ENHANCE
PROFESSIONAL DEVELOPMENT
& RECOGNITION SCHEME

(ENHANCE PD&R Scheme)


Guide for Applicants
The UK Professional Standards Framework
The UK Higher Education sector has re-defined its professional standards framework (UKPSF) for teaching and learning. The UK PSF enables staff to benchmark their professional practice and experiences against sector wide standards and to use these to guide, inform and enhance their professional development. In addition, information on staff teaching qualifications and/or recognitions is publicly available through HESA.

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

A member of staff providing teaching and/or learning support can be recognised, depending on their role and experience, a one of four categories of fellowship defined in the descriptors. These are a set of statements outlining the key characteristics of someone performing four broad categories of typical teaching and learning support roles within Higher Education.

Each Descriptor begins with a general statement addressed to the practitioner, which briefly indicates the level of understanding required for the performance of teaching and learning support role of that type at an appropriate standard within a higher education institution. This is followed by a series of between five and seven further statements which draw on the Dimensions of Practice to identify what someone performing such roles should be able to evidence. Further details are provided in Tables 1-4

Figure 1: The UK Professional Standards Framework (2011)
Embedding the UKPSF at Ulster: Professional Recognition and Ongoing Professional Development Opportunities

Ulster University recognises the need to support and develop its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment.

**ENHANCE@Ulster**

A descriptor of the common ethos behind a range of accredited and non-accredited development opportunities aligned to the UKPSF. The overarching ethos of ENHANCE@ Ulster is to provide a supportive environment for all with a learning and teaching role, develop, reflect and articulate their approaches to practice aligned to the UKPSF and which is institutionally relevant, sector informed, and underpinned by the following principles:

- Alignment to Ulster L&T Strategy
- Preparing, supporting and sustaining staff readiness to effectively support Ulster learners in higher education through a collaborative, learner-centred, active and participative model
- To promote professional dialogue about L&T, within communities of practice at Ulster and beyond, in order to inform, develop and enhance practice

**Aim:**
To develop and recognise educators at Ulster who are responsive, student centred, innovative, effective, reflective, progressive, developmental, scholarly and leaders of L&T.

**Governance:**
The PD Sub-committee will use this approach to explore opportunities to both quality assure and enhance and to horizon scan and plan for new developments.

A wide range of formal and informal learning and development opportunities are provided within the University for staff, many of which are aligned to the UKPSF, these include:

- work-based opportunities such as leadership of projects, mentoring; peer learning; active membership of committees, working groups, projects; school, department, team Development Away Days; and self-directed and online learning;
- sessions internally facilitated by Staff Development and/or other internal providers;
- technology enhanced learning seminars;
- accredited courses e.g. the Postgraduate Certificate in Higher Education Practice;
- leadership and management programmes².

Many opportunities are also provided by the Centre for Higher Education Research and Practice (CHERP), designed to support staff in enhancing learning and teaching, including:

- pedagogic research and publication
- engagement in a broad range of communities of practice
- dissemination of effective practice

² [http://staffdev.ulster.ac.uk/index.php/?leadership](http://staffdev.ulster.ac.uk/index.php/?leadership)
• involvement in strategic initiatives
• internal distinguished teaching and learning support awards

Staff are encouraged through processes such as Peer Supported Review (PSR) and Developmental Appraisal Review (DAR) to review, evaluate, develop and enhance their professional practice in learning and teaching on an ongoing basis. PSR is explicitly aligned to the UKPSF and work is underway to develop DAR as a means to recording ongoing good standing with the UKPSF.

Staff are encouraged to plan for development and seek recognition through the most appropriate route to HEA fellowship for their role and level of experience. Guidance is provided to line managers and staff by Staff Development/ CHERP to support these decisions. Increasingly, achievement of fellowship is linked to institutional key performance indicators, probation and promotion.

Professional Recognition at Ulster University

Ulster University Learning and Teaching Strategy 2013/14 - 2017/18 sets out its enabling aim as:
“To provide a supportive environment, in which innovative approaches to learning, teaching and leadership are encouraged, recognised, valued and rewarded, for all staff and students.”

With a specific objective to:
“increase the proportion of, and support for, staff seeking internal recognition of effective learning and teaching practice through alignment to the UK PSF, and teaching excellence through appropriate internal/external awards.”

This has been addressed by Council establishing targets for the proportion of academic staff who hold a category of fellowship of the HEA commensurate with their role.

A key objective in achieving this aim has been the provision of HEA accredited development opportunities and pathways to professional recognition for all staff involved in learning and teaching.

Opportunities at Ulster include: ENHANCE@Ulster Framework of Accredited UKPSF Provision

<table>
<thead>
<tr>
<th>Recognition Pathway</th>
<th>Target Audience</th>
<th>Category of UKPSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 705 Learning &amp; Teaching @Ulster (PgCHEP module 1)</td>
<td>Staff new to learning and teaching in HE with substantive teaching/ learning support roles Post-graduate tutors &amp; demonstrators Those with p/t roles or more restricted learning support roles</td>
<td>D1</td>
</tr>
<tr>
<td>Post-graduate Certificate in Higher Education Practice</td>
<td>Staff new to learning and teaching in HE</td>
<td>D2</td>
</tr>
<tr>
<td>Post-graduate Certificate in Nurse Education</td>
<td>Staff who may or may not be employed by the University but are on the Nursing Register and are commissioned to undertake the PGCert to support their role in the management of education in Nursing and student support</td>
<td>D2</td>
</tr>
<tr>
<td>ENHANCE PD&amp;R Scheme</td>
<td>Experienced staff with a range of learning and teaching roles</td>
<td>D1 – D4</td>
</tr>
</tbody>
</table>
Ulster University ENHANCE Professional Development and Recognition Scheme

The purpose of this guide is to provide an initial overview of the ENHANCE PD&R Scheme for those considering engaging in the recognition process. Further resources and guidance are available once registered on the scheme.

Ulster’s ENHANCE Professional Development and Recognition Scheme (ENHANCE PD&R Scheme)

The Ulster Professional Development & Recognition Scheme (ENHANCE PD&R Scheme) was developed during 2012-13 and first accredited in early 2013 to award fellowships at D1 – D4. By July 2015 it has awarded:

<table>
<thead>
<tr>
<th>Associate Fellow (D1)</th>
<th>Fellow (D2)</th>
<th>Senior Fellow (D3)</th>
<th>Principal Fellow (D4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>34</td>
<td>46</td>
<td>1</td>
</tr>
</tbody>
</table>

The ENHANCE PD&R Scheme has been developed to provide, a nationally benchmarked, process for individual staff and the University to be able to demonstrate their professionalism and commitment to developing and enhancing teaching and learning support practices.

Two years on, it is clear that staff are increasingly aware of the benefits of demonstrating explicitly their ability and commitment to enhancing teaching and learning through ongoing professional development and practice. It, therefore, continues to be relevant to maintain an accredited professional development scheme aligned to the UK PSF, offering Ulster staff opportunities to engage in a blend of accredited courses and continuing professional development in order to seek recognition at Descriptors 1-4. The ongoing development of this scheme has been supported institutionally through its outcomes being linked to targets in both the University Learning and Teaching Strategy\(^3\) action plan and that of the Organisational Development Strategic Programme\(^4\).

Benefits

The benefits of operating a HEA accredited Ulster University scheme includes:

- Management and administration of the scheme by the University, with HEA accreditation and oversight;
- The ability to tailor the process to reflect Ulster priorities e.g. those of the Learning and Teaching Strategy and to acknowledge the variety of learning and teaching practices of Ulster staff;
- The ability to capture evidence in applications of innovative practice for wider institutional dissemination;
- The capacity to provide opportunities for those interested and engaged in leading learning and teaching to develop further;
- The opportunity to use dialogic approaches to enhance the recognition process and to provide a more accessible process for staff to gain recognition;
- The opportunity to maximise the transformational potential of the process for individuals, the institution and students;

Ulster University ENHANCE Professional Development and Recognition Scheme

- Explicit demonstration of the University’s commitment to recognising and valuing learning and teaching;
- The ability to link Fellowship levels with other internal recognition and reward processes;
- The capacity to support, guide and monitor the recognition process

Location of the ENHANCE PD&R Scheme

The ENHANCE PD&R Scheme is situated, within the Centre for Higher Education Research and Practice (CHERP).

Target Participants

The ENHANCE PD&R Scheme is targeted at any member of Ulster University staff who is involved in teaching and/or supporting the learning of higher education level students. This includes staff with a wide range of roles and responsibilities. In particular, the ENHANCE PD&R Scheme provides opportunities for more experienced staff to receive recognition for effective practice, experiential learning and professional development. If you are new to higher education and teaching/learning support you should explore one of the certificated routes to D1 and/or D2 – see Appendix 1.

During the first years of operation it has been clear that the opportunity to apply for D3 has been particularly valued by those who have progressed through certificated teaching courses and have further developed their profile in sustained L&T practice and leadership of L&T.

The Delivery Team

ENHANCE PD&R Scheme Leads

The ENHANCE PD&R Scheme is managed centrally by three ENHANCE PD&R Scheme Leads (see above) and is based within the Centre for Higher Education Research and Practice (CHERP). This ensures that all operational, recognition and quality assurance processes are equivalent at all campuses. All ENHANCE PD&R Scheme Leads are experienced educational developers with extensive experience of running HEA accredited certificated and CPD programmes. All hold Principal Fellowship of the HEA and two are HEA accreditors. Further strategic leadership is provided by the Director of the Centre for Higher Education Research and Practice (Chair of the University PD Sub-Committee) who holds Senior Fellowship. All act as mentors and Lead Assessors.

Faculty UKPSF Leads

Each Faculty has appointed one of its Senior Fellows to provide strategic leadership and support to faculty staff developing their cases for recognition. They will also be trained to act as mentors and Lead Assessors for the ENHANCE PD&R Scheme.

Network of Senior and Principal Fellows

Our growing pool of Senior and Principal Fellows has been trained to act as mentors (for D3/D4 applicants) and assessors for the ENHANCE PD&R Scheme. Annual updating training will be provided.
External Assessor

An external assessor provides oversight, quality assurance and enhancement for the ENHANCE PD&R Scheme. The external is involved in all D4 assessment decisions and moderates a sample of all other submissions. Currently the external assessor is Dr Ruth Pilkington SFHEA, NTF. Future appointments will be equally experienced in making UKPSF decisions and must hold SFHEA or PFHEA.

ENHANCE PD&R Scheme Panel & Chairs

The ENHANCE PD&R Scheme panel is made up of ENHANCE PD&R Scheme Leads, Faculty UKPSF Leads (all of whom act as Lead Assessors for recognition decisions) and is chaired by a member of senior staff who holds SFHEA or PFHEA, normally the CHERP Director. Applicant submissions and preliminary decisions made by assessors are discussed and outcomes confirmed. All panel members are trained and hold SFHEA or PFHEA.

Opportunities for you to gain recognition through the ENHANCE PD&R Scheme

The ENHANCE PD&R Scheme is designed to recognise your experience and expertise in effective higher education practice and to support you as you build a Case for Recognition. Additionally, it also aims to provide the scaffolding for you to engage in professional development that supports and enhances your practice. Higher education is a rapidly changing landscape where many internal and external drivers and priorities impact on our practices. There are always new ideas for innovative practice, examples of effective practice (both generic and discipline specific) to learn from and adapt to your own context. Although we are increasingly stretched for time, it is vital that we make space in our schedules to focus on how we can enhance our professional practice. One of the Areas of Activity in the UK PSF is: “Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices”

When submitting an application for the ENHANCE PD&R Scheme you will need to be able to demonstrate that you take your development seriously and that you meet this through providing a range of examples of your effective practice. Detailed Guidance Notes are provided in the Blackboard Learn area for each category of fellowship.
Routes to fellowship through the ENHANCE PD&R Scheme

D1: Associate Fellow
To become an Associate Fellow you would have to submit an application to the ENHANCE PD&R Scheme that provides:

a) Evidence of effectiveness in your professional role(s) commensurate with Descriptor 1;
b) Evidence that you have aligned your practice, to some extent, with the Ulster University L&T Strategy.

Table 1

<table>
<thead>
<tr>
<th>Descriptor 1</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</td>
<td>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:</td>
<td>• Undertaking (sometimes limited) teaching and/or mentoring responsibilities as a team member within an established programme</td>
</tr>
<tr>
<td>I. Successful engagement with at least two of the five Areas of Activity</td>
<td></td>
<td>• Assisting in assessment-related activities and undertaking, (possibly under supervision), specified assessment tasks</td>
</tr>
<tr>
<td>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</td>
<td></td>
<td>• Providing constructive feedback (formative and summative) to students as part of teaching duties</td>
</tr>
<tr>
<td>III. Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td></td>
<td>• Contributing to the development of learners in relation to e.g. professional codes of conduct</td>
</tr>
<tr>
<td>IV. A commitment to appropriate Professional Values in facilitating others’ learning</td>
<td></td>
<td>• Developing teaching and learning materials, resources, methods and approaches</td>
</tr>
<tr>
<td>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
<td></td>
<td>• Using a range of technologies to support the learning of others and one’s own professional development in relation to teaching</td>
</tr>
<tr>
<td>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</td>
<td></td>
<td>• Critically evaluating the support offered to learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establishing an initial appreciation and knowledge of HE quality assurance processes, including the role of external examiners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection and evaluation of the effectiveness and impact of practices</td>
</tr>
</tbody>
</table>

5 For certificated routes see Appendix 1
D2: Fellow
To become a Fellow you would have to submit an application the ENHANCE PD&R Scheme that provides:

a. clear evidence of broadly based effectiveness in more substantive teaching and learning support role(s) commensurate with Descriptor 2. You will need to have gathered this evidence over a period of at least three years in a role which involves teaching and/or supporting learning in Higher Education. Your application may combine evidence drawn from experiential and/or certificated learning.

a. Evidence that you have aligned your practice with the Ulster University L&T Strategy.

Table 2

<table>
<thead>
<tr>
<th>Descriptor 2</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>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:</td>
<td>• Identifying the learning needs of students and gauging appropriate learning outcomes</td>
</tr>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td>a. Academics with at least three years of HE level teaching</td>
<td>• Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes</td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>b. Academic-related and/or support staff holding substantive teaching and learning responsibilities</td>
<td>• Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures and online learning)</td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td>c. Experienced academics relatively new to UK higher education</td>
<td>• Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment</td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</td>
<td>• Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment</td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
<td>• Providing critical and constructive feedback and guidance to learners</td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to</td>
<td></td>
<td>• Supervising the work of students (teaching and/or research related)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participating in teaching-related</td>
</tr>
</tbody>
</table>
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teaching, learning, assessment and, where appropriate, related professional practices

observations and mentoring activities to improve professional practice
- Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes.
- Reflection and evaluation of the effectiveness and impact of practices (e.g. action research projects, peer-supported review)
- Engagement with CHERP initiatives
- CHERP membership

D3: Senior Fellow
To become a Senior Fellow you would have to submit an application the ENHANCE PD&R Scheme that provides:

a. Clear evidence of a record of sustained effectiveness in relation to teaching and learning that demonstrates that you are developing your strategic leadership role, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision, mentoring and leadership of others commensurate with Descriptor 3. You will need to have gathered this evidence over a sustained period of time in a role which involves leadership of a teaching and/or supporting learning team in Higher Education. Your application may combine evidence drawn from experiential and/or certificated learning.

b. Evidence that you have aligned your practice with the Ulster University L&T Strategy and can demonstrate leadership in promoting achievement of elements of the Strategy.

Table 3

<table>
<thead>
<tr>
<th>Descriptor 3</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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.</td>
<td>• Demonstrating leadership in the design, delivery and evaluation of a range of programmes of study (sometimes for entirely new courses) at various levels • Designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate • Incorporating learning from scholarship and research into</td>
</tr>
<tr>
<td>Understanding across all aspects of Core Knowledge</td>
<td>Typically, those likely to be at Descriptor 3 (D3) include:</td>
<td>Teaching and evaluating its effectiveness.</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organizing programmes, subjects and/or disciplinary areas</td>
<td>• Ensuring that course design and delivery complies with relevant quality standards and regulations</td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>b. Experienced subject mentors and staff who support those new to teaching</td>
<td>• Exercising appropriate operational leadership within one's own institutional setting (e.g. in developing and/or leading local policy implementation, participating in relevant committees; participating in peer review of programme validation and subject review)</td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</td>
<td>• Undertaking academic responsibilities in an external service capacity beyond one's own institution (e.g. external examining responsibilities, serving scholarly and professional societies, reviewing and providing feedback as a peer reviewer for e.g. pedagogically focused research journals and grant awarding bodies)</td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</td>
<td></td>
<td>• Demonstrating effective practice as an external examiner, including, as appropriate, contributing to reviews of internal QA processes at e.g. disciplinary and/or institutional levels in light of both internal/external examiner experience.</td>
</tr>
<tr>
<td>VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</td>
<td></td>
<td>• Reflection and evaluation of the effectiveness and impact of practices (e.g. action research projects, peer-supported review)</td>
</tr>
</tbody>
</table>

- Evidence of effective application of learning from academic leadership programmes.
- Engagement and leadership of CHERP initiatives
- CHERP Fellowship
- Mentoring:
  - New staff
  - ENHANCE PD&R Scheme
- Assessing ENHANCE PD&R Scheme applicants
D4: Principal Fellow

To become a Principal Fellow you would have to submit an application to the ENHANCE PD&R Scheme that provides:

a. Clear 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 commensurate with Descriptor 4. This may be within Ulster or wider (inter)national settings. You will be highly experienced and/or a member of senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning. Your application may combine evidence drawn from experiential and/or certificated learning.

b. Evidence that you have aligned your practice with the Ulster University L&T Strategy and can demonstrate strategic leadership in promoting achievement of elements of the Strategy.

Table 4

<table>
<thead>
<tr>
<th>Descriptor 4</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Individuals, as highly experienced academics/academic-related staff, 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: 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 b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning</td>
<td>• Demonstrating active strategic leadership in relation to the management of change and innovation, often with a particular focus around teaching and learning – whether cross institutionally, nationally or internationally • Making a significant and sustained leadership contribution within her/his own institution to teaching and learning developments (e.g. initiating and/or leading policy developments; participating in (and often chairing) programme evaluation, discipline/subject review and other audit-related activity), including where appropriate reviews of quality assurance and quality enhancement processes • Acting in an external service capacity (e.g. in relation to consultancy/professional advice, external examining; institutional...</td>
</tr>
</tbody>
</table>
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

c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

reviews, programme and/or subject evaluations; contributions to scholarly and professional societies

- Achieving national and/or international recognition through contributions to policy developments, publication and the presentation of novel ideas (e.g. via conference keynotes) in areas related to teaching related developments, including pedagogic innovation, applied (e.g. educational, pedagogic) research and scholarship.
- Reflection and evaluation of the effectiveness and impact of practices (e.g. action research projects, peer-supported review)
- Strategic engagement and leadership of CHERP initiatives
- Evidence of effective application of learning from academic leadership programmes
- Distinguished teaching and learning support award
- CHEP Fellowship
- Mentoring:
  - New staff
  - ENHANCE PD&R Scheme
- Assessing ENHANCE PD&R Scheme applications
Your Case for Recognition: Evidence Requirements

Within the ENHANCE PD&R Scheme the main methods for presenting your evidence for recognition include:

| An e-portfolio of evidence | demonstrating the developmental and experiential activities that you have undertaken, this may include artefacts in a variety of digital formats appropriate to your practice. It is intended that this e-portfolio be an on-going record of professional development and will provide a vehicle for sustained reflection which can be updated and added to at appropriate points in your future development and practice. You will receive training in e-portfolio construction and support as you make careful selections of appropriate evidence aligned to the UK PSF. It is anticipated that the evidence provided in the portfolio will be varied and reflective of your role and experience. Critically, the evidence must demonstrate robust examples of effective and contemporary practice aligned to all dimensions of the UK PSF commensurate with the category of fellowship being applied for. |
| An assessed professional conversation (APC) | dialogue and discussion are powerful tools in the construction of meaning and the articulation of professional identity (Trede; 2012, Goodson 2012). Depending on the route you have selected, you will be invited to take part in a professional conversation based on the e-portfolio you have compiled. This professional conversation will take place with trained ENHANCE PD&R Scheme assessors, and is intended to further explore and reflect upon your experiences in terms of their impact/influence on your own learning, and that of students and peers. The professional conversation will, additionally, provide a forum for triangulating evidence against the UK PSF to ensure that all elements have been addressed in terms of sufficiency, currency and authenticity. |
| Advocate supporting statements | you are required to provide supporting statements from advocates. These advocates must be people who are in a position to comment on your teaching and learning support practice and/ or leadership of L&T. Their statements should supplement the information being provided by you and should demonstrate, through relevant examples, how they feel you meet the UK PSF dimensions at the level of fellowship being applied for. Two statements are required for those applying for D1-D3. Three statements are required at D4 with at least one being from an external party. Advocate guidance notes and templates are provided for each category of fellowship. |

Applicants for D1 and D2 are able to choose between the following evidence options:
- **Dialogic Route** consisting of an E-portfolio providing outline record of activities and evidence aligned to the UKPSF requirements for D1 or D2, advocate statements plus an Assessed Professional Conversation.
- **Full E-portfolio Route** providing detailed case-studies plus supporting evidence and advocate statements.

All applicants for D3 and D4 will be required to prepare an e-portfolio containing a detailed narrative plus supporting evidence, advocate statements and participate in an Assessed Professional Conversation. This is based on robust evaluation of the scheme where it is evident that there are clear benefits for both applicants and assessors in assuring the veracity of the decision making and the developmental process for the applicant.
## Summary of Evidence Requirements

<table>
<thead>
<tr>
<th>Category of Fellowship</th>
<th>Route Options</th>
<th>e-portfolio</th>
<th>Assessed Professional Conversation</th>
<th>Advocates</th>
<th>Assessors</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Full e-portfolio*</td>
<td>Two case studies (2000 word max) and supporting evidence (4 pieces max.), UKPSF self-assessment grid</td>
<td>No</td>
<td>Two</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D1</td>
<td>Dialogic</td>
<td>Collection of activities and evidence aligned to D1</td>
<td>20-30 minutes</td>
<td>Two</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D2</td>
<td>Full e-portfolio*</td>
<td>Three case studies (4000 word max) and supporting evidence (6 pieces max.), UKPSF self-assessment grid</td>
<td>No</td>
<td>Two</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D2</td>
<td>Dialogic</td>
<td>Collection of activities and evidence aligned to D2</td>
<td>30-40 minutes</td>
<td>Two</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D3</td>
<td>Dialogic</td>
<td>Reflective account of practice &amp; two case studies (7000 word max.) plus supporting evidence</td>
<td>30-40 minutes focussed on your sustained practice and D3.7 evidence</td>
<td>Two</td>
<td>Three (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D4</td>
<td>Dialogic</td>
<td>Reflective account of practice &amp; REI (7500 word max.) plus supporting evidence</td>
<td>40-50 minutes focussed on your sustained record of effective strategic leadership of learning and teaching</td>
<td>Three (one external)</td>
<td>Three (SFHEA or PFHEA) – one to be external</td>
</tr>
</tbody>
</table>

* where required the ENHANCE PD&R Scheme Panel retains the right to seek clarification through an additional assessed professional conversation.

## The Application Process

The process you will follow is outlined in the following stages and in the flowchart below:

### Step 1: Guidance workshops

Read this handbook and start using the Self-assessment Grid in Appendix 2 to help you decide which category of fellowship may be most suitable for you. It is strongly recommended that you attend a Briefing Workshop prior to registering for recognition. These will run on all campuses regularly through each academic year. Dates and details of how to sign up are available at: [http://www.ulster.ac.uk/centrehep/pds/](http://www.ulster.ac.uk/centrehep/pds/)

The workshop will provide detailed information on the UKPSF, the application process and ongoing support. You will also have an opportunity to conduct an initial draft Action Plan to identify your level of preparedness for recognition and also the most appropriate category of Fellowship to apply for.
Step 2: Registering for recognition
Following attendance at a workshop you should complete and submit the ENHANCE PD&R Scheme Registration Form (emailed to you following attendance). You will then be provided with access to the Blackboard Learn course area and alerted to all available support sessions.

Step 3: Action planning – building a case for recognition
Once you have registered on the ENHANCE PD&R Scheme you will need to **build a case** for the category of fellowship you wish to attain. Your key objective is to provide evidence to the ENHANCE PD&R Scheme Panel that demonstrates that you have met the Descriptor criteria listed under the category of fellowship that you are applying.

Step 4: ENHANCE PD&R Scheme on-going support sessions and resources
Attend as many of these as you wish to support your application process. All are facilitated by ENHANCE PD&R Scheme Leads & Faculty UKPSF Leads.

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**Mentoring Tutorials**
These group tutorials run most months on each campus. They are split into sessions for those applying for D1/D2 and those applying for D3/D4. The purpose of the group tutorial is to allow you to seek answers to any queries you might have, to get feedback on your progress and to meet other applicants.

**Individual Mentoring**
All D3 and D4 applicants are offered the opportunity to be allocated an individual mentor drawn from a pool of trained Senior and Principal Fellows. Those applying for D4 will be mentored by Principal Fellows. Mentors are not responsible for the final outcome nor can they be involved in the individual’s recognition decision making process.

**Writing Retreats**
This writing retreat is designed for colleagues who would like to make progress writing an application for fellowship. You are welcome to attend as many writing retreats as you wish. The one day event will provide space and time where you can develop your application for your chosen category of recognition.

**The Final Stages: Compiling Your Portfolio**
If you are planning to submit your application for the next deadline you might find attending one of these sessions useful. The aim is to give you a quiet, supportive environment to achieve this.

**Preparing for Your APC**
These sessions provide you with an opportunity to find out more about your upcoming APC.

**Blackboard Learn Support Area**
In this area you will find detailed guidance, pro-formas and links to a wide range of L&T resources. Monthly digests will be provided alerting you to support sessions, opportunities to network with other applicants and fellows and advice in preparing your submission.

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Step 5: Your application:
Once you are happy that your Case for Recognition is fully developed, share your e-portfolio to pdscheme@ulster.ac.uk to meet the next ENHANCE PD&R Scheme Panel deadline (dates listed on Blackboard Learn – normally 4 deadlines per year) Your application will then be progressed and, where relevant, a date set for your assessed professional conversation.
Step 6: Assessment of your case for recognition

For Associate Fellow and Fellow Applications

**Dialogic Route** – assessment of applications will take place through scrutiny of submitted evidence, followed by an Assessed Professional Conversation (APC) carried out by two trained ENHANCE PD&R Scheme assessors. Assessors will hold SFHEA or PFHEA. The e-portfolio and supporting statements will be used as reference points during the conversation. Evidence will be triangulated against the dimensions of the UK PSF commensurate with the category of fellowship being applied for. Decisions will be communicated within one week of the Panel meeting.

**Full e-portfolio Route** – assessment of applications will be conducted virtually by two trained ENHANCE PD&R Scheme assessors. Assessors will hold SFHEA or PFHEA. The e-portfolio and supporting statements will be used as evidence against the dimensions of the UKPSF commensurate with the category of fellowship being applied for. A sample of submissions will be moderated for QA purposes. Where required the ENHANCE PD&R Scheme Panel retains the right to seek clarification through an additional assessed professional conversation.

For Senior Fellow Applications

**Dialogic Route** – assessment of applications will take place through scrutiny of submitted evidence, followed by an Assessed Professional Conversation carried out by two trained ENHANCE PD&R Scheme assessors. All applications will be assessed by a third assessor with a sample moderated by the external assessor. Assessors will hold SFHEA or PFHEA. The focus of the Assessed Professional Conversation will be to explore the applicant’s achievement and demonstration of “clear evidence of a record of sustained effectiveness in relation to teaching and learning that demonstrates that you are developing your strategic leadership role, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision, mentoring and leadership of others commensurate with Descriptor 3.”

The e-portfolio and supporting statements will be used as reference points during the conversation. Evidence will be triangulated against the dimensions of the UK PSF commensurate with the category of fellowship being applied for. Decisions will be communicated within one week of the Panel meeting.

For Principal Fellows

**Dialogic Route** – assessment of applications will take place through an Assessed Professional Conversation carried out by two ENHANCE PD&R Scheme Panel Members and an external assessor of the Panel. At least one of the assessors will hold PFHEA with the others holding SFHEA or PFHEA. The e-portfolio and supporting statements will be used as reference points during the conversation. Evidence will be triangulated against the dimensions of the UK PSF commensurate with the category of fellowship being applied for. The focus of the Assessed Professional Conversation will be to explore the applicant’s achievement and demonstration of “clear 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 commensurate with Descriptor 4. This may be within Ulster or wider (inter)national settings.”
Who will assess your recognition claim:

**Assessors and Panel Members** are members of University staff who have a sustained track record of active engagement in teaching and learning. They trained annually to ensure that they fully understand the UK PSF and are confident in making assessment judgements about participants applying for fellowship. Assessors will make summative judgements and will also provide participants with formative feedback. All will be Senior or Principal Fellows. Anyone who has supported you in producing your submission i.e. mentors cannot be involved in assessing your claim.

The **external panel member** is a highly experienced UK higher education professional who has demonstrated engagement with the UK PSF through institutional and external roles. The external will hold Senior or Principal Fellowship.

**Quality assurance and enhancement**

All judgements will be made by trained staff. All Assessed Professional Conversations will be recorded for QA purposes. The recognition decision made by the assessors and external will be presented to and confirmed by the ENHANCE PD&R Scheme Panel. A sample of submissions will be moderated by internal and external assessors. The Chair of the Panel will confirm that the application has either been successful or that it has not yet been achieved. In both cases feedback will be provided to guide your future development and any subsequent applications. Reports from the external assessor will feed in to annual review of the ENHANCE PD&R Scheme and discussed at the University PD Sub-Committee. An appeals procedure which allows process related appeals to be heard will be operated.

**Accreditation of prior learning and recognition (APL)**

If you are seeking D2 and have already gained D1 you are able to carry-out a UKPSF dimensions GAP analysis with support from an ENHANCE PD&R Scheme Lead. This must be included in your e-portfolio together with relevant supporting evidence. Your application will then address the remaining UKPSF dimensions and show recency of practice.

There are no APL/R opportunities at D3 or D4.

**Step 7: Decisions**

Decisions will be communicated within one week of the Panel meeting. The range of decisions includes:

1. Recognition requirements have been met – fellowship awarded
2. Minor issues have been identified – 4 weeks allowed to address feedback and re-submit for assessment.
3. Substantive issues have been identified – returned with feedback for development and re-submission for this category or another at a later date.
4. Occasionally an unsuccessful applicant may be offered a different category of fellowship if sufficient evidence is provided i.e. an unsuccessful D2 applicant may be offered D1, if D1 is fully evidenced.
Ulster University ENHANCE Professional Development and Recognition Scheme

Step 8: Feedback and Your award
Once your application has been deemed successful you will be notified and provided with developmental feedback. You will be encouraged to use this plus your APC recording (where relevant) to reflect on your learning from the recognition process and to record this in your e-portfolio. The Higher Education Academy will be informed by the ENHANCE PD&R Scheme of your recognition, following which will receive your Higher Education Academy certification for the category of fellowship you have obtained. In addition, you will be invited to the annual Ulster Professional Development Awards Ceremony.

Good standing

It's implicit within the UKPSF, and required by the HEA, that all Fellows remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations.

It's the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the Framework) and the Fellowship of the HEA Code of Practice.

Proof of good standing

We expect HEA Fellows to be working towards their next award and be performing, or out-performing, their current Fellow descriptor standard. All Fellows should therefore be able to demonstrate compliance with (at least) their awarded level at any given time.

At Ulster we are currently developing a process, as part of appraisal, for exploring staff engagement with their professional development aligned to the UKPSF and how it informs their practice.

https://www.heacademy.ac.uk/professional-recognition/hea-fellowships/code-practice

Further guidance is available at: http://www.ulster.ac.uk/centrehep/pds/  
Once registered applicants will have access to a closed Blackboard Learn area where additional support and resources will be available.
Publicity/ awareness raising:
- email
- CHERP events
- info at induction
- HOS/HOD briefings
- inclusion in other reward and recognition processes

Briefing workshop:
- awareness raising
- identification of fellowship category
- draft action plan

Register for recognition using Scheme Registration Form

Access to range of support & resources

Build a case for recognition:
- formal learning opportunities
- experiential learning opportunities

Evidence Base:
- sufficiency
- currency
- authenticity
- mentor support
- e-portfolio development
- advocates

Submit e-portfolio for next Scheme panel deadline when case is sufficiently developed

Assessment of submitted evidence carried out by trained assessors (all SFHEA/ PFHEA)

Decision ratified by ENHANCE PD&R Scheme Panel made up of Ulster staff (all SFHEA/ PFHEA), External Assessor

Decision of panel communicated with feedback and when successful submitted to HEA

Award presented at annual Ulster Professional Development Awards Ceremony
Appendix 1: Diagnostic Flowchart

How many years experience of teaching and learning in HE do you have?

Less than 3 years

What is your role/remit in teaching & learning?

- Post-graduate teaching assistant/demonstrator
- Researcher with a partial teaching & learning role
- Learning support
- Part-time hourly paid teaching & learning role

- PHE705 – Learning & Teaching at Ulster as a stand-alone module, leading to AFHEA (normal duration 1 year p/t; 2 hours/week teaching required)

More than 3 years

Would you prefer to undertake a taught programme?

- Yes
  - Full time member of academic staff with a substantive teaching & learning role
  - Member of a learning support team with a substantive teaching & learning role (option 1)

- No
  - Professional Development & Recognition Scheme leading to the category of Fellowship commensurate with your role (AFHEA/FHEA/SFHEA/PFHEA)

- No

- More than 3 years
  - Would you prefer to undertake a taught programme?

- Yes
  - Full time member of academic staff with a substantive teaching & learning role
  - Member of a learning support team with a substantive teaching & learning role (option 1)

- No
  - Professional Development & Recognition Scheme leading to the category of Fellowship commensurate with your role (AFHEA/FHEA/SFHEA/PFHEA)
Appendix 2: Self-Assessment Tool: Which UKPSF descriptor

You might find this self-assessment helpful in deciding which descriptor to apply for. Simply tick the highest level you think you are working at in each question. We advise that you think about this before attending the Briefing Workshop.

**My Activities**

At what level are you involved in the following UKPSF Areas of Activity?

<table>
<thead>
<tr>
<th>UKPSF Areas of Activity</th>
<th>I don’t really do this</th>
<th>I do this for my own teaching</th>
<th>I do this to support others locally, eg colleagues in subject / programme</th>
<th>I do this to support others institutionally, eg colleagues beyond my subject / programme</th>
<th>I do this to support others beyond my institution, eg professional body / external initiatives</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan learning activities and/or programmes of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 Develop effective learning environments and approaches to student support and guidance</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Ulster University ENHANCE Professional Development and Recognition Scheme

<table>
<thead>
<tr>
<th>A5</th>
<th>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice</th>
</tr>
</thead>
</table>

### My Core Knowledge

How would you assess yourself regarding the following aspects of UKPSF Core Knowledge?

<table>
<thead>
<tr>
<th>K1</th>
<th>The subject material</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2</td>
<td>Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3</td>
<td>How students learn, both generally and within their subject/ disciplinary area(s)</td>
</tr>
<tr>
<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am not yet very confident in this area</th>
<th>I use this knowledge for my own teaching</th>
<th>I use this knowledge to support others locally, eg colleagues in subject / programme</th>
<th>I use this knowledge to support others institutionally, eg colleagues beyond my subject / programme</th>
<th>I use this knowledge to support others beyond my institution, eg professional body / external initiatives</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K4</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### My Professional Values

How would you assess your engagement with the UKPSF professional values?

<table>
<thead>
<tr>
<th>V1</th>
<th>Respect individual learners and diverse learning communities</th>
<th>I’m not sure how this relates to my L&amp;T work</th>
<th>I’m aware of this but not doing anything about it</th>
<th>I do this</th>
<th>This is central to my thinking and practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>V2</td>
<td>Promote participation in higher education and equality of opportunity for learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V3</td>
<td>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V4</td>
<td>Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My L&amp;T Enhancement Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use reflection and scholarship to improve L&amp;T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I support / coordinate colleagues in their L&amp;T work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I disseminate my ideas / practices about L&amp;T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I innovate in L&amp;T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved with quality assurance / enhancement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I am involved with L&amp;T enhancement projects / themes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I play a key role in L&amp;T-related committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I play a role in leading / managing L&amp;T development</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ulster University ENHANCE Professional Development and Recognition Scheme

**Which Route**

There are a number of routes to fellowship available at Ulster.

**ENHANCE@Ulster : Framework of Accredited UKPSF Provision**

<table>
<thead>
<tr>
<th>Recognition Pathway</th>
<th>Target Audience</th>
<th>Category of UKPSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ENHANCE (PD&amp;R Scheme)</td>
<td>Experienced staff with a range of learning and teaching and/or learning leadership roles</td>
<td>D1 – D4</td>
</tr>
</tbody>
</table>
| 2. PHE 705 L&T@Ulster (Module 1 PgCHEP)     | • Staff new to learning and teaching in HE with substantive teaching/ learning support roles  
• Post-graduate tutors & demonstrators  
• Those with p/t roles or more restricted learning support roles | D1                |
| 3. Post-graduate Certificate in Higher Education Practice | Staff new to learning and teaching in HE with substantive teaching/ learning support roles | D2                |
| 4. Post-graduate Certificate in Nurse Education | Staff who may or may not be employed by the University but are on the Nursing Register and are commissioned to undertake the PGCert to support their role in the management of education in Nursing and student support | D2                |

Which route do you think is appropriate for you?

Route: 

Because.....
My self-assessment

My initial self-assessment is that I should apply for recognition (which fellowship category/ UKPSF descriptor):

Because.....

My major concern about this process is.....
What would help me to deal with this is.....