Teaching and Learning Exchange

Professional Recognition Programme

Associate Fellow, Fellow and Senior Fellow of the Higher Education Academy

Participant Handbook 2018-2019
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## Glossary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AFHEA</td>
<td>Associate Fellow of the Higher Education Academy</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>D1, D2, D3, D4</td>
<td>Descriptor 1, etc. of the UKPSF</td>
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<tr>
<td>FHEA</td>
<td>Fellow of the Higher Education Academy</td>
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<td>HEA</td>
<td>Higher Education Academy</td>
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<td>NTF</td>
<td>National Teaching Fellow</td>
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<tr>
<td>PFHEA</td>
<td>Principal Fellow of the Higher Education Academy</td>
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<tr>
<td>SFHEA</td>
<td>Senior Fellow of the Higher Education Academy</td>
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<tr>
<td>UKPSF</td>
<td>UK Professional Standards Framework</td>
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Professional recognition at UAL

This handbook provides an overview of the University's Professional Recognition Programme leading to Associate Fellow, Fellow and Senior Fellow of the Higher Education Academy (HEA). The Programme complements and supports other professional development, reward and recognition schemes at the University, which are listed on the Teaching and Learning Exchange website (link).

Achieving Fellowship of the HEA has benefits for both individuals and the University. For individuals, it demonstrates a personal commitment to teaching, learning and the student experience, and provides formal recognition of this commitment that can be used for career planning and progression. For the University, it cultivates an environment that foregrounds excellent teaching that can be benchmarked against national criteria.

Importantly too, the process of preparing a Fellowship application provides a structured opportunity to think carefully and critically about your teaching and supporting learning, and to situate your practice in relation to scholarship, research and the wider sector as a whole.

The handbook should be read in conjunction with relevant documents for the category of Fellowship you will be applying for. Each stage of the process is outlined below and overview of the application process is provided in Figure 1.
Figure 1: Professional Recognition Programme Process

Activity: Identify appropriate category of Fellowship → Support: Attend introductory workshop

Activity: Register for the programme → Support: Allocated a mentor

Activity: Develop your claim for fellowship

Activity: Draft claim developed → Support: Mentor advises on readiness to submit

Activity: Finalised claim and supporting documents submitted

Activity: Evidence assessed by reviewers

Activity: Professional Recognition Board confirms the decision → Support: Receive feedback on claim
Introducing the UK Professional Standards Framework

The UK Professional Standards Framework (UKPSF) was developed by the HEA in consultation with the sector to support the development of learning and teaching staff in higher education. It provides a framework that enables institutions and individuals to benchmark performance against national standards.

The UKPSF has two components:

- **Descriptors** – these are a set of statements that describe typical teaching and learning roles in four categories, along with the set of characteristics of someone who performs them.

- **Dimensions of Practice** – these set out the areas of activity undertaken by teaching and supporters of learning within HE, core knowledge that is needed to carry out those activities at the appropriate level and professional values that someone performing these activities should embrace and exemplify.

The UKPSF has been developed to support educators who are committed to initial and continuing professional development, whether they are technicians, learning support staff, new or experienced teaching academics or in leadership positions.
Categories of Fellowship

The first stage in considering professional recognition is to reflect upon the nature of your role and to consider which Descriptor best defines your practice. The four Descriptors are:

- D1 - Associate Fellow
- D2 - Fellow
- D3 - Senior Fellow
- D4 - Principal Fellow

The University as been accredited to make recognition decisions for Associate Fellow, Fellow and Senior Fellow categories. We are able support applications for Principal Fellow, but these must be submitted to the HEA for assessment.

You may consider making a claim for recognition as **Associate Fellow** if you are:

- Relatively new to teaching;
- Engaged in a limited or partial way with teaching or support for learning;
- A graduate teacher assistant, researcher, academic support tutor, technician or librarian with limited teaching or learning support responsibilities.

You may consider making a claim for recognition as **Fellow** if you:

- Have a extensive teaching or learning support role;
- Are an early career academic;
- Are an experienced academic/teacher, but relatively new to UK higher education;
- Are a lecturer who plans curriculum, teaches and assesses students.

You may consider making a claim for recognition as **Senior Fellow** if you:

- Are an experienced teacher or supporter of learning able to demonstrate sustained and significant impact on peers; for instance, through leading, managing or mentoring others;
- Develop others to be more effective teachers or supporters of learning;
- Have responsibilities for teaching and learning support at school/college level or wider;
- Are a senior lecturer with management/mentoring responsibilities and have developed others to be more effective teachers.

You may consider making a claim for recognition as **Principal Fellow** if you:

- Are a highly experienced member of academic or academic-related staff, able to demonstrate effectiveness and impact at a strategic level, internally or externally, for teaching and learning;
- Are responsible for the strategic leadership of areas of teaching and learning within colleges or university.
Considering if the Programme is right for you

There are two routes for attaining Fellowship recognition at UAL:

- The PgCert Academic Practice in Art, Design and Communication, which enables participants to attain either Associate Fellowship or Fellowship.
- The Professional Development Programme, which enables applicants to attain Associate Fellowship, Fellowship or Senior Fellowship.

If you think that you might eligible for the PgCert, you should discuss this with your line manager. You might also consider attending a Teaching and Learning Exchange open day or checking our website (link).

The Professional Recognition Programme is especially suited if you are:

- New to teaching and learning support, or a hourly paid member of staff who is not eligible for the PgCert Academic Practice but would like to gain formal professional recognition for your teaching activity. You might, for example, be encouraged to apply for Associate Fellowship after completing the Teaching and Learning Exchange Thinking Teaching course.
- You are an experienced higher education teacher who engages with continuing professional development activity and have a teaching qualification in post-compulsory education from either the UK or abroad which didn't confer HEA Fellowship accreditation.
- You are already a Fellow of the HEA and would like to gain professional recognition to demonstrate that that you have a leadership role for career development.

Registering interest for the Programme

Having identified what category of Fellowship best reflects your role, you should then register on the Professional Recognition Programme using the appropriate registration form and send this to the Teaching and Learning Exchange (link).

The registration form helps you to reflect on your practice and identify ongoing development needs. It also helps the Professional Recognition Programme Coordinator identify a suitable mentor for you if you are accepted onto the Programme.

Developing your claim

Once accepted onto the Programme, you can begin working on your Professional Recognition Claim. Claims differ depending upon the category of fellowship you are applying for and the way in which you intend to evidence how you meet the UKPSF.

All claims are similar in that they must provide evidence of how an individual meets the relevant category of Fellowship and Dimensions of practice. In doing so you will need to be critically reflective and to provide evidence that is appropriate to the claim being made. Professional Recognition Claims can be presented in one of three formats: reflective account of practice, dialogue or portfolio (see below).

To support this process, candidates attend a series of developmental sessions (see table 1) and are allocated a mentor who has achieved at least an equivalent category of Fellowship. Mentors will meet with you, provide feedback on one full draft of your claim,
and will advise on readiness to submit your Professional Recognition Claim.

**Table 1: Professional Recognition Support**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>26th September</td>
<td>Introduction to HEA Fellowship</td>
</tr>
<tr>
<td>24th October 2018</td>
<td>Workshop 01 – Submitting Professional Recognition Claims: An overview of reflection and evaluation in context</td>
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<tr>
<td>28th November 2018</td>
<td>Workshop 02 – Embodying Teaching and Learning Philosophies</td>
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<tr>
<td>Dec 2018</td>
<td>Developing Fellowship Claims: Retreat</td>
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<td></td>
<td>These provides space away from the University to support staff applying for professional recognition. The retreat is participant-led, but aims to provide concentrated time developing professional recognition claims with opportunities to ask questions and receive feedback.</td>
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<tr>
<td>30th January 2019</td>
<td>Workshop 03 - Developing Critical Narratives on Teaching and Support</td>
</tr>
<tr>
<td>Feb-May 2019</td>
<td>‘Academic Leadership’ 20 Credit M Level Unit, for those interested in applying for, or working towards, Senior or Principal Fellow of the HEA, further details <a href="#">link</a>, or ‘Curriculum Review and Design’ 20 Credit M Level Unit that can help with the development of critically focused, theorised and evaluated curriculum development <a href="#">link</a>.</td>
</tr>
<tr>
<td>27th February 2019</td>
<td>Workshop 04 – Scrutinising Evidence on Impact</td>
</tr>
<tr>
<td>March 2019</td>
<td>Developing Fellowship Claims: Retreat</td>
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<td></td>
<td>Reflective Accounts: This retreat provides focused writing time and support to help candidates develop their reflective professional development claim</td>
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<tr>
<td></td>
<td>Portfolio Support: This retreat provides concentrated support for candidates to reflect on their professional development claim and develop appropriate supporting commentaries.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>27&lt;sup&gt;th&lt;/sup&gt; March 2019</td>
<td>Workshop 05 – Peer and mentor feedback on claims</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; May 2019</td>
<td>Workshop 05 – Peer and mentor feedback on claims</td>
</tr>
<tr>
<td>Apr 2019</td>
<td>Submission of Penultimate Draft Professional Recognition Claims to mentors</td>
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<tr>
<td>May 2019</td>
<td>Submission of Professional Recognition Claims for assessment</td>
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Providing evidence

Professional recognition claims are assessed by Reviewers who assess claims for Fellowship against the relevant descriptor of the UKPSF.

You are expected to demonstrate a high level of critical reflection and evaluation when discussing how activities and professional development relate to the UKPSF.

You can opt to submit your claim in one of three formats that should allow for inclusive and disciplinary relevant approaches as follows:

1. **Reflective Account of Practice** - enables candidates to discuss their own practice, provide a rationale for interventions, place interventions and problems within a critical context and evaluate their impact.

2. **Dialogue** – enables candidates to discuss their practice as part of an assessed professional dialogue. In preparation for the dialogue, candidates submit evidence mapped to the UKPSF. Assessors review the submitted evidence and use this to inform the focus and direction of your dialogue in conjunction with the UKPSF.

3. **Professional Recognition Portfolio** – enables candidates to draw together sources of evidence in a variety of media, such as written, audio-visual and/or practice-based. Candidates construct a portfolio that includes evidence and a critical and reflective commentary that discusses the included evidence and includes relevant theory, critical reflection and evaluation. Individual portfolios will differ depending upon the practice of each candidate; candidates work with mentors to ensure appropriate scope and depth for Professional Recognition Claims (see Table 2 for indicative scale given as word counts).

You will be supported through reflecting upon the intersection between the UKPSF, your teaching and professional practice and various forms of providing evidence on the support workshops.

Along with presenting your own evidence of how you meet the UKPSF, you will also need to provide two Advocate Statements from peers or managers who can verify and substantiate your claim to Fellowship. Criteria for advocates differ depending on Fellowship category.

Table 2 provides an overview of the scale and scope of evidence that should be submitted for each category of fellowship.
<table>
<thead>
<tr>
<th>Fellowship Category</th>
<th>Reflective Account of Practice</th>
<th>Dialogue</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Fellow</td>
<td>Written Reflective Submission, no more than 2000 words in length.</td>
<td>Submission of evidence mapped to the UKPSF followed by a 20 minute recorded professional Dialogue.</td>
<td>Portfolio of evidence mapped to the UKPSF, including a Commentary that should not exceed 1300 words.</td>
</tr>
<tr>
<td>Fellow</td>
<td>Written Reflective Submission, no more than 3000 words in length.</td>
<td>Submission of evidence mapped to the UKPSF followed by a 30 minute recorded professional Dialogue</td>
<td>Portfolio of evidence mapped to the UKPSF, including a Commentary that should not exceed 2000 words.</td>
</tr>
<tr>
<td>Senior Fellow</td>
<td>Written Reflective Submissions, no more than 6000 words in length.</td>
<td>Submission of evidence mapped to the UKPSF, followed by a 40 minute recorded professional Dialogue</td>
<td>Portfolio of evidence mapped to the UKPSF, including a Commentary that should not exceed 4000 words.</td>
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**Reviewing your claim**

Once submitted, your Professional Recognition Claim is reviewed by qualified and trained Professional Recognition Reviewers who will judge your claim against the category of Fellowship applied for. Professional Recognition Claims for Associate Fellow and Fellow categories are reviewed by two UAL Reviewer and a sample moderated by the External Verifier. Senior Fellow claims are reviewed by two UAL Reviewers and the External Verifier. Recommendations from reviewers and External Verifier are received by the Professional Recognition Board which moderates and formally confirms recognition outcomes. Outcomes can be any one of following:

- **Accept** – the candidate has sufficiently met the Descriptor applied for.
- **Borderline Refer** – the candidate has sufficiently met parts of the Fellow category applied for, but the Claim **does not fully meet** the entirety of the Descriptor. Candidates will be invited to submit further evidence (500-1000 words or equivalent) addressing gaps highlighted by reviewers. The submission will be reconsidered by reviewers and a recognition decision confirmed via Chair’s Action.
- **Refer** - the candidate has insufficiently met the Descriptor and the claim needs further work.

The Professional Recognition Board is constituted by:

- Dean of Learning, Teaching and Enhancement
- Professional Recognition Reviewers
- Professional Recognition External Verifier

Professional Recognition outcomes are then:

- Communicated to applicants
- Where a Professional Recognition Claim is accepted, this is communicated to the HEA
- A summary of the Professional Recognition Board is reported to the Board of Studies

Outcomes confirmed by the Professional Recognition Board are final.

**Ongoing professional development**

All successful applicants will be invited to annual training to enable them to become mentors and reviewers for future applicants on the Programme. Supporting and developing peers is an important dimension of excellence and may be drawn upon as further evidence for professional recognition and/or other reward and recognition schemes (for instance UAL Teaching Scholars Scheme).
Reading list

The reading list below is provisional and aims to indicate sources that may be useful and/or thought provoking. These are in no way prescriptive, but aim to support the process of preparing a critical and scholarly piece of reflective writing or commentary.


