teacher's discovery of new knowledge but goes further and involves dissemination, integration, and ultimately, the application of the

new knowledge. Finally, the scholarship of teaching and learning enhances students' quality of teaching and learning, requiring knowledge of the subject area and critical reflection. As noted by Kreber (2002), the scholarship of learning and teaching indicates three aspects, including: (1) teaching excellence; (2) teaching expertise; and (3) the scholarship of teaching. It is evident from the findings in the study that the teachers in training were able to develop their scholarship of teaching and learning as they grasped what is needed and required for teaching excellence and applied that knowledge to their teaching expertise. They even shared and recommended their good practices to other teachers, "…so I mentioned that other teachers do group work activity during their lesson" APP-919.

As reflected in their APPs, the teachers in training ultimately applied what they learned and moved towards developing their teaching scholarship. As they learned to modify their methods to assist a diversity of students and learning styles, as they knew which techniques better engage their students and through the reflection on their practice, they were able to shift from one instructional approach to another to engage students in the classroom learning, participation, and communication.

This aligns with the reviewed literature in chapter 2; Kreber (2005) summarises the role of SoTL as "enhancing the quality (and recognition) of teaching" and recommends that it should be "informed by knowledge of the field, be inquiry-driven, involve critical reflectivity, and include scrutiny by peers" (p. 328).

The teachers in training that participated in the study revealed that they gained a great deal of knowledge about the differentiation of instruction and their application of that principle into their teaching in the classroom. Moreover, the microteaching sessions supported the teachers to practice what they learned in the TSEP. The teachers demonstrated their possession of core knowledge, a high level of commitment to facilitating students' learning and professional values. They developed a scholarship of teaching, particularly about engagement, professional development activities about their responsibilities of teaching, learning, and assessment. The teachers in training went from a place of lacking an understanding of educational theories and teaching strategies and a lack of reflection in and on action toward achieving an enhanced level of pedagogical content knowledge due to

their reflection in and on action to the engagement in Scholarship of Teaching and Learning Activities (Fraser, 2016).

I believe that going through the drafting process and achieving the Advance HE Associate Fellowship has played a role in helping the teachers in training to engage in SoTL. There are elements of the UKPSF that promote engagement in the SoTL for example, A5, K3 and V3. The teachers in training were introduced to various teaching strategies and approach through the TSEP programme, where they discovered new knowledge that they later applied in their classrooms. Moreover, a couple of teachers from the business and IT divisions mentioned working with colleagues from other divisions on interdisciplinary projects. Such activity reflects the confidence level in their pedagogical content knowledge and their ability to integrate and apply this knowledge outside their division.

Another benefit of the TSEP programme was the teachers in training realisation that their learning is to a great extent their responsibility evidenced in the statements of the teachers writing their APP concerning how they regularly read journal articles on education to improve their teaching knowledge and skills. The teachers in training realisation that they are responsible for staying abreast of educational research indicated that their coaches, mentors, and those managing and teaching the new teachers in the TSEP programme were effective.

Contrary to Onsman (2009) study, the TSEP was not a box ticked for the institution as it proved to help prepare the new teachers in training to the classroom and develop their PC and, to some extent, their PCK.

5.2 TSEP elements influence the teachers in training

The participants of the study reported that there were essential elements of the TSEP that had a significant impact in helping them in drafting their APP and achieving Associate Fellowship, including coaching, TSEP courses, microteaching, reading educational journals, shadowing teachers, peer review, and writing the initial draft in Arabic (Figure 20).

The Associate Fellowship drafting experience was noted to be helpful by the majority of the participants, and particularly about their assigned coach and the

support they received. The importance of coaches and mentoring enhancing teachers practice is highlighted in the literature as improving teachers' classroom practice and instruction (Charner & Medrich, 2017; Joyce & Showers, 1996; Kretlow, Cooke, & Wood, 2012; Neufeld & Roper, 2003; Pomerantz & Pierce, 2013). Yoders (2014) comments that coaching and teaching support of new teachers is effective in helping them realise success. The study findings seconded the value and the importance the coaches played in guiding and supporting teachers in training.

Coaching was a vital element of the TSEP in assisting and guiding participants in the drafting process and serving as an overarching support mechanism. The coach role starts once a teacher in training joins the programme. The coaches provided one to one sessions with the teachers in training to brainstorm and review their APP drafts. I recall that some of these meetings turned to be real teaching moments. The teachers in training confirmed that the coaching component was incredibly positive, impacted their Associate Fellowship completion, and helped them accomplish what they could not otherwise have achieved alone, which is a crucial tenet of Vygotsky's theory on social learning and scaffolding. Baume and Popovic (2016) highlighted that professional development is focused on promoting the teacher's academic practice by developing their beliefs and conceptions about teaching and learning and enabling teachers to apply new pedagogical skills and develop their professional identity. Professional development also focuses on building reflective skills (Saroyan and Trigwell, 2016). Furthermore, the various activities that the teachers in training took part in and the support by their mentors, coaches, and peers followed the ideas espoused by Amundsen and Wilson (2012) about how professional development involves clustered initiatives and activities that are focused on skills, methods, and reflection.

The APP writing workshop was also beneficial, as was feedback from the coaches who participated in the study. During the writing workshop, the TSEP coach explains the UKPSF, the reflective nature of the APP and help the teachers in training to think about examples from their practice that aligns with the different UKPSF elements. The APP drafting experience offered the opportunity for the teachers in training to reflect on their teaching practice. Working with others such as peers, mentors, and the professional development team assisted them in reflecting on

their practice, identifying areas for development, and working on these areas to make their class and their learning experience better (Ibrahim, 2012).

One of the teaching difficulties that new lectures often face is their inability to reflect on their practice and visualise problems in their classroom (Guzman, 2016). The TSEP coaches guided the teachers in training with the reflective process itself and helped them identify issues that, in many cases, they were not aware of. During the one-to-one draft coaching sessions, coaches had the opportunity to guide and train the teachers in various aspects of their teaching, mainly teaching strategies, educational approaches, gamification, and citation and referencing. In addition, with English as their second language, coaching was of great importance. The teachers in training also noted how the coaching experience was collegial and involved teacher-to-teacher and peer-to-peer interaction.

> The coach was helpful and supportive; he gave us a chance to do peer review and always gave us feedback on how to improve the draft (TNT-33)

The TSEP courses were another factor that helped the teachers in training to have the required knowledge to achieve Associate Fellowship. For example, the courses using mobile devices for learning and interacting with students online contributed to their practice of UKPSF K4: 'The use and value of appropriate learning technologies' as well as V1: 'Respect individual learners and diverse learning communities, and V2: Promote participation in higher education and equality of opportunity for learners' Thus the TSEP not only helped the teachers in training develop their PK and to some extent their PCK, but its influence extended to include technological pedagogical content knowledge (TPACK). Tondeur et al. (2017) highlight the importance of professional development for the teachers in training to bridge the gap between technology, pedagogy, and content knowledge (Tondeur et al., 2017), as it is not only the ability of the teacher to use technology but the ability to integrate the three types of knowledge and apply them within their practice (Sang et al., 2014; Schmidt et al., 2009):

> …it is my responsibility to teach students not only the tools but also how to use them to enhance their learning experience. Thus, when I planned

> for the ‘Padlet’ lesson, I focused on its practical use, where students create their walls on Padlet.com and use it as a collaboration tool…. I planned the lesson this way so students get the whole picture and see a practical example of how they, as future teachers, could use Padlet in the classroom efficiently. (APP-915)

Another course, ‘Making the most of discussion’, supported the development of techniques to engage students in discussion, addressing UKPSF K2: ‘Appropriate teaching methods, learning. The teachers in training focused on providing feedback to students, emulating the feedback they had personally received in the TSEP. The teachers in training also noted how they had utilised student assessment to understand how they could improve their practice and students’ learning.

All of the TSEP courses supported the teacher's completion of the TSEP and, ultimately, the achievement of the Advance HE Associate Fellowship.

‘Learning theories’ is another TSEP course that helped teachers achieve Associate Fellowship. The teachers in training found the discussion of learning theories in the coaching sessions to be critical and the appropriate teaching methods, learning and assessing in the subject area, and learning evidence-based approaches. Discussions around development through the APP increased awareness of learning theories and their application in their teaching practice:

> I perform many planning and teaching approaches to create an effective session with my students that pique their level progression. I mentioned that because Associate Fellowship played a significant factor in elevating my teaching path. (TNT #34)

Knowledge of learning theories also assisted the teachers in training in applying differentiated instruction, which is seen in Schon’s analysis section of the data analysis portion of the study. Teachers in training grew in their ability to understand and address the learning needs of diverse students, and they gained an understanding of how to pay attention to the students and how they learn. Moreover, the Associate Fellowship drafting process worked in assisting teachers in developing their reflective writing skills, improved time management, increased organisation skills, properly citing work, and accepting feedback from others.

There was positive feedback from the teachers in training about how much the TSEP helped them in addressing the requirements of Descriptor 1 to achieve Associate Fellowship, as the teachers in training evidenced their engagement with more than the two required areas of activity and engagement that was successful and appropriate in their teaching and instructional practices. As the teachers in training had no prior teaching experience in higher education, the PDI team followed the advice of the Advance HE consultant in selecting Areas of Activity A1: design and plan learning activities; A2: teach and/or support learners. The rationale behind this choice was that those are the essential areas of activity where novice teachers should develop their knowledge and skills. Moreover, demonstrating evidence for these two core Areas of Activity would naturally integrate other dimensions and elements of the UKPSF, particularly K2, K3, K4, V1, V2 and V3.

As noted earlier in the Findings and data analysis chapter, the specific factors that assisted the teachers were coaching, the TSEP courses, microteaching, reading educational journals, shadowing teachers, and peer learning. Additionally, the majority of teachers stated they believed that the TSEP had assisted them in drafting their APP and helped them achieve their Associate Fellowship, as well as assisting them in gaining a good understanding of pedagogy and teaching practices, most notably about the practical experience they had such as creating activities for their students, and in structuring and preparing lessons.

> Completing the TSEP courses boosted my teaching approach, including sessions such as “Develop your Teaching” and “Making the Most of Discussion”, which enhanced my ability to plan and deliver effective learning activities. “Deep & Surface Learning” workshop further enabled me to understand my students’ learning styles and plan effectively. Learning technologies workshops such as “Student/Teacher Interaction in a Mobile World” and “Getting Started with Blackboard Learn” helped me embed mobile devices in my teaching and use online applications such as discussion boards and blogs. (APP-6)

The TSEP certainly assisted the teachers in developing their teaching, evidenced by the factors already reported in this section and the findings chapter.

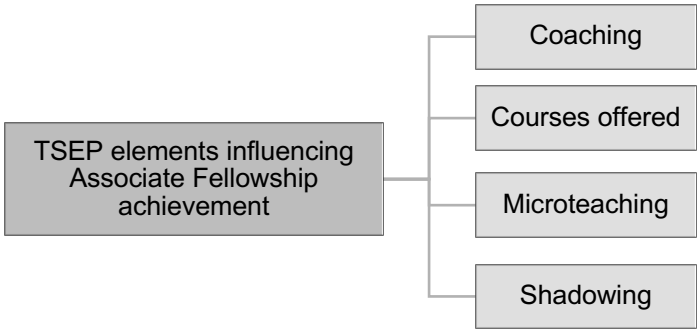


Figure 29 TSEP elements influencing Associate Fellowship achievement

5.3 Third research question: Elements to enhance the TSEP

Finally, in answering the third research question from the teachers in training perspective, are there any additional aspects or elements that would enhance the TSEP? There were elements identified that could be improved upon in the TSEP. One of the most notable challenges for the teachers in training was balancing their teaching load with their participation in the TSEP. The teachers felt burdened with all of the responsibilities and requirements, and for the teachers who could not get their teaching load reduced, they struggled with participating. The struggle was evidenced in the fact that some of the teachers missed some of the sessions and did not do as well in the TSEP as did the teachers who did not miss any of the sessions reported in the interview and the open-ended responses. Other areas that were identified to need some improvements included the provision of English courses, changing the program's structure, ensuring teachers are assigned a point of contact, more involvement among stakeholders, advances in communication, and assigning responsibilities and roles. Also noted was a need for more support in translating APPs to English.

5.3.1 Challenges Faced in the Programme

The study findings revealed different challenges that the teachers in training faced in completing the TSEP and in writing their APP for Associate Fellowship. As discussed in chapter 4, included among the challenges were: missing sessions, lack of relevant educational background, lack of teaching experience, language issues; reflective writing; teaching load, lack of communication, and time management.

These challenges resonate with the challenges novice teachers face, as highlighted by Farrell (2016), which he named as the 'first shock' (Farrell, 2016, p.15) when novice teachers become immediately responsible for all the "the nuts and bolts of managing the classroom, developing effective lesson plans, addressing the standards, taking roll, collaborating with colleagues..." (Redman, 2006, p.xii).

In elaborating on the challenges teachers in training identified through the analysed data, responses indicated that there is a need to accommodate the schedules of the teachers in training to ensure they can attend all sessions and to ensure that all the teachers in training participated in the sessions since those who did were found to perform better than those who missed sessions. Due to their minimal teaching experience in higher education, the lack of a pedagogical background presented a considerable challenge, especially about the UKPSF elements that required that the teachers in training demonstrate evidence of the pedagogical experience in their practice. Specific problems mentioned about the lack of pedagogical background included the following: defining learning theories and educational approaches.

These findings indicated that the teachers in training need more support in the areas mentioned, as there was a wide disparity in pedagogical awareness among the participants. The teachers in training were not different from other new teachers, as Guzmán-Valenzuela and Barnett (2013) highlighted that the 'how to teach' (p.3) is always one of the main challenges new teachers face. The gap in the content knowledge of a specific subject could be quickly filled in; however, the pedagogy of how to teach is considered 'problematic' (Guzmán-Valenzuela and Barnett, 2013 p.3), because while content knowledge is essential, pedagogical content knowledge is radical in nature and represents the capacity of the teacher to choose methods that are most appropriate in delivering subject content to students. Moreover, different scholars highlighted that even experienced teachers with a discipline focus struggle with paradigms that they are unfamiliar with that might be at odds with their disciplinary background (Miller-Young and Yeo 2015; Oliver et al., 2013). Therefore, filling in their pedagogical gap through the TSEP courses, the APP draft coaching sessions, mentoring and shadowing other experienced teachers were essential components to initiate the habit of reflection on practice which is a key in SoTL. Pedagogical content knowledge is a prerequisite to SoTL because high-

quality practice is derived from a complete understanding of the subject knowledge and ultimately in the comprehension and application of pedagogical approaches (Fraser, 2016).

The teachers in training demonstrated a tendency to use the same teaching practices as their teachers used; this aligns with Chandha's (2020) observation that when teachers enter academia with no previous teaching experience, they generally resort to the teaching methods that they are most familiar with (Chadha, 2020). The point is echoed by Boice (1992); Weimer (1990); Kreber (2002) that teachers learn about teaching from their own teaching experience. Through trial and error, teachers keep strategies that worked for them while others are dismissed. This ' problem solving ' and reasoning reflection takes place through the decision-making process of what to keep and what to eliminate. As APP-4 remarked, "…I chose this activity because from my past experience as a student I prefer activities more than lecturing…"; this reliance on prior models was generally not an evidence-based approach since they would be unable to identify an authoritative source or theory to ground their practice. Lack of awareness of evidence-based approaches combined with a lack of teaching experience created a particular challenge in the writing of their APP. As noted by the TSEP programme manager, participants needed more experience to demonstrate depth in practice and understand what evidence their practice is based upon generally. Teaching experience assists teachers in identifying evidence and how they can align their practice to the UKPSF.

In addition, the study found that limited English language proficiency presented an additional challenge for some teachers in training. To complete the task, they were coached to write their APP first in Arabic and then translate it into English. However, there were barriers to this solution: not enough Arabic speaking coaches and difficulties finding translators they could trust who had a background in education.

5.3.2 Areas for improvement of the programme

Despite the success and the positive influence on the practice of the teachers in training that the programme demonstrated, coaches recommended improvements in the areas of practice, local support; self-study courses; and integration of APP with the coursework. As already noted, the teachers in training felt that their teaching load combined with the TSEP programme requirements were extensive, mainly where the teachers were not provided with reduced teaching hours as specified by

their FEI status. Specifically noted were difficulties and challenges experienced by the teachers in completing the programme, primarily the teaching load and time management to complete all of the assigned tasks both in terms of their role as a teacher and the programme. Obtaining Associate Fellowship placed an additional burden of time management on the teachers, particularly finding the time needed to complete their APP.

The teaching load was a serious aspect that hindered the teachers in completing TSEP requirements, with poor communication with line managers and the FEI contributed. It was noted that a point of contact was needed to avoid confusion, and most particularly where teaching hours needed to be reduced to enable completion of the TSEP. Teachers in training suggested improvements, including organising the programme better; distinguishing TSEP and FEI domains and requirements; reducing the teaching load; providing English courses; changing the programme structure; assigning a point of contact; involving stakeholders; improving communications; and clarifying roles and responsibilities.

5.4 Outcomes of the Programme

As discussed previously, the TSEP included 25 courses to be completed by the teachers in training as one of the key requirements of the programme. The 25 courses were designed to equip the new teachers in training with essential knowledge and skills required for teaching. The programme was also intended to instil the values of reflective teaching practices and continuous professional development in the areas of practice identified in the UKPSF. For example, there was a reflective assignment after each session; teachers in training were required to observe and shadow other teachers using an observation form designed by the team based on the UKPSF and submit a reflective report commenting on their observations.

The courses were found helpful by the majority of participants. Overall, teachers in training stated that the TSEP helped them write the APP and achieve their Associate Fellowship and helped them gain a deeper understanding of teaching practices and pedagogy. The practical experience gained by teachers in the TSEP, such as creating activities to go along with the teaching, structuring and preparing lessons, and microteaching, was held by the teachers in training to be of great

support in helping them achieve their Associate Fellowship. The same view was shared by the TSEP programme manager and the coaches.

In alignment with Schon's reflective model (1983), the teachers in training in the study learned to focus on reflection in action (during teaching) and reflection on action (after teaching), "I learnt many things from it. it made me pay more attention to the techniques I am using in my teaching practice". (TNT-7)

The teachers in training also exhibited critical and practical reflection (Anderson, 2019). For example, reflection in action includes using various techniques to engage students in learning, such as video tasks and facilitating discussion. Teachers' variety of techniques to engage students evidenced their practical reflection and reflection in action during their classroom teaching practice and understanding that engaging students is a critical aspect of their pedagogy. Moreover, teachers focused on student-centred activity and understood that students were more engaged when they were 'learning by doing, indicating an appreciation of Kolb's experiential learning theory. Active and experiential learning approaches were understood as a critical aspect of classroom instruction by multiple participants in the study, clearly aligning with Schon's reflective model and Kolb's experiential learning model.

Understanding and applying a student-centred approach indicates a teacher engaged in continuous reflection on practice; exploration of their teaching and learning context underpinned by pedagogical knowledge (Tierney et al., 2020). The teachers also learned from the TSEP the importance of focusing on students' needs and demonstrated their ability to reflect on their practice using individualised instruction. Individualised instruction used by teachers in training was focused on the motivation, engagement of students and changing instructional methods when needed. The teachers in training noted individual work with students to support the specific learning needs of students. Teachers in training also used 'modelling' to differentiate instruction and were choices of different options to engage, motivate, and meet the needs of students. The modelling writing support was explicitly mentioned to have been used in the classroom, which demonstrates how the experiential learning of teachers in training and their writing process, with the assistance of coaches, was then translated to their teaching practice, just as noted in Kolb's cyclic process of experiential learning, and then applying the knowledge.

Reflection in action was also evident in teachers making last-minute changes in their instruction when necessary, such as allowing more time to complete the activities. One teacher commented on this aspect of her practice:

> … the scaffolding provided in the lesson varies from minimal or low-level support (e.g. guided practice) to middle or high levels (e.g. tutoring other students) based on students' progress. When reflecting on the lesson taught, I believe the plan was effective, as everything went smoothly. However, students were not fully engaged during the lesson since they were familiar with the tool. I learned that it would be better to share my course plan with their other teachers to ensure I am teaching them different tools than the ones they use. However, by grading the Padlet walls they have created during the lesson, it is noticed that the learning objective was successfully achieved. (APP-915)

Teaching a class with a mixed level of abilities is a complex task (Dixon et al., 2014); to overcome this complexity, the teachers in training adopted the differentiation of instruction approach as one of their techniques in the classroom. One teacher noted how, once she modelled the writing process for students that the students no longer felt overwhelmed, which aligns with Burrowridge et al. (2003), differentiating the way content is offered can engage students in the learning process:

> I use modelling to provide a sample activity to support my students with limited English proficiency, including simple language and instructions. Then I ask each student to use paper to express their ideas freely for this activity. (APP-6)

This is another example that indicates how helpful the TSEP had been in preparing teachers in training for classroom instruction that was effective and exhibiting a positive influence on their practice.

As noted earlier in the discussion, the teachers noted coaching, microteaching, and peer-to-peer activity in training to have enormously benefitted their practice. Their reflection on the benefits of the group/peer support and interaction was translated into their classroom instruction. The application of

Vygotsky's theory on scaffolding and the zone of proximal development was evident in the report by one of the teachers that they placed a high performing student in a group with other students who needed assistance and how that benefitted the students in the group. One of the teachers in the study also revealed how they purposefully designed peer-to-peer activities sessions to share information.

Other teachers in training reported using Vygotsky's theory of the importance of social interaction to support student learning and the use of the active learning model, clearly indicating they were applying the knowledge they gained about theory and evidence-based practices to their classroom instructional practices. The teachers in training had grasped the concepts and importance of experiential learning and took that into their classroom instruction of students, realising that active learning engages students and supports higher-level thinking.

One of the teachers reported relying on the theory of Gardner's multiple intelligences (Gardner,1983), using various teaching methods to consider the variation in students' learning styles. The teacher's reflection on learning theories provided clear evidence of the benefits of the TSEP and the material presented to teachers in training. Their application of the information learned indicated applying the principles of both Schon's reflective and Kolb's experiential learning model. Schon (1983) held that teaching excellence is not based only on constructing gained knowledge from personal teaching experience but on the outcome of the knowledge generated from the "reflection *in* action" and "reflection *on* action".

According to Schon (1983a), there is a type of practical knowledge that he calls 'knowing-in-action'(Schön, 1983a, p. 54). This type of knowledge is "the knowing we manifest in the doing" (Schön, 1987b, p. 230). The teachers in training exhibited applying the theories of education and the 'knowing in action' set out by Schon (1987b). The tenets of Schon's reflective model were also evident in how the teachers in training reflected on their action or teaching after classroom instruction. The teachers focused on acquiring feedback from students, indicating they gained an understanding in the programme about how important feedback is for their development. In addition, their reflection on the action indicated they intended to provide better and improved classroom instruction because their reflection enabled them to fine-tune their techniques.

The teachers in training utilised the mentoring element in the TSEP during the reflection on action process to understand what they could do better in terms of their teaching strategies and effective planning, and ultimately becoming more effective and capable in the approaches used for classroom instruction. For example, one of the teachers in training reflected on her concern teaching a specific class due to the content of the course and the relatively large number of students in this class:

> …understanding and differentiating the student's abilities will be an issue for the first few weeks. To plan .., I started by writing the lesson plans in a detailed manner to guide me throughout the lesson and effectively deliver the information. For the students, I created a checklist to help them follow up with the lessons. Moreover, there are a list of activities that I developed to use throughout the year, such as, peer to peer activities, making the students create mini-lessons using the BOPPPS, involving research and independent learning to the content, and making the students create the list of vocabulary words used in each learning outcome. For assessing each learning outcome, I will prepare quizzes in Quizlet so the students can revise and get ready for the final exam. (APP-3)

The teachers in training also noted how they applied 'learning by doing' with students and ensuring that students were on the receiving end of experiential learning, which Kolb (1984) reported as the most effective way to learn. For example, in her management and leadership course, one teacher in trainer used a simulation activity:

> I gave them a teambuilding simulation task, in which they needed to build a shape such as a square or a pyramid from sticks. I chose this activity because I wanted the students to have a deeper understanding of the topic from experiencing it in the classroom, prepare them for the experience after graduation, and have a reflective thought. (APP-4)

Furthermore, experiential learning theory holds that knowledge is created by learners better from experience than just receiving instruction (Bergsteiner et al., 2010).

The study's findings aligned with Cochran-Smith and Lytle (1999), who argue that teachers learning process involves three ways: the first of which is based on the formal knowledge they have obtained, clearly indicated by the teachers requesting feedback from students. Secondly, reflection on practice is critical and is evidenced in how the teachers learned from trial and error, evidenced in their changing methods of instruction to engage students better. The third way teachers learn, according to Cochran-Smith and Lytle (1999), is by developing their knowledge and using investigation that is intentional, which was evidenced by the way that teachers in the study researched the use of new teaching technologies or methods to help their student's learning (Eekeleen et al., 2005). This was evident in the following example:

> After returning from maternity leave, I had to take over the course taught by two other teachers. The challenge was that I had no plan for the entire semester since there were six weeks left. I planned to do a quick formative assessment to know if the students understood the given theories or not.
>
> The students helped me know their required knowledge about the course, and from there, I had to rework the rest of the semester ….I found this course challenging with the limited time and without any formative assessments being given to students throughout the semester. It was difficult to judge the students' understanding of the topic. When I teach this course again, I will include several formative assessments throughout the semester to ensure that the students understand the lessons. (APP-5)

This account is consistent with Guskey (2002), who suggests that once teachers experience the power of a new teaching method, they are more likely to believe that the method is effective and continue to apply it, which creates a positive self-perpetuating cycle. Therefore, it is critical to creating space for teachers to implement new practices in their classrooms effectively and directly evaluate student learning.

I realised that students could express their knowledge verbally rather than

written, so I added the presentation component to the final assessment to showcase their knowledge. (APP-5)

In conclusion, the examples provided in this section align with Guskey's model as it is evident that the involvement of the teachers in training with the different elements of the TSEP programme had led to a change in their classroom practice as well as in their student's learning outcome as they reported and finally changed the teachers' beliefs and attitude. Figure (28) provide a visual representation of how the findings of my study is aligned with Guskey's teacher's change theory (2002)

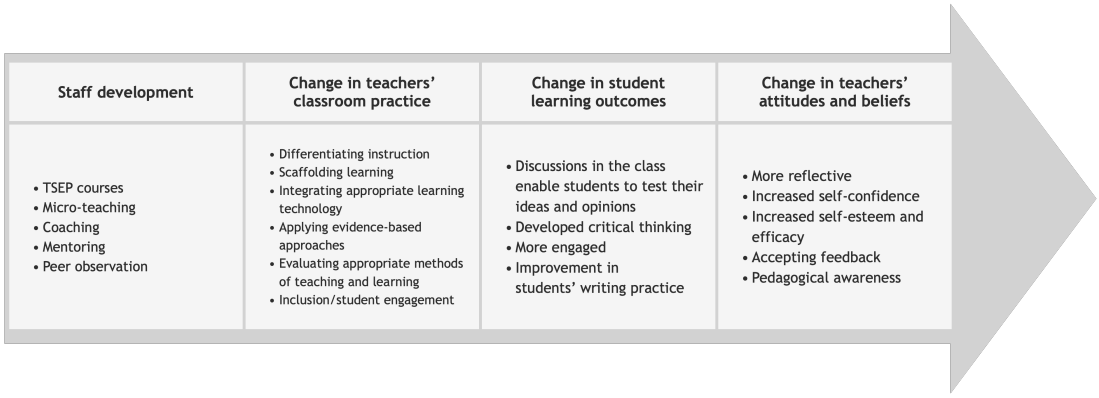


Figure 28 Aligning the study findings with Guskey teacher's change theory (2002)

5.4.1 Development of Self-Efficacy

Teacher self-efficacy plays a vital role in constructing teachers' motivation that ultimately shape the effectiveness of the teacher in the classroom; therefore, ensuring that the teacher training programmes help the development of self-efficacy of new teachers is vital as teachers in training during this time undergo 'apprenticeship of learning' (Pendergast et al., 2011, p.46).

Looking at the findings of the study, it was evident that the TSEP helped teachers in training develop self-efficacy in their teaching abilities and pedagogical knowledge:

I was so confident writing the different parts of the HEA application. As of now, I have the experience and knowledge. (TNT-1)

> I could not believe that I achieved Associate Fellowship from the first round. I feel proud and appreciate its significance. (TNT-4)

Bandura (1997) defines self-efficacy as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments" (p.3), while Senemoglu (2011) sees self-efficacy as an outcome of the individual's judgment on what that individual can do using their skill. Looking at the findings from analysing the APPs of the teachers in training, it is apparent that their self-efficacy is a product of how they judged their abilities; for example, one of the study participants highlighted that she was able "to plan and prepare lessons" (APP 912), while another participant mentioned that she was able to "successful[y] implement … the tools in Educational contexts with students in an effective way" (APP 915). Pendergast et al. (2011) argue that teachers who possess high levels of self-efficacy are likely to be more resilient in their practice and try different approaches with their students to reach their potential. The study's findings second this claim, as the teachers in training reported changing their teaching approach to meet their students' needs, reflecting their resilience and developing self-efficacy. This also supports Park and Oliver (2008) argument highlighted earlier in chapter 2 that the affective domain teacher efficacy' should be added to the definition of PCK (p. 268)

The achievement of Associate Fellowship by the teachers in training further boosted their confidence about their teaching practice and contributed to a high level of self-efficacy. The teachers noted how they felt proud of their accomplishments and happy achieving the objectives. The TSEP programme manager also views the achievement of the Associate Fellowship as a credible recognition of success and a learning and development opportunity for new teachers. The TSEP programme manager and coaches used the TSEP to identify the areas for the development of teachers and lead the teachers in improving their practice.

There was general agreement from the teachers in training that the programme should be mandated. Significantly, it was noted that teachers lacked the ability and background to plan and teach interactive lessons; however, the Associate Fellowship forced the teachers to address and think about those things. However, there were some indications from the coaches that there was a lack of appreciation by some colleagues about Advance HE or Fellowships due to the unawareness about the

Fellowships at the time the study was conducted, indicating that information about the programme should be promoted more within the institution. However, the teachers in training acknowledged in their writing of the APP that they had gained experience and knowledge about their instructional strategies and pedagogical knowledge (Shulman, 1987) and had used that knowledge to support their student's learning with greater confidence in their practice.

In conclusion, completing the TSEP and obtaining an Associate Fellowship directly influenced vital aspects of practice, including reflection differentiated instruction, learning theories, and learner diversity. The Associate Fellowship was noted to assist the development of reflective practice, particularly when the teachers in training shadowed other teachers. They were able to observe them in the classroom and reflect on what they had observed. As highlighted by Bell (2005), peer observation can help improve teaching practice and develop the confidence to teach. The process of observing an experienced teacher has the same significance in improving teaching quality equal to if not more than being observed by another peer and receiving feedback (Sullivan et al., 2012).

> Entering the class with experienced teachers shadowing experienced teachers helped me most. This helped me cause when I started shadowing the experienced teacher, I was taking notes. When I started my own course, I followed her way of doing things, and I put everything I experienced for the Associate Fellowship, which helped a lot. (TNT- 3)

Shadowing other teachers also helped teachers in training develop confidence in reflecting on what they learned from the experience and relating and applying it to their teaching practice. In addition, the TSEP helped teachers in training establish their skills as teachers as well as classroom management and assessment skills (Figure 31).

Figure 29 Teachers in training acquired knowledge

The findings of a similar study to explore the perceptions of the impact of gaining Fellowship conducted by Floyd et al. (2017) confirmed that gaining a Fellowship recognition impacts the faculty practice, self, peers, institution and students. The study highlighted that going through the Fellowship process helped the faculty to gain a deeper understanding of their practice and that the reflection on their practice became an embedded skill (Floyd et al., 2017)

5.5 Mapping the outcomes of the TSEP with UKPSF Descriptor 1

The different components of the TSEP played a pivotal role in developing the teachers in training pedagogical knowledge and pedagogical content knowledge, which ultimately addressed the criteria of descriptor 1 of Advance HE UKPSF

Descriptor 1: Associate Fellowship

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

I. Successful engagement with at least two of the five Areas of Activity engagement
II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
III. Appropriate Core Knowledge and understanding of at least K1 and K2
IV. A commitment to appropriate Professional Values in facilitating others' learning
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Table 23 Descriptor 1 Criteria for Associate Fellowship (Advance HE, 2011)

The teachers in the study demonstrated that they clearly possessed knowledge of their students and had respect for individual learners and the diverse learning communities (D1.IV, V1) and the PCK principles as they utilised different instructional strategies to meet the diverse learning needs of students. The teachers exhibited flexibility in their teaching strategies, with a high level of realisation that different students learn better in different ways, which also clearly indicated that the teacher possessed knowledge of their students and their needs (PCK, instructional strategies, knowledge of students and their needs), also meeting the principle set out in A1: 'Design and plan learning activities and/or programmes of study and A2: 'Teach and/or support learning', of achieving teaching to support learning through diverse and various methods. For example, the teachers reported pausing videos to stimulate discussion and understanding of the subject, dividing students into groups so that the better students could assist those who did not perform as well, which also evidenced knowledge about Vygotsky's scaffolding to help learners in doing more than they could do on their own. The teachers used PowerPoint presentations and various instructional technologies and methods. The teachers in training used different teaching strategies to engage their students, indicating that the pedagogical content knowledge had been successfully developed among the teachers due to their participation in the TSEP. In addition, the teachers in training were aware of when students were struggling:

> I found that most of the students lack independent learning and research skills, and most of them have very limited or prior knowledge about the content. Within the 15-week course plan, students encounter different learning methodologies that I apply to help me, as a teacher, figure out the best way for the students to get the maximum learning experience. (APP-6)

Teachers achieved teaching to support learning through diverse methods (UKPSF A2). Moreover, the teachers exhibited excellent knowledge of the subject material (K1: the subject material), evidenced in their ability to assess student learning and make changes in their practice were needed to support student learning (K2: Appropriate methods for teaching, learning and assessing in the subject area, K3: How students learn), which resulted in their ability to use methods that were appropriate for teaching in the specific subject area (K2). For example, teachers noted specific lesson planning strategies (A1) and the use of theoretical frameworks in the classroom, such as experiential learning during activities that enabled students to grasp the subject material better. The teachers also understood the need for ongoing professional development, reading educational journals, and collaborating with other teachers to improve their practice and adopt an evidence-based approach within their teaching practice (D1.V, D1.VI, V3).

It is clear that the teachers developed pedagogical content knowledge through the TSEP as they were supported by mentors, coaches, and their peers in developing their instructional practice and then applying what they learned in the classroom setting. The teachers in training exhibited pedagogical practice through the ability to examine their practice and approach critically and using their flexibility in teaching and their use of various approaches to assist student learning in their classroom (Schulman, 1986, 1987). Not only did teachers develop pedagogical content knowledge through the TSEP, but they also developed the ability to reflect during their classroom instruction and to reflect after classroom instruction on their practice, which enabled teachers to improve their instructional practice to support student learning (D1.II) (Schon, 1983).

5.6 Changes in the TSEP of the Future

The findings of this study confirmed that the TSEP helped the teachers in training develop their pedagogical content knowledge and had a direct influence on their practice. However, the programme should plan better in the future and ensure that all teachers have a reduced teaching load while participating in the programme. The failure to address that aspect with some of the teachers resulted in them missing some sessions and not doing as well as the teachers who attended all of the sessions. There appears to be a need for better communication and ensuring that each teacher

is assigned a point of contact during the programme; although coaches and mentors were available, it might serve the programme's success better were teachers given a specific contact person. The programme should also ensure that more translators are available to assist the teachers with translating their APPs to English.

Being one of the coaches of the new teachers in training, the lack of teaching experience was a significant challenge in the drafting process. Among the 44 teachers in training who participated in the study, ten were identified with zero teaching experience. The Associate Fellowship is designed for early-career academics but not for academics with no prior teaching experience. As the APP is a reflective account of practice, it was almost impossible for this group to write their draft. The TSEP manager and the coaches had to provide them with teaching opportunities through microteaching, where they designed and delivered learning activities to reflect on their APPs.

Therefore, one of the changes in the TSEP that need to be considered in the future is to ensure that the new teachers in training do not start the APP drafting process until they complete the TSEP courses and involve in minor teaching activities with their assigned mentors. These findings were shared with the Faculty affairs committee, and now the new cohorts of TSEP are required to shadow their mentors for four hours weekly and observe other teachers from the same division for another four hours weekly. Moreover, under the supervision of their mentor, they are required to design and deliver a minimum of two learning activities per semester. Working with the new cohorts, I noticed that this change helped the new teachers in training provide good examples that they can think about and reflect on while drafting their AF APP.

5.7 Professional Development Supports New Teachers

In the literature review chapter, I highlighted that the importance of effectively supporting early-career academics to become competent teachers has always been, and remains, a serious question. In this regard, there are two different schools of thought: the first one argues that teachers in training must either learn how to teach in higher education or quit, while the other school ensures that teachers in training need to be supported, helped to settle into to meet the expectations of their new job

(Ssempebwa et al., 2016). The study's findings indicate that new teachers can succeed if they are supported by a well-designed professional development programme that addresses their needs. Institutions can and should improve teaching quality by investing time and resources in preparing new teachers (Stewart, 2014).

Academic educators designing professional development teachers in training programmes must ensure that their programme is designed to change and or develop conceptions, beliefs about teaching and learning, and apply new pedagogical skills, in addition, to develop a professional identity, nurture reflective skills as well as engagement in scholarship (Saroyan and Trigwell, 2015*)*. Through the professional development, process teachers can form their professional identity and transform their implicit knowledge into explicit knowledge (Avidov-Ungar, 2016)

There are different mechanisms deployed to foster professional learning for teaching as recommended by literature. This could be summarised as follows: (i) the importance of reflection on improving teaching practise, especially if it is a resultant of a combination of feedback from different sources (Schön, 1983, McAlpine & Weston, 2000); (ii) engaging in the scholarship of teaching and learning (Hutchings &Shulman, 1999; Shulman 1987; Trigwell & Shale 2004); (iii) participating in communities of practices and networking to support professional learning (Palmer, 1998; Simons & Rujiters, 2004; Wenger, 1998; van Schalkwyk et al., 2012); and (iv) the necessity of developing a teacher's professional identity (McAlpine, Amundsen, & Turner, 2013)

5.8 Contribution to the body of knowledge

It is clear from the research findings in the study that the TSEP components addressed Descriptor 1 and the relevant elements of the UKPSF. It was also evident that the TSEP contributed to the development of teachers' in training pedagogical content knowledge. The pedagogical content knowledge model sets out that teachers should possess knowledge of students and their needs, educational approaches, instructional strategies, learner assessment, curriculum knowledge, and teaching orientation. Likewise, the same principles are contained in the UKPSF in A1, A2, K1, K2, V1, and V2:

A1 Design and plan learning activities

A2 Teach and/or support learning

K1 The subject matter

K2 Appropriate methods for teaching, learning

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

(Advance HE, 2011)

As an outcome of the study, I was able to connect my findings to the different elements of the UKPSF that the teachers in training evidenced to meet Descriptor 1 and attain their Associate Fellowship, the required type of knowledge (CK, PK or PCK) needed to meet that element and the component(s) of the TSEP that supported and helped in providing the required knowledge to meet this criterion (Table 23). While preparing for my research study and conducting the literature review, I found that the linkage between the Advance HE UKPSF and Shulman's (1986) Pedagogical content knowledge model was not discussed in the literature; moreover, I proposed the different components that need to be included in a professional development programme to help and support teachers in training in developing the required knowledge to demonstrate the evidence of practice against the UKPSF elements. Although the study was conducted in the Emirati context, this proposed mapping might be applicable in different contexts.

UKPSF Elements	Required knowledge*			Courses	Shadowing	Microteaching	Coaching
A1 Design and plan learning activities	CK	PK	PCK	✓	✓	✓	✓
A2 Teach and/or support learning	CK	PK	PCK	✓	✓	✓	✓
K1 The subject matter	CK				✓		✓
K2 Appropriate methods for teaching, learning	CK		PCK	✓	✓	✓	✓
K3 How students learn		PK		✓	✓	✓	✓
K4 The use and value of appropriate learning techniques	CK	PK		✓	✓	✓	✓
V1 Respect individual learners and diverse learning communities			PCK	✓	✓		✓
V2 Promote participation in higher education and equality of opportunity for learners			PCK	✓	✓		✓
V3 Use evidence-informed approaches	CK	PK		✓			✓

*Required Knowledge:
CK Content knowledge
PK Pedagogical knowledge
PCK Pedagogical content knowledge

Table 24 Mapping of the UKPSF elements, required knowledge and TSEP elements

5.9 Adaptability of the UKPSF to the Emirati context

Reflecting on the findings of the study made me question the adaptability of the UKPSF to the Emirati context. Language barrier and developing the reflective practice were among the challenges identified by the teachers in training. Most of the educational models and frameworks are adopted not only because of their high academic attainment but because of the powerful and prestigious position of the country who developed them (Davidson, 2004). Such systems are most of the time adopted and implemented out of context they were developed and tested in

regardless of the cultural context (McNiff, 2013). The UK is ranked among the top countries in regards to its education systems. When the UKPSF was designed in 2011, it was intended to be used by UK institutions in accrediting their professional development schemes, rather than a means of influencing academic terms and conditions of employment. Later on, the UKPSF is seen as a de facto licence to teach or highlight the UK main characteristics for academic appointment and promotion (Brooks, Baird & Shenstone, 2014). The design of the UKPSF was not intended to be used by other countries but is Eurocentric (Atkinson, 2021). However, as the UK has a "unique capacity to project and extend itself around the world" (Rogers, 2019), the UKPSF is now used in countries around the world, including the USA, Canada, Europe, Australia, New Zealand and the Middle East. Despite international adoption, some academic communities have struggled to adapt the UKPSF to their own context, for example, Aotearoa New Zealand. The debate was how the UKPSF would recognise the uniqueness of the Mātauranga Māori and Pacific People dimensions embedded in Aotearoa New Zealand tertiary education.

In response to that, the Ako Aotearoa, the New Zealand professional body equivalent to Advance HE, is working on a revised version of the UKPSF that involves three interconnected dimensions: professional work, knowledge and values, which broadly align with the three dimensions of the UKPSF, i.e., Areas of Activity, Core Knowledge and Professional Values. While the framework is based on the UKPSF model, the framework conceptualises the UKPSF from an indigenous perspective that places the learner at the centre of the model. The framework identifies a number of critical elements that needed to be incorporated into the UKPSF, such as identifying professional activities, professional knowledge, and professional values. It also involved the design of a relevant assessment process that recognises the uniqueness of the Aotearoa New Zealand context (O'Connell, Greenway, Moeke & McMeeking, 2018). The revised UKPSF is now used at the Auckland University of Technology (AUT) (Atkinson, 2021).

As the modification to the original UKPSF has not been recognized by Advance HE, the AUT team have retained the UKPSF to continue participating in the recognition process but appended the Māori perspective to each element in the framework (Buissink, Diamond, Hallas, Swann & Dee Sciascia, 2017) Although this might be seen as simple translation, it could be also seen as a cultural adaption or reinterpretation of each concept.

In the literature review chapter, I highlighted the notion of the UAE being a "consumer of educational practice" (Kirk & Napier, 2006, p.4). The UAE bought

ready-made educational systems and the expertise required to keep it up and running instead of spending on new systems. This approach helped the UAE greatly in decreasing the time in developing an indigenous education system from scratch (Kirk & Napier, 2006). However, this raises the question of the suitability and the effectiveness of this approach and whether or not it meets the specific need of this part of the world.

For the UKPSF, there are three elements that need to be addressed: language, culture and the reflective writing. Acknowledging the unique culture of where the UKPSF is implemented has been highlighted as a missing item from the UKPSF (Atkinson, 2021). Atkinson recommends to add an additional statement in each dimension in an attempt to address and capture the cultural and context differences of the applicants.

Core Knowledge	The cultural context in which knowledge is created and valued within their discipline.
Professional Values	Recognise different epistemological frameworks and perspectives on learning and disciplinary knowledge.
Areas of Activity	Embrace indigenous perspectives in all aspects of the educational practice.

Table 25 Recommended adaptation of the UKPSF to local context (Atkinson, 2021)

I agree with Atkinson's (2021) suggestion as it will provide a room for applicants and institutions to address the dimensions of the UKPSF from their own cultural lens. Recently, the Advance HE introduced a 'Context' section to the Fellowships application. I see that as a positive step as it is to some extent provide room for inclusion. In the context section, the applicants are able to give the reviewer a background about their context and reflect on their cultural requirements and or constraints. For example, applicants from my institution highlight that their students are Emirati with limited English proficiency, this explanation set the stage for the reviewers to understand and link to the rationale of the applicants in using specific approaches to demonstrate evidence against the different areas of activities. Looking at the Aotearoa New Zealand experience in adapting the UKPSF to meet their unique needs, I would recommend that the UAE in general and my institution specifically

consider adapting the UKPSF and other international models and frameworks to the Emirati context.

5.10 Fellowship recognition: a stick or a carrot

There are real reasons to value the UKPSF framework and see faculty who achieve Fellowship as 'qualified to teach', asserting their identity as a teaching-focused academic. In addition to being a means of demonstrating 'a common language' between higher education institutions, it open the doors for a conversation around teaching and learning which could otherwise be difficult to enable (Peat, 2014).

There are an increasing number of institutions emphasising the importance of attaining Advance HE Fellowship recognition as key performance indicators (Sluis et al., 2016) and setting a target of 100% of their staff gaining Fellowship in recognition of their teaching standards' as argued by Advance HE (UKPSF, 2015). The issue of the credibility and the value of the UKPSF and Advance HE Fellowship in the eyes of faculty members can be problematic, particularly when a key performance indicator of 100% recognition is set and is one of the academic promotion requirements. This put pressure on us (PD team) to manage the institution expectation by operationalising this strategic initiative. As noted in the Advance HE Impact Study Report (Turner et al., 2013)

"the UKPSF has become a benchmark for compulsory box-ticking exercises which do not actually enhance teaching and learning but take staff time away from directly supporting students. The specific language of the UKPSF has become fetishized, and changes to come into line with it are largely cosmetic"

Institutional pressure on requiring faculty achieving their Fellowship recognition and linking it to academic promotion and probation progression runs a real risk of of losing its value as a vehicle for development. The finding of the study confirmed that the drafting process and achieving the Advance HE Associate Fellowship had a great influence on the teachers in training practice. Thus the UKPSF worked as a vehicle for development. I would recommend that my institution encourage the faculty to attain Fellowship for the benefit of the developmental and learning experience rather than a requirement for promotion. Increasing the number of faculty 'speaking the

Fellowship language' rather than 'ticking the box' will help in creating an effective community of practice that promotes more SoTL.

CHAPTER 6
CONCLUSION

6.1 Concluding remarks

The research objective in this study was to examine the role of the TSEP in helping teachers in training to complete and attain Advance HE Associate Fellowship. However, as the study unfolded, there was a realization that the opportunity existed to examine teachers in training perceptions about whether the programme had any influence on their teaching practices, understanding any challenges that were faced, and identifying ways to enhance the TSEP programme.

The study was also guided by two important concepts of quality teaching in higher education: the pedagogical content knowledge and the Scholarship of teaching and learning (SoTL) which goes beyond the discovery of new knowledge in the discipline but extends further to the dissemination, integration, and application of new knowledge (Boyer, 1990).

The findings of the study included there were some challenges faced by participants in the programme that were centred on lack of educational background, lack of teaching experience, language, reflective writing, the teaching load, missing sessions, and time management. The programme should take into account the responsibilities and teaching load of participants in order to assist in accommodating those schedules. The teachers lacked pedagogical background, which presented a profound challenge. Specific challenges that had to be overcome in terms of the lack of pedagogical background were those related to defining learning theories and educational approaches, which indicated that the teachers needed support in those areas. At the start of the programme, the teachers had a tendency to use the same teaching practices that had been used by their teachers and lacked the ability to identify authoritative sources for their teaching approaches. Yet as the programme moved forward, all of the challenges were overcome.

The factors that supported the success of the TSEP programme included the TSEP courses, microteaching, coaching, reading educational journals, shadowing teachers, peer review, and the option of writing the first draft of the APP in Arabic. The drafting experience was found to be helpful by the majority of the teachers in training, and they were very pleased with the support they received from their coaches, with 80 percent reporting they were well supported. The Associate Fellowship writing workshop was also noted as extremely helpful and particularly in

relation to working with peers, mentors, and the professional development team that assisted them in reflection on their practice, identification of their areas for development, and assistance in working to overcome those weaknesses.

The TSEP programme and the APP drafting process helped the teachers in training with reflection, understanding and applying differentiated instruction, gaining knowledge about learning theories and the diversity of learners.

The outcomes of the TSEP programme and attaining the Associate Fellowship included teachers learning to reflect both while they were in action and after teaching or reflecting on their actions as set out in Schon's model. Learning to apply differentiation of instruction and individualized attention to learners was not just learned but was successfully applied in the classroom. The experiential learning, as set out by Kolb, was effective in assisting teachers in applying their newly learned skills in the classroom setting, and when the programme was finished, the teachers felt accomplished and indicated they had developed self-efficacy concerning their classroom instructional practices and their knowledge and application of learning theories. There were some areas of the programme identified as needing improvement, including the areas of practice, local support, self-study courses, integration of APP with coursework, and the need to consider the teaching load of the teachers to ensure they have sufficient time to manage the Associate Fellowship and associated programmes.

Although the main research question was to explore to what extent the TSEP helped the teachers in training in meeting Descriptor 1 of the UKPSF and attaining their Associate Fellowship, through the data analysis and findings stages the 'help' of the TSEP became more shaped, specific and defined. The TSEP programme clearly helped the teachers in training in developing pedagogical content knowledge and their application of that knowledge in their instructional practice, their knowledge of their student's different learning needs, and enabling them to devise more excellent methods in their practice to support student learning.

Finally, the results of the study clearly indicate that the TSEP programme helped the teachers in training to develop the pedagogical content knowledge to address the criteria in Descriptor 1 for Advance HE Associate Fellowship successfully. Moreover, the study findings revealed that the different TSEP programme components contributed to teachers in training engaging successfully in additional elements of the UKPSF beyond those required for Associate Fellowship.

The teachers in training realized substantial benefits from the TSEP programme, as the majority reported the programme was highly supportive. The availability of coaches and mentors to assist teachers in training during the programme provided clear examples of the importance of peer support. The programme helped the teachers in training to a great extent in developing their pedagogical knowledge and contributed to their pedagogical content knowledge (PCK) and ability to apply that knowledge in the classroom. The programme supported the teachers in training in grasping educational learning theories, gaining knowledge about classroom instructional practices and strategies, and the need for ongoing self-directed learning. It also assisted teachers in training in gaining an understanding of the scholarship of teaching and learning.

Teachers in training recognised the influence of the programme on their practice:

> The program covers all the skills that the teacher needs to be equipped with the required skills of teaching and a teacher with all education knowledge so we can handle students and classes. (APP 919)

The findings and outcome of this study helped the professional development team to address the challenges the teachers faced during the programme in the second version of the programme, which has been accredited by Advance HE to grant Associate Fellowships institutionally.

6.2 Recommendations to Encourage teachers-in-training to Engage in SoTL

Professional development programmes/activities and SoTL overlap in their priorities in enhancing teaching and learning which ultimately lead to better student learning (Engin, 2016). One of the key attributes of an effective teacher is the continuous engagement with SoTL as it helps to select the most appropriate pedagogy, and hence improve students' learning (Gurung and Wilson, 2013). The findings of the study highlighted that the teachers in training engaged in activities that promote SoTL, such as shadowing experienced teachers, peer observation and sharing their own effective practices with colleagues. SoTL enables new teachers in training to develop their expertise in teaching practice and help in becoming more effective teachers (Mathany, Clow, and Aspenlieder, 2017). Thus the engagement of the teachers in training and SoTL activities not only enhances their teaching practice but contributes to development of reflective practice.

In order for SoTL 'to take root' in the institution, there are factors to be considered: "effective communication and dissemination of activity across all levels,

well-established social networks and links between these levels, and sustained support by senior administration" (Williams et al., 2013, p.49). These are elements correspond with the elements supported by the communities of practice (Wegner, 1998): "Communities of practice are groups of people who share the same interest for a topic or something they do and through meeting and interacting regularly they learn how to enhance their practice" (p.73). Fanghanel (2013) envisions SoTL as a form of community: "SoTL is a community of practice engaged in testing and critiquing pedagogical principles across disciplines" (p.65).

The institution can encourage and support the creation of communities of practice around effective teaching practices where the new teachers in training can interact with experienced faculty, benefiting from their wide range of experience, skills and knowledge which they can share through interacting together. These community of practice can support SoTL through the sharing of knowledge, experience and creating a collegial supportive environment for these activities.

6.3 Recommendation for Advance HE

The UKPSF is written in English and was designed initially to be used in the UK; however, the use of the UKPSF has expanded beyond the UK and is being used in other countries in USA, Canada, Europe, Australia, New Zealand and the Middle East. To date there is no Arabic version of the UKPSF despite it being used in Arabic speaking countries.

Recently, Advance HE celebrated the recognition of more than 10,000 Fellowships awarded outside of the UK. With this expansion, translating the UKPSF into other languages and enabling submission in different languages will improve the inclusivety of the framework and broaden access. With the increase in numbers of Arabic speaking faculty submitting Fellowships application to Advance HE, I would recommend that Advance HE look into opening a new provision for Arabic application submissions.This will encourage a broad sector of qualified teachers with limited English proficiency to comfortably work on their Fellowship.

6.4 Recommendations for Future Research

The TSEP programme and the integration of Schon's reflective model as well as other experiential learning opportunities have proven to be successful in

developing the pedagogical content knowledge and preparing teachers in training to achieve Associate Fellowship. Future research should examine the use of the model across other institutions nationally and globally to train new teachers. Moreover, it is worth following up institutionally to evaluate the impact of the professional development programme on the students of the teachers in training and whether the new teaching strategies applied by the teachers are effective or not.

6.5 Limitations of the Study

One limitation of case study research design is that the results of the study cannot be generalized. The sample size of the study might be relatively small; although 83 Emirati teachers in training were invited to take part in the study, only 44 responded to the online questionnaire, 4 agreed to be interviewed and twenty agreed to share their APPs. Although a larger sample size might have added to the data and information guiding the study, the data from multiple sources proved to be sufficient to answer the research questions. Moreover, using multiple data sources enriched the data and enhanced the reliability of results.

The participants of the study were all Emirati; therefore the findings of the study might not be applicable in another context. However, the study higlhights some factors in successful support of applicants drafting APPs for Associate Fellowship that other institutions might consider.

6.6 Final reflection

Reflecting on my research journey and the findings of this study as an insider-researcher, I recognize that this research has broadened my awareness and knowldege of developing professional development programmes that meet the needs of not only novice teachers, but experienced teachers as well. The integration of reflective practice activities, support mechanisms, and egnagement in communities of practice seem essential elements that should be considerd when developing professional development programmes. Indeed, the new knowledge which has emerged from this research will contribute not only to improving the Teaching Skills Enhancement Programme (TSEP), but will help me and the PD team in developing additional accredited programmes that are aligned with the UKPSF while at the same time take into account the institutional cultural context. Equally, this knowledge will inform my consultations and advice to professional development providers at other institutions seeking to develop similar professional development programmes.

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Appendix A

University of Liverpool EdD VPREC ethics approval

Dear Mahinour Ezzat,	
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.	
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	
School:	Lifelong Learning
Title:	A transformative professional development framework for new higher education teachers: Managing the transition from learner to teacher in the Emirati context.
First Reviewer:	Dr. José Reis Jorge
Second Reviewer:	Dr. Greg Hickman
Other members of the Committee	Dr. Lucilla Crosta, Dr. Kalman Winston, Dr. Rita Kop
Date of Approval:	9/10/2017
The application was APPROVED subject to the following conditions:	
Conditions	
1 Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

Appendix A, continued

University of Liverpool EdD VPREC ethics approval

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

Appendix B

Participants information sheet

UNIVERSITY OF LIVERPOOL

Committee on Research Ethics

Participant Information Sheet – Teachers in Training

Research Study

A transformative professional development framework for new higher education teachers: Managing the transition from learner to teacher in the Emirati context

You are being invited to participate in the above-mentioned research study. Please go through the below information to have a better understanding of the study and its purpose. Should you have any question or need more clarification please feel free to ask me. You are not committed to participate in this research study till you read, understand and have all the information you need to decide whether to participate.

1. **What is the purpose of the study?**

The proposed study aims to explore any deficits in skills and knowledge after completing the Teaching Skills Enhancement Programme (TSEP) in order to complete the AFHEA fellowship (Descriptor 1). The study will also consider the impact of implementing the UK Professional Standard Framework with the new teachers in training within the Emirati higher education context on attainment of the Associate Fellowship.

2. **Why have I been chosen to take part?**

The TSEP (Teaching Skills Enhancement Programme) was developed particularly for you, the study will looking to your live experience with the TSEP programme and how it helped / not helped you in attaining your Associate Fellowship. Data will be collected through one to one interviews and survey questionnaire

3. **Do I have to take part?**

No, you do not have to take part. Participation in this study is completely voluntarily. You can at any point of time to withdraw from the study without explanation. Furthermore, you can decide that the data has been collected form your side not to be published in the study.

Appendix B, continued

Participants information sheet

4. What will happen if I take part?

If you agree to participate in this study, you will be asked to complete a questionnaire that will be sent by the researcher via email. Your information is kept anonymous. Following this process, you will receive an invitation for an interview. You will be interviewed by the researcher of the study. The questions will be semi structured, this means that the questions will be asked rather in an informal way. Questions will be shared with you beforehand if you wish to. The questions will be related to your experience with the TSEP programme and how it helped/not helped you in preparation for the AFHEA. what do you see as additional factors and components that would enhance the TSEP programme to successfully attain the AFHEA? and how does receiving AFHEA recognition influence/impact upon your teaching practice?

The interview should last round 45 minutes. It is preferable to conduct the interview face to face, however in case of the inconvenience we will use 'Zoom". The time and date will be agreed on as per the availability and convenience for both of us. The findings of the data analysis will be kept for five years. The data will be stored in the cloud only accessible by the researcher. However, some of the collected data might be shared with my thesis supervisor. I might be using direct quotes in my EdD thesis however the researcher will use pseudonyms or codes for you and your organization.

5. Expenses and / or payments

You should not incur any expense or payments by participating in this study.

6. Are there any risks in taking part?

There isn't any form of risk may be encountered by participating in this study.

7. Are there any benefits in taking part?

There is no direct benefit for you as a participant, however your input will help in enhancing the TSEP programme. It is also hoped that the finding help the organization and other educational institution in the UAE to identify the core knowledge and valued needed by the Emirati teachers to meet Descriptor 1 of the UKPSF.

8. What if I am unhappy or if there is a problem?

The researcher is your first point of contact, if there is any issue or you are unhappy pleas contact the researcher on: Mahinour.ezzat@online.liverpool.ac.uk. If you remain unhappy or have a complaint which you feel you cannot come to us with, then you should contact the Research Governance Officer at ethics@liv.ac.uk or the Research Participant Advocate at liverpoolethics@ohecampus.com

Appendix B, continued

Participants information sheet

9. Will my participation be kept confidential?

All your participation will be kept confidential. The findings of the data analysis will be kept for five years. The data will be stored in the cloud only accessible by the researcher. However, some of the collected data might be shared with my thesis supervisor. I might be using direct quotes in my EdD thesis however the researcher will use pseudonyms or codes for you and your organization. In future, the researcher might use the findings of the analysed data in publications.

10. What will happen to the results of the study?

The results of the study will be used to enhance the TSEP programme and might help in developing a new framework for the needed core knowledge, values and skills by the new Emirati teachers in training.

11. What will happen if I want to stop taking part?

You can withdraw from the study at anytime without explanation. However the collected data up to the period of the withdrawal.

12. Who can I contact if I have further questions?

You can contact Dr. Morag Gray on morag.gray@online.liverpool.ac.uk

Appendix C

Participation consent form

UNIVERSITY OF LIVERPOOL

Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: A transformative professional development framework for new higher education teachers: Managing the transition from learner to teacher in the Emirati context.

Researcher: Mahinour Ezzat

Please initial box

1. I confirm that I have read and have understood the information sheet dated [September,2017] for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline. ☐

3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish. ☐
   The information you have submitted will be published as a report; please indicate whether you would like to receive a copy. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications. I understand and agree that my participation will be audio recorded and I am aware of and consent to your use of these recordings for the following purposes.
   - I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.
4. I understand and agree that once I submit my data it will become anonymised and I will therefore no longer be able to withdraw my data.
5. I agree to take part in the above study. ☐

Participant Name	Date	Signature
Name of Person taking consent	Date	Signature
Mahinour Ezzat Researcher	September, 2017 Date	M. Shaf Signature

Principal Investigator:
Name
Work Address
Work Telephone
Work Email

Student Researcher:
Name: Mahinour Ezzat
Work Address: The institution,Dubai,UAE
Work Telephone:0097122064176
Work
Email:Mahinour.ezzat@online.liverpool.ac.uk

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Appendix D

Mixed responses questionnaire

Q1. Employee ID	
Q2. Position title	Faculty in training/faculty trainee Teaching assistant Instructor Lecturer Other
Q3. Division	Applied Media Arabic and Emirati Studies (AES) Business CIS Education Engineering Foundations General Education Health Sciences TSP Other
Q4. Campus	AAM AAW ADM ADW DBM DBW FJM FJW KCW MZ RKM RKW SJM SJW
Q5. Years of teaching experience in higher education	
Q6. Number of teaching hours in 201710(Sep-Dec 2017	
Q7. Number of teaching hours in 201620(Feb-Aug 2016)	
Q8. How well have you been supported in completing the HADEF program?	Extremely well Very well Somewhat well Not so well Not at all well
Q9. Please comment on your experience with HR and the HADEF administration	
Q10. How supportive has mentoring been to your development as a teacher at HCT	J have never heard about mentoring I had never been assigned a mentor

	Others
Q21. What is the status of you Masters program?	Completed In progress Not started
Q22. Institution name	
Q23. Degree, title – Specialisation	
Q24.Start degree of the program	Not started Expected – 2018 2017 2016 2015 Other
Q25. Date of degree program completion	Not started Expected – 2018 2017 2016 2015 Other
Q26. If in progress, what are your current masters activities?	
Q27.What difficulties or challenges have you experienced in completing the HADEF program requirements?	Masters program issues Achieving Associate Fellowship Completing TSEP course requirements Completing the HADEF teaching portfolio Teaching load or other responsibilities Language barrier Other
Q28. Please provide details of the difficulties or challenges you have faced in completing the HADEF program requirements	
Q29. Do you have any suggestions for improving the HADEF program	

Questions | Responses 44

12. Please indicate the status of your TSEP (Teaching Skills Enhancement Program) *

- Completed
- In Progress
- Not started

13. How well have you been supported in completing your TSEP requirements? *

- Extremely well
- Very well
- Somewhat well
- Not so well
- Not at all well

14. Comment on your experience of TSEP support. *

Enter your answer

15. Please indicate the status of your HEA Associate Fellowship. *

Appendix E

Binary coding for the Likert scale responses

AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV
Q8	Q10	Q12	Q13	Q15	Q16	Q18	Q19	Q27a	Q27b	Q27c	Q27d	Q27e	Q27f	Q27g
3.00	5.00	3.00	4.00	4.00	4.00	3.00	4.00	2.00	2.00	2.00	2.00	2	2	1
3.00	5.00	3.00	5.00	1.00	4.00	3.00	4.00	2.00	2.00	2.00	2	1	2.00	2.00
3.00	5.00	3.00	3.00	4.00	5.00	3.00	3.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
3.00	5.00	3.00	3.00	4.00	4.00	3.00	3.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
3.00	5.00	3.00	3.00	2.00	4.00	2.00	4.00	2.00	2.00	2.00	1.00	1	2.00	2.00
2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1	2.00	1.00
4.00	6.00	3.00	4.00	4.00	5.00	3.00	4.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00
4.00	6.00	3.00	4.00	4.00	5.00	3.00	4.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00
5.00	6.00	3.00	5.00	4.00	5.00	3.00	5.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00
4.00	6.00	3.00	5.00	4.00	3.00	3.00	5.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
5.00	6.00	3.00	5.00	2.00	5.00	3.00	5.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
2.00	5.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	2.00	2.00
3.00	2.00	3.00	4.00	3.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
3.00	2.00	3.00	3.00	1.00	4.00	3.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	2.00
3.00	2.00	3.00	3.00	1.00	1.00	3.00	3.00	2.00	2.00	2.00	1.00	1.00	1.00	2.00
2.00	6.00	2.00	3.00	2.00	3.00	2.00	3.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00
3.00	6.00	3.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
3.00	6.00	3.00	4.00	4.00	4.00	3.00	4.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00
3.00	5.00	3.00	3.00	2.00	2.00	3.00	4.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00
4.00	2.00	3.00	4.00	2.00	4.00	3.00	4.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	6.00	3.00	5.00	4.00	5.00	3.00	5.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
3.00	6.00	3.00	3.00	2.00	3.00	3.00	5.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00
2.00	5.00	2.00	2.00	1.00	3.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00
4.00	6.00	3.00	4.00	4.00	5.00	2.00	4.00	1.00	2.00	2.00	2.00	2.00	2.00	1.00
4.00	6.00	3.00	3.00	2.00	4.00	3.00	3.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00
3.00	6.00	3.00	4.00	4.00	5.00	3.00	4.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
4.00	6.00	3.00	5.00	4.00	5.00	3.00	4.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00
3.00	5.00	3.00	3.00	2.00	4.00	2.00	4.00	2.00	2.00	2.00	1.00	1.00	2.00	2.00
4.00	5.00	3.00	3.00	4.00	5.00	3.00	3.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00
5.00	6.00	3.00	5.00	4.00	4.00	3.00	5.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	5.00	3.00	4.00	4.00	5.00	3.00	4.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00
3.00	5.00	3.00	4.00	4.00	5.00	3.00	5.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
4.00	6.00	3.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	6.00	3.00	4.00	4.00	4.00	3.00	4.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	6.00	3.00	5.00	4.00	5.00	3.00	5.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
3.00	6.00	3.00	4.00	4.00	4.00	3.00	4.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00
4.00	6.00	2.00	5.00	2.00	5.00	2.00	5.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
2.00	6.00	3.00	4.00	2.00	2.00	3.00	4.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
5.00	6.00	3.00	5.00	4.00	5.00	3.00	5.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	6.00	3.00	5.00	4.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00
4.00	6.00	3.00	5.00	4.00	5.00	3.00	5.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
3.00	6.00	2.00	4.00	3.00	5.00	3.00	5.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00
3.00	6.00	3.00	3.00	2.00	3.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
3.00	5.00	3.00	3.00	3.00	5.00	3.00	4.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00

Appendix F

NVivo nodes structure and coding