Recognising Academic Practice in teaching and learning

part of the Academic Professional Development Framework

Sept 2014
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Contacts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel</th>
<th>E-mail</th>
</tr>
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<tbody>
<tr>
<td>Framework Director:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Lea</td>
<td>3793</td>
<td><a href="mailto:john.lea@canterbury.ac.uk">john.lea@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Framework Coordinator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicky Galer</td>
<td>2952</td>
<td><a href="mailto:nicky.galer@canterbury.ac.uk">nicky.galer@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>PGCAP and UCAP Programme Director:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rayya Ghul</td>
<td>3794</td>
<td><a href="mailto:rayya.ghul@canterbury.ac.uk">rayya.ghul@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Director of Learning and Teaching:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Burkinshaw</td>
<td>2247</td>
<td><a href="mailto:sue.burkinshaw@canterbury.ac.uk">sue.burkinshaw@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Faculty-based Directors of Learning and Teaching (FDLTs):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trevor Welland</td>
<td>3648</td>
<td><a href="mailto:fdlt.artsandhums@canterbury.ac.uk">fdlt.artsandhums@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken Powell</td>
<td>2638</td>
<td><a href="mailto:fdlt.ed@canterbury.ac.uk">fdlt.ed@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Health &amp; Wellbeing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alison Eyden</td>
<td>2036</td>
<td><a href="mailto:fdlt.health@canterbury.ac.uk">fdlt.health@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Social &amp; Applied Sciences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristina Masuwa-Morgan</td>
<td>2689</td>
<td><a href="mailto:fdlt.sas@canterbury.ac.uk">fdlt.sas@canterbury.ac.uk</a></td>
</tr>
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Dear Colleagues,

Welcome to the ‘Recognising Academic Practice (RAP) in teaching and learning’ part of the Academic Professional Development Framework (APDF).

This is part of a Continuing Professional Development (CPD) agenda at Canterbury Christ Church University (CCCU) and is an opportunity for you to demonstrate and be recognised for your commitment and role in teaching and supporting learning in higher education. The Framework is offered to all our staff and collaborative partners.

The UK Professional Standards Framework (UKPSF) was developed to enable higher education (HE) institutions to apply the standards to their own professional development programmes and thus demonstrate that the national professional standards for teaching and supporting learning are being evidenced and engaged with. CCCU APDF has been developed to engage with and be underpinned by these national standards.

Public recognition of expertise and commitment to supporting the student learning experience is evidenced through individuals becoming a registered Fellow of the Higher Education Academy (HEA). This APDF will provide you with an opportunity to become an Academy Fellow according to your role and experience. Both taught and non-taught routes are available.

The APDF has been developed to:

• meet the professional and developmental needs of staff across the University for those who have a teaching role or support learning

• be an integrated and University-wide ‘owned’ programme with stakeholder involvement from across the University in the commitment to the professional development of staff

• engage with the UKPSF for teaching and supporting learning in higher education

• enhance the development of a learning and teaching (L&T) community of practice and enquiry across the University and provide recognition opportunities for staff in teaching and supporting learning.

All routes of the Framework support and encourage participants to discuss, share, engage and evidence high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to further develop a critical and reflective approach to teaching and supporting student learning.

I would like to invite you to engage with the APDF, welcome your commitment to the development of a L&T community of practice and enquiry at CCCU and wish you every success in your personal and professional development journey.

With best wishes,

Sue Burkinshaw

Director of Learning and Teaching
Section one:

Introduction to the Academic Professional Development Framework

A message from Professor Sue Piotrowski

“Our students deserve high quality in learning and teaching and this Academic Professional Development Framework is one way in which we can demonstrate to them our firm commitment on maintaining and enhancing this quality. It also provides individual staff members with an opportunity to have their learning and teaching-related professional development showcased, recognised and rewarded. The University is committed to achieving a fully HE teaching qualified workforce by September 2016, and this framework is also the axis to ensure we achieve this aim”

Professor Sue Piotrowski, Pro Vice-Chancellor (Academic)

The main aim of this Framework is to provide a range of opportunities for all staff who teach and/or support learning to work towards either a Fellowship or teaching qualification in HE. It was agreed at the Michaelmas Term Academic Board (December 2012).

The HEA has four levels of Fellowship: Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. In each case practitioners must provide evidence of engagement with the UKPSF against the Descriptors provided for each level of Fellowship (from D1 to D4 respectively) (see Section 3). For experienced staff Fellowships may be achieved through a portfolio of evidence of CPD.

This Framework provides staff with either a taught or non-taught route to Fellowship status:

a) The taught routes: Staff who successfully complete the Postgraduate Certificate in Academic Practice – PGCAP, will be able to apply directly and automatically for a Full fellowship with the HEA. Staff who successfully complete the University Certificate in Academic Practice (UCAP), will be able to apply directly and automatically for an Associate Fellowship with the HEA. In both cases the master’s credit accumulated can also be accredited towards a diploma or full MA Education (HE), and those on the UCAP may advance to the PGCAP, if appropriate.

b) The non-taught routes: In all other cases the application for Fellowship will be through the compilation of a portfolio of evidence of CPD (see Section 5). Those applying for Senior or Principal Fellowships will only be able to apply through this route. However, staff undertaking the non-taught route to the other Fellowships may wish to attend some of taught sessions in the form of non-credit bearing CPD.

Staff will be able to discuss the appropriateness of undertaking either route, and the levels of Fellowship status, with the Framework Director. It is the University policy that academic staff with less than one year’s UK HE teaching experience are required to undertake the taught route. Those on contracts of 0.5 full-time equivalent (FTE) or above will register for the PGCAP, and those on contracts below 0.5 FTE (or the equivalent) will normally register for the UCAP.

In all cases staff will be provided with support in compiling the relevant evidence to support a Fellowship application. On the taught route, tutorial support will be offered by the PGCAP and the UCAP teaching team, and each participant will work with a school-based mentor. On the non-taught route, you may wish to discuss with your Faculty Director of Learning and Teaching (FDLT) a range of activities to support your application. In addition, staff working towards the PGCAP qualification will need to have their application endorsed by their head of department (HoD) who will arrange for the appropriate support needed to successfully complete the programme.
Section two: The main routes to HEA Fellowships and teaching qualifications

<table>
<thead>
<tr>
<th>On Entry</th>
<th>UK HE teaching experience and/or learning support experience</th>
<th>UK PSF mapping</th>
<th>CCCU CPD offer</th>
<th>Evidence base</th>
<th>Nature of engagement</th>
<th>Exit Outcome</th>
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<tr>
<td>Initial profile and interview with the Director of the APDF</td>
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<td></td>
<td>Less than one year and below 0.5 FTE contract</td>
<td>D1</td>
<td>UCAP</td>
<td>Credit-bearing portfolio</td>
<td>Taught programme/Mentor</td>
<td>UCAP + AFHEA</td>
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<td></td>
<td>Greater than one year and below 0.5 FTE contract</td>
<td>D1</td>
<td>CPD activities</td>
<td>Non-credit portfolio</td>
<td>Workshops/supervisor/learning set</td>
<td>AFHEA</td>
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<td></td>
<td>Less than one year and 0.5 FTE or above contract</td>
<td>D2</td>
<td>PGCAP</td>
<td>Credit-bearing portfolio</td>
<td>Taught programme/mentor</td>
<td>PGCAP + FHEA</td>
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<td></td>
<td>Greater than one year, but less than three years and 0.5 FTE or above contract</td>
<td>D2</td>
<td>CPD activities</td>
<td>Non-credit portfolio</td>
<td>Workshops/supervisor/learning set</td>
<td>FHEA</td>
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<td></td>
<td>Greater than three years and 0.5 FTE or above contract</td>
<td>D3 or D4</td>
<td>CPD activities</td>
<td>Non-credit portfolio</td>
<td>Workshops/supervisor/learning set</td>
<td>SFHEA</td>
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<td>D3 or D4</td>
<td>CPD activities</td>
<td>Non-credit portfolio</td>
<td>Workshops/supervisor/learning set</td>
<td>PFHEA</td>
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AFHEA - Associate Fellow of the Higher Education Academy
FHEA - Fellow of the Higher Education Academy
SFHEA - Senior Fellow of the Higher Education Academy
PFHEA - Principal Fellow of the Higher Education Academy
Section three:
The UK Professional Standards Framework

The CCCU APDF is accredited by the HEA. Successful completion of either of the taught routes or successful submission of a CPD portfolio will enable the applicant to achieve one of the four HEA Fellowship awards. In each case the applicant will need to demonstrate evidence of engagement with the UKPSF. Check with the descriptors and typical roles on pages 6-9 to see which is the most appropriate for you in your current role.

Aims of the Framework

The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning

2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings

3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.

4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning

5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities
Recognising Academic Practice in teaching and learning

Dimensions of the Framework

In all non-taught applications it is important to explicitly demonstrate engagement with the following three dimensions of practice. Those on the taught route have these dimensions embedded in their programme of study.

**Areas of Activity**

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

A2 Teach and/or support learning

A3 Assess and give feedback to learners

A4 Develop effective learning environments and approaches to student support and guidance

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**Core Knowledge**

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

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

**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 continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
## Descriptor 1

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 |
| 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 |

### Typical individual role/career stage

Individuals able to provide evidence of effectiveness in relation to their professional role(s) which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:

| a. Early career researchers with some teaching responsibilities (e.g. PhD students, graduate teaching assistants (GTAs), contract researchers/post doctoral students etc.) |
| b. Staff new to teaching (including those with part-time academic responsibilities) |
| c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) |
| d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities |
| e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio |

### Related HEA recognition

- Associate Fellow
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values

IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:

a. Early career academics

b. Academic-related and/or support staff holding substantive teaching and learning responsibilities

c. Experienced academics relatively new to UK higher education

d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

Fellow
Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

I. Successful engagement across all five Areas of Activity
II. Appropriate knowledge and understanding across all aspects of Core Knowledge
III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:

a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
b. Experienced subject mentors and staff who support those new to teaching
c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

Typical individual role/career stage

Related HEA recognition

Descriptor 3

Senior Fellow
### Descriptor 4

Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments

II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings

III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning

IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)

V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

<table>
<thead>
<tr>
<th>Typical individual role/career stage</th>
<th>Related HEA recognition</th>
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<tr>
<td>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</td>
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<tr>
<td>a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</td>
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<tr>
<td>b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning</td>
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<tr>
<td>c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
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Principal Fellow

Part of the Academic Professional Development Framework
Section four:
The taught route qualifications -

1. The Postgraduate Certificate in Academic Practice - PGCAP

What is the PGCAP?
A Postgraduate Certificate in Academic Practice which prepares new academics and professional services staff for working with students to enable their learning, in the broadest sense. The programme provides a scholarly and practical grounding in learning and teaching in higher education, student engagement and creating an inclusive environment for learning. It is also available to more experienced staff who would like to undertake it as part of their own CPD.

Programme accreditation?
The programme is accredited by the HEA, and successful completion provides eligibility to apply for Fellowship through the University’s internal accreditation programme. The programme has also been validated by the Nursing and Midwifery Council (NMC) to provide NMC Teacher Status. NMC participants will have to undertake additional work and register 360 hours of teaching practice in order to meet the requirements of the NMC Standards for Learning and Assessment in Practice (2010).

What does it cover?
The programme has three parts:

Part One - Introduction to Academic Practice - 20 master’s credits:
This module aims to provide foundation knowledge, skills and values for academic practice in higher education, grounded in a personal critical reflective practice. You will learn how to use theory and research to design and deliver appropriate teaching, learning and assessment activities within your own subject discipline or professional service area. You will understand Quality Assurance policies and procedures and how they support the design and delivery of different curricula. You will also learn about the personal and institutional processes which will help you to enhance student experience and engagement within an inclusive learning environment.

Teaching takes place from December with two one-day workshops per month for three months.

Part Two - Pedagogic Research and Reflection - 20 master’s credits:
The module aims to deepen your critical reflective practice and pedagogical enquiry. You will undertake a scholarly investigation using a suitable methodology within an Action Research paradigm. You will learn how to utilise critical reflection and scholarship to evaluate your and your peers’ research.

Teaching takes place from April with an initial set of four one-day workshops with a break until September when you will return to the module for two more workshops in writing for publication and peer review.
Part Three - one module - Enhancing Academic Practice - 20 master’s credits:
This module builds on Introduction to Academic Practice and provides a bridge between the two taught parts of Pedagogic Research and Reflection. You will be introduced to a range of enhancements for enabling learning and academic practice which you can try out and critically evaluate. In particular, technological enhancements and cross-disciplinary working will be encouraged. By the end of the module you will also be able to articulate your own philosophy of higher education which should include a commitment to respecting diversity and inclusive practice.

Teaching takes place from April with two one-day workshops per month for three months.

In all modules there will be blended learning activities in between sessions and you will also be part of a small learning set with a dedicated mentor.

What are the entry requirements?
All applicants should have a degree or equivalent to undertake the PGCAP. Applicants seeking NMC Teacher Status must have completed at least 3 years post registration experience and have extended their professional knowledge to at least first degree level.

You should also have sufficient teaching and supporting learning opportunities in order to engage in the activities putting theory into practice.

What support is there?
The programme director and team will provide personal tutor support to all participants. You will also be part of a small learning set supported by a dedicated academic mentor. If you teach on a CCCU validated award you will also be supported by your Faculty Director of Learning and Teaching as part of the Academic Professional Development Framework.

Length of programme?
It can be studied over eighteen months to three years.

Cost?
PGCAP total cost £2,085, this will be waived for those contracted for 120 hours or more

Exemptions from fees apply to staff teaching on or supporting CCCU validated awards particularly where undertaking the course is a contractual obligation. Local arrangements with partner providers are also in force.

How do I apply?
For an application form and further details please contact: nicky.galer@canterbury.ac.uk

What should I achieve at the end of the programme?
By the end of the PGCAP you will be able to:

1. Critically and systematically evaluate core and advanced knowledge, theory and practice in higher education learning, teaching and assessment and utilise scholarship and research to enhance practice and continuing professional development.

2. Utilise a synthesis of knowledge and professional values to design, carry out and evaluate effective learning, teaching and assessment activities appropriate to the needs of students in their discipline areas with due regard to the quality requirements and assurance processes of Canterbury Christ Church University, the Quality Assurance Agency and professional and statutory regulatory bodies.
3. Demonstrate respect for individual learners and diverse learning communities through promoting inclusive and student-centred practices and learning environments taking Critically and systematically evaluate core and advanced knowledge, theory and practice in higher education learning, teaching and assessment and utilise in account the contemporary context of higher education and how this impacts on professional practice.

4. Utilise critical reflective practice to evaluate and enhance learning, teaching and assessment practice, including technological enhancements, and identify subjects for pedagogical inquiry.

5. Carry out educational research into an aspect of your own higher education practice utilising appropriate methodologies and make recommendations for future developments.

If you are an NMC registrant you will also be able to:

1. Support interprofessional working and learning.

2. Teach and assess in practice settings.

3. Contribute to decisions about fitness to practise of NMC students for both registration and qualifications at a level beyond initial registration.

The Student Journey

N.B the darkened area in each module is the reflective element
2. The University Certificate in Academic Practice - UCAP

Who is it for?
The programme is principally aimed at those who are new to UK HE teaching or supporting learning and who are working in the following capacities:

- Sessional or fractional academic staff employed by the University on teaching contracts under 120 hours per annum
- Staff employed by another institution (e.g. further education colleges) delivering HE work on a CCCU validated programme
- PhD students at the University who may be undertaking some teaching.

What is the UCAP?
A postgraduate qualification in learning and teaching aimed at part-time and sessional HE staff and those working on collaborative programmes from other institutions. It carries 20 credits at Level 7 and is equivalent to one-third of the full PGCAP. Advanced standing on the latter can be awarded to those who successfully complete the award and secure Christ Church teaching contracts of under 120 hours per annum.

Programme accreditation?
The programme is accredited by the HEA, and successful completion provides eligibility to apply for Associate Fellowship through the University's internal accreditation programme.

What are the entry requirements?
Normally, all participants should have a degree or equivalent, and be working on a CCCU HE validated award.

What does it cover?
The course provides a practical and scholarly grounding in the core knowledge and skills in:
Learning, teaching and assessment in Higher Education
Quality Assurance in Higher Education
Introduction to structures and processes for supporting students as learners in an inclusive environment
Developing a critical reflective practice.

Introduction to Academic Practice - 20 master's credits:
This module aims to provide foundation knowledge, skills and values for academic practice in higher education, grounded in a personal critical reflective practice. You will learn how to use theory and research to design and deliver appropriate teaching, learning and assessment activities within your own subject discipline or professional service area. You will understand Quality Assurance policies and procedures and how they support the design and delivery of different curricula. You will also learn about the personal and institutional processes which will help you to enhance student experience and engagement within an inclusive learning environment.

What support is there?
- Course Tutors to assist with assessment and monitor progress
- Mentors to assist with action learning sets, discipline specific curriculum issues and undertake observations and reviews of teaching.
Length of programme?
It is a flexible short-course able to be completed in one academic year.

When does it run?
Six one day workshops over three months, supported with online materials, blended learning within an action learning set and individual mentor support.

Cost?
UCAP total cost £695, this will be waived for those contracted for 40 hours or more

Exemptions from fees apply to staff teaching on or supporting CCCU validated awards particularly where undertaking the course is a contractual obligation. Local arrangements with partner providers are also in force.

How do I apply?
In the first instance, please discuss with the relevant CCCU Programme Director.

Further details?
For an application form and further details please contact: nicky.galer@canterbury.ac.uk

What should I achieve at the end of the programme?
By the end of the UCAP you will be able to:

1. Utilise theory and research in higher education to design and deliver appropriate teaching, learning and assessment activities within your own subject discipline.

2. Develop and maintain a critical reflective practice and give and receive constructive peer feedback for enhancement of learning, teaching and assessment.

3. Demonstrate critical awareness of the particular needs of a higher education curriculum with reference to the quality requirements and assurance processes of Canterbury Christ Church University, the Quality Assurance Agency and professional and statutory regulatory bodies.

4. Demonstrate critical awareness of personal and institutional processes and structures which enhance student experience and engagement within an inclusive learning environment.
Section five:
The non-taught routes - the continuing professional development portfolio

Who is it for?
Experienced staff will be encouraged to make a Fellowship application through the non-taught route by compiling a CPD portfolio (see Section 6). Experienced staff will be self-selective, but those with less than three years UK HE teaching experience will be encouraged to engage with the taught route qualifications (see Section 4) by negotiation with the Framework Director and FDLTs. The non-taught route will provide participants with opportunities to engage with the activities below, in advance of, and alongside, the compilation of a portfolio.

Levels of Fellowship

**Associate Fellow and Fellow** – in the majority of cases it is anticipated that participants will be undertaking the PGCAP or the UCAP. In cases where it is deemed appropriate for experienced staff to undertake this through the non-credit-bearing portfolio route, participants will be encouraged to attend some of the credit-bearing modules as workshops, and to understand the ways in which the taught programme is underpinned by its alignment with D1 and D2 of the UKPSF.

**Senior Fellow** – participants will be encouraged to make full and explicit references to the ways in which their activities contribute to leadership in L&T in order that they specifically address the following: “Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to teaching and learning” (HEA, 2011, D3, VII: 6).

**Principal Fellow** – participants will be encouraged to make full and explicit references to the ways in which their activities contribute to the championing of L&T and how they have actively contributed at the strategic and policy level, both University-wide, and beyond. Specifically: "Championing within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration, etc.)" as outlined in the UKPSF D4 (HEA, 2011, D4, I-V: 7).

Which level is right for me?
Check your current role against the descriptors on pages 6-9. As a rough guide, if you think your current role would enable you to provide evidence of engagement with TWO areas of activity in the UKPSF then you should consider Associate Fellow. If you think your role would enable you to provide evidence of engagement with all FIVE areas of activity, then you should consider Fellow. If you have a leadership role (not necessarily a formal management role) related to e.g. mentoring, curriculum design, or programme management, then you should consider Senior Fellow. If you have a strategic institutional role related to pedagogy and/or role or standing beyond the institution then you should consider Principal Fellow.

Engagement activities

**A Learning sets** - will be established in flexible ways to suit needs. The FDLTs will provide details of a suitable individual mentor; offer support and guidance on L&T projects; and direct you to the credit-bearing components of the Framework, as appropriate. The FDLTs will also work with the Framework Director and the Programme Director for the PGCAP to help you prepare your application for a Fellowship (see Section 9).

**B Seminars, workshops and conferences** – will be promoted through the University’s Annual Staff Development Programme, including faculty and school-based events. In addition, you will
be encouraged to participate in the taught programme sessions; attend external L&T-centred conferences; and join professional communities at university, national and international level, e.g. HEA subject network, and professional bodies’ L&T activities (e.g. Nursing and Midwifery Council).

C Peer observation and review of L&T (POR) - operates within a ‘scholarly dialogue model’, and is designed to be integrated smoothly into Fellowship application claims. Full details can be found in the separate POR guide.

D The Scholarship of Teaching and Learning (SoTL) - Local and cross institutional groups, supported by the Learning and Teaching Enhancement Unit and the FDLTs will meet to develop and share practice and provide a source of professional development for participants. Faculty-based and institution wide L&T symposia should also provide opportunities for individuals to openly discuss innovations in L&T at the University, and this will be supported throughout the year with a new website dedicated to scholarship in L&T.

E Technology Enhanced Learning and Teaching (TELT) - the University has committed to a large-scale investment and development programme to embed TELT into the curriculum for all students on each programme. The TELT Strategy identifies the objective that:

“Competency with TELT is a component within the professional development framework and a feature within appraisal and professional development planning to incentivise staff to engage with scholarship or pedagogic research and enquiry in relation to TELT developments within their subject specialism.”

Details can be found in the TELT strategy document www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/Documents/TELTStrategy2012-2015.pdf

An e-portfolio

An e-portfolio will enable you to provide evidence of engagement with the appropriate dimensions of the UKPSF descriptors and record all your professional development activity in one convenient space.

This space is designed to meet a range of aims:

- **Be able to facilitate the presentation of a claim for Fellowship** – with the HEA and other professional bodies relating to L&T (e.g. SEDA) and support professional updating (e.g. Nursing and Midwifery Council) and record activities for use in appraisal discussions
- **To be holistic** – where the full range of academic activities, including subject-based research and other activities, may also be documented
- **Have a private and public interface capability** – where staff will be able to satisfy the University’s requirements to document activities for the purpose of research directories, for appraisal, and other public records, as well as to share information with other colleagues and parties at will

If you are interested in using an e-portfolio to present your Fellowship application, we will provide you with the necessary tools and templates to construct and share your personal e-portfolio. Access to the e-portfolio tool can be gained by clicking on the ‘PebblePad’ tab within Blackboard.

We will be encouraging staff to present their evidence in this way, but you may still present your evidence in a more traditional electronic or hard copy form.
### Section six:
**Summary of academic profiles and engagement activities for the non-taught routes to HEA Fellowships**

<table>
<thead>
<tr>
<th>Initial</th>
<th>Academic Profiles</th>
<th>UK PSF mapping</th>
<th>Evidence Bases</th>
<th>Engagement Activities</th>
<th>Exit Outcome</th>
</tr>
</thead>
</table>
| Interview with Framework Director or FDLT | More than one year UK HE teaching experience and below 0.5 FTE contract | D1 | CPD portfolio:  
1. Personal statement  
2. Evidence of promotion of student learning  
3. Evidence of contribution to others’ CPD  
4. Evidence of commitment to own CPD  
5. Active CV | Any combination of the following:  
A Engagement with faculty learning set  
B Contribution to seminars, workshops, conferences  
C POR activities  
D Other SoTL activities  
E TELT activities | AFHEA |
| | Between one & three years UK HE teaching experience and 0.5 FTE or above contract | D2 | | | FHEA |
| | Substantial experience of UK HE teaching and L&T leadership, co-ordination, and/or mentoring | D3 | | | SFHEA |
| | Championing an integrated approach to academic practice within institutional and/or wider settings | D4 | N.B.: 2,3,4 can be evidenced through two or three critical narrative accounts of significant CPD activities  
See page 19 | See pages 15 - 16 | PFHEA |

AFHEA - Associate Fellow of the Higher Education Academy  
FHEA - Fellow of the Higher Education Academy  
SFHEA - Senior Fellow of the Higher Education Academy  
PFHEA - Principal Fellow of the Higher Education Academy
Section seven:
Putting a portfolio of evidence together

7.1 An Aide Memoire

The following is an aide memoire to professional development activities which could be used to evidence engagement with the UKPSF Dimensions of Practice and feature in a claim for Fellowship:

**Contribution to L&T activities within the University context, including:**
- Engagement with pedagogic enterprise and innovation
- Developing L&T– including technology enhanced learning
- Developing assessment and feedback strategies
- Internal dissemination/publication of disciplinary/pedagogic research and scholarship
- Contribution to disciplinary/pedagogic research related to L&T
- Activities which promote student engagement in their studies

**Contribution to other L&T related activities, including:**
- Engagement with pastoral and personal tutoring initiatives
- Contributing to wider student support and guidance provision
- Supporting retention initiatives
- Engagement with employability initiatives, e.g. placement and work-related learning opportunities
- Contribution to curriculum development from outreach, knowledge transfer activity, volunteering and placement
- Engagement with equality, diversity and inclusive practice

**Contribution to quality activities related to L&T, including:**
- Engagement in quality processes – preparing documentation, serving on panels, external examining
- Engagement in peer observation and review
- Contributions to internal reports and policy
- Formal evaluation of L&T practice and pedagogic research within own or school practice
- Report on activities associated with L&T coordinator/Quality Officer/staff development roles
- Engagement with National Student Survey results and other forms of student evaluation

**Contribution to L&T related leadership activities within the University, including:**
- Leadership in devising/developing/revising academic programmes
- Support, guidance and development of staff including formal mentoring
- Academic contribution to the APDF and PGCAP programmes
- Internal leadership roles – projects, working groups, conferences, workshops, committees, academic networks
- Leading and/or supporting school/faculty/University/professional development events
- Report on secondment, study, and/or development leave

**Contribution to other wider and external L&T related activities:**
- Engagement with professional bodies’ provision for L&T (including the HEA)
- Contribution to national development engagements – conferences, workshops etc.
- Activities related to professional body awards e.g. SEDA
Recognising Academic Practice in teaching and learning

- Engagement on higher degree study related to CPD, e.g. diploma or full MA Education (HE)
- Activities relating to the achievement of national teaching awards
- Contributions to national/international L&T related publications and debate

7.2 Criteria for Fellowship award judgements

**Criterion 1: Personal statement relating to L&T**
- The beliefs, values and theoretical perspectives that underpin your current practice as an educator
- Perspectives on your current academic identity within a holistic account of academic practice

**Criterion 2: Contribution to promoting and enhancing the student learning experience**
This could be illustrated in a number of ways, e.g.: 
- Working creatively to stimulate and inspire learning, organising and presenting resources cogently and imaginatively
- Innovation in recognising the diversity of student learning needs, drawing upon the results of relevant research, scholarship and professional practice
- Critically engaging with, and contributing to, the established literature on pedagogy within the discipline and HE generally
- Active contributions to improvements in the student learning experience
- Actively developing quality assurance and enhancement practices
- Applying research and scholarship to your own evidence base in supporting L&T
- The contribution of personal disciplinary and pedagogic research on your own L&T practice

**Criterion 3: Contribution to others’ professional practice related to L&T**
This could be illustrated in a number of ways, e.g.: 
- The development of colleagues in promoting student learning
- Developing school/faculty/institutional/national initiatives to enhance students’ learning
- Active contribution to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure
- The development of the L&T profile of the school/faculty/University
- Contributions to scholarship within the discipline and educational practice

**Criterion 4: Commitment to ongoing L&T related professional development planning**
This could be illustrated in a number of ways, e.g.: 
- Action planning in areas for developing academic profile, identity and practice
- An evaluative overview of the contribution to personal professional development of formal and non-formal professional development activities

**Criterion 5: An updated active CV**
An ‘Active CV’ will be available through the e-portfolio, equipped with suitable templates.
7.3 Presentation of the portfolio

Whilst a paper-based portfolio would be acceptable as a claim for Fellowship it is hoped that the benefits of access to an e-portfolio space will mean that the majority of staff will use this provision within the University VLE.

All narrative components (i.e. Criteria 1-4) should provide evidence of a critically reflective engagement with relevant scholarly sources and pedagogic research, which might include discipline specific and more generic scholarship. In cases where wider subject-based activities are concerned, evidence should be supplied which explains its significance for professional and educational development. Wherever possible the narratives should be evidenced at programme, school, faculty, University, national and/or international level.

N.B. In all cases you may choose to centre your application around two or three significant CPD activities or projects, and use these as the critical narratives which use evidence from the Criteria 1 - 4 as appropriate within those narratives.

In all cases participants will be directed to engage with the written guidance provided by both the University and the HEA on the achievement of Fellowship status, paying particular attention to the ways that their practice is underpinned by the values component of the UKPSF.

All applications should be accompanied by the relevant number of advocate statements – one for Associate Fellowships and Fellowships, and two for Senior and Principal Fellowships. Further details can be found on the Application Forms and at http://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/HEA-Fellowship-applications.aspx.

7.4 Word limits

The word guide limit for the CPD portfolio is 6,000 words for Senior or Principal Fellow applications, 4,000 words for Fellowship, and 2000 words for Associate Fellow (excluding the Active CV which should be presented separately in all cases).

The words may be spread evenly across all four of the component parts, normally prefaced by a short personal statement (Criterion 1) followed by up to three case studies or projects the applicant has been involved in, which incorporate aspects of the other three component parts (Criteria 2,3,4).

In all applications the Verification Panel (see Section 8) will be looking for appropriate engagement with the dimensions of the UKPSF, and applicants may find it useful to explicitly signpost this particularly when presenting evidence from a case study or project. Features within the e-portfolio templates also make tagging evidence straightforward.
Section eight:
Submitting a portfolio of evidence

8.1 Consideration of applications

8.1.1 The taught routes: an Examination Board
Applications for Associate Fellow and Fellow through the credit bearing, taught routes (either UCAP or PGCAP) will be considered at an Examination Board which meets each year in June and December. The Board comprises: the Head of the Quality Standards Office (QSO), who acts as Chair; the Programme Director for the PGCAP who acts as deputy chair; two University appointed external examiners; a member of the Registry from the University; and the teaching team. Candidates for examination will be expected to submit portfolios for examination by the 30th April and 31st October in the year of intended examination, and will have three years from registration to do so. The University rules for taught programmes at master’s level will be applied in these cases.

8.1.2 The non-taught routes: A Verification Panel
Applications for Associate Fellow, Fellow, Senior Fellow or Principal Fellow through the non credit-bearing route will be considered by a Verification Panel, meeting twice yearly, normally in June and December. Applications should be completed six weeks before the Panel meets and dates will be signposted each year on StaffNet. The Panel will mirror an Examination Board for taught awards, and will verify whether applicants have been successful in the submission of their portfolios for one of the four levels of Fellowship. Each portfolio will have been formally assessed by at least two of the Panel members, and the full Panel will act as an Examination Board, along with an independent chair and an external examiner (someone who has the highest level of Fellowship potentially being awarded at each Panel meeting). Applicants should expect to know the Panel’s decision within three weeks of the meeting of the Verification Panel. In cases where an applicant is unsuccessful, they will be provided with developmental feedback to guide a subsequent reapplication.

8.1.3 Assessment Criteria
The taught programmes are assessed against the master’s level grading criteria which can be found in the programme handbook. The handbook also contains guidance on how the portfolio of evidence should be presented. For the non-taught routes there is no qualification being awarded and the evidence presented may vary in format, according to whether applicants would prefer to:

   a) be guided more by the Criteria headings (see 7.2) or by a more holistic narrative form
   b) submit evidence using an e-portfolio or in a more traditional electronic/hard copy form.

But in all cases non-taught applications will be judged according to whether they are:

   a) underpinned by a scholarly understanding of HE pedagogical concepts and ideas
   b) underpinned by the three dimensions of the UKPSF;
   c) able to demonstrate impact on student learning and/or strategies aimed at L&T at institutional or wider levels (as appropriate for the level of Fellowship claimed).
8.2 Feedback to applicants

In preparation for making an application there will be opportunities to engage in professional dialogues around L&T. This could be as a participant in a learning set which on occasion will meet to specifically address the application process. Post submission, all applicants, successful or not, will be encouraged to access oral feedback in the form of a professional dialogue with a member of the Verification Panel. The rationale for this is that reapplication will need to be planned and in most cases involve negotiation with a line manager. Successful applicants they be encouraged to make further progression through the Fellowships as their roles change within the University, and to provide mentoring support for colleagues advancing to the Fellowship level they themselves have achieved.
Section nine:

Learning sets

Like the allied concept of action research, action learning sets can have a very specific meaning or can be used in a much more loose way. In both the PGCAP and the wider APDF both terms are used loosely simply to facilitate academic staff adopting a systematic and scholarly approach to reflection on professional practice. That said, an individual or group might prefer to adopt a more precise definition of either term and work within those parameters.

The originator of the term ‘learning set’, Reg Revans, initiated them with the formula:

\[ L \text{ (learning)} = P \text{ (programmed/existing knowledge)} + Q \text{ (questioning/insight)} \]


Experimenting with learning sets indicates that reflective learning is more likely to be productive if it is focused and consistent. If undertaken in groups it is also likely to encourage a deeper understanding of the issues particularly if individuals are receptive to wider peer review. And on a practical level the necessity of meeting/engaging regularly with colleagues can help to defeat the procrastination which comes with busy working lives.

In essence a learning set need be no more than an agreement amongst a group of colleagues to meet/engage regularly for a set period to have their ideas/work critically scrutinised. An initial exploratory meeting can establish the ground rules, which may need to be renegotiated as time progresses. For the purposes of compiling evidence for a Fellowship application, participants might agree to share and scrutinise each other’s pedagogic ideas and practice, and offer scholarly-focused suggestions, using the UKPSF as guidance.

Some suggested principles for successful learning sets

1. The group can be any size, but practice indicates that six to ten is probably an ideal size

2. The lifespan of the group can be any length, but practice indicates that too short and too long can be unproductive - suggest two or three months as an ideal

3. The group must commit morally to the validity of the exercise, i.e. recognise the duty to meet/engage, and offer up - in equal measure - honest reflections on one’s own practice and probing/constructive reflections on colleagues’ work

4. Learning sets are ideal environments for honing listening skills, and practising Socratic questioning techniques - helping colleagues to answer their own questions

5. The group can benefit from a designated facilitator (possibly a FDLT) but a member(s) of the group could take on this role

6. A fundamental ground rule is that they should be collegial in nature and understood as a safe and secure environment for critical reflection on professional practice
Other guidance:

1. Some guidance on getting the most from reflective practice in general can be found in Appendix 3 of the POR guide, produced by Marian McCormick.

2. Some questions to initiate a learning set for the purposes of compiling evidence for a Fellowship application:
   - In what ways have I worked or could I work with colleagues/professional services/students to experiment/innovate with pedagogical ideas?
   - In what ways have changes I have made to pedagogic practice had a positive impact, and how could I enhance that?
   - How have I been involved in shaping/implementing University/national policies, strategies or initiatives? (e.g. inclusion and diversity, TELT, etc.)
   - In what ways is my teaching, learning and assessment regime informed by pedagogical research/evidence?
   - In what ways is my subject-based research able to lead/inform my teaching?
   - In what ways could my professional practice forge new links within the teaching-research nexus?
   
   (see Lea, J. (2012) *77 things to think about teaching and learning in higher education*. Canterbury: CCCU, particularly part 7 for further ideas and suggestions)

3. Some websites offering advice on setting up learning sets from diverse professional settings:

   From Robin Burgess, University of Sterling:
   www.robinburgessolpd.co.uk/?p=236 [accessed 23.04.13]

   From the University of Birmingham:

   From the HEA archive:

   From Motion Pixels: better business online:

   From Bond: networking for international development:
Section ten:
Quick self-assessment checklist/FAQs

1. Do I have to undertake a taught teaching qualification? (see page 2)
Only those who have less than one year of UK HE teaching experience upon appointment at CCCU are required to undertake a taught qualification. If you have more than one year of UK HE teaching experience you may still choose, or be advised, to undertake a taught qualification (many do). The more experienced you are the more likely you will undertake the non-taught route.

2. What’s the difference between the two taught routes? (see Section 4)
The PGCAP is a 60 master’s credit level qualification, normally for those on contracts of 0.5 FTE or above. Those below this would normally undertake the UCAP route, which is the first 20 credits of the full PGCAP, and you may choose to progress to the PGCAP subsequently. Successful completion of the PGCAP grants Fellow status with the HEA, and the UCAP grants Associate Fellow status.

3. What’s the advantage of undertaking a taught qualification? (see Section 4)
The taught qualifications provide participants with a structured and coherent pathway through HE pedagogical concepts and ideas and the academic infrastructure and Quality Code for UK HE. The modules start with session planning, and move gradually towards wider questions of HE pedagogy and the role of universities in general. PGCAP participants will also have the opportunity to undertake a small-scale research project related to HE pedagogy.

4. How do I work out which level of Fellowship I should be aiming for? (see page 15)
There are four Fellowship levels – Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. Each level is related to your current role. Use the role descriptors to help you decide. As a rough guide, if you think your current role would enable you to provide evidence of engagement with TWO areas of activity in the UKPSF then you should consider Associate Fellow. If you think your role would enable you to provide evidence of engagement with all FIVE areas of activity, then you should consider Fellow. If you have a leadership role (not necessarily a formal management role) related to (e.g.) mentoring, curriculum design, or programme management, then you should consider Senior Fellow. If you have a strategic institutional role related to pedagogy and/or role or standing beyond the institution then you should consider a Principal Fellow.

5. How long would it take me to submit a portfolio of evidence for a Fellowship? (see page 20)
If you undertake a taught qualification the assignments you produce will constitute the required evidence. If you undertake the non-taught route, the evidence will come from your own experience in your current role. That experience must be related explicitly to the three dimensions of practice of the UKPSF and provide evidence of a scholarly engagement with aspects of HE pedagogy. As a rough guide, and assuming you have chosen the most appropriate level of Fellowship to aim for, you should be thinking of setting aside a week to compile a portfolio. If your current engagements are on-going this may be stretched over several days in an academic year, and possibly beyond.

6. What support can I expect in compiling a portfolio of evidence for a Fellowship? (see page 15)
The time and space to engage with either the taught or non-taught routes should be negotiated with your line manager as a part of a workload planning and scholarly activity discussion. Those on the taught routes will have a course tutor and mentor, but non-taught route participants may also seek mentoring support from existing holders of the Fellowship they aspire to. You might also consider forming a learning set with colleagues who are aiming for the same level of Fellowship as you (see page 23).
Recognising Academic Practice in teaching and learning + Peer Observation and Review of teaching and learning