



UNIVERSITY of  
**BRADFORD**

Centre for Educational  
Development

# *Scheme Handbook*

*Learning & Teaching Professional  
Development & Recognition Scheme*

*July 2015*



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# Learning & Teaching Professional Development & Recognition Scheme

## *Scheme Handbook*

### *Overview of the scheme*

#### *Introduction*

In striving for excellence and putting students at the heart of learning, the University is committed to the professional development and recognition of those involved in teaching and the support of learning, and has adopted the UK Professional Standards Framework (UKPSF) for benchmarking professional practice. For some years, the Centre for Educational Development has offered Higher Education Academy (HEA) accredited academic taught programmes to support the initial professional development (IPD) of staff involved in teaching and the support of learning.

The Learning & Teaching Professional Development and Recognition Scheme forms one aspect of the University's vision to implement a coherent approach to continuing professional development (CPD) and professional recognition of experienced staff involved in teaching and the support of learning, particularly those moving beyond the IPD requirements of their early career.

Figure 1 sets out the University's provision for IPD/CPD and Figure 2 provides guidance on the appropriate pathway for you.

#### *The UK Professional Standards Framework (UKPSF)*

The UKPSF<sup>1</sup> provides a national framework, informed by the Higher Education (HE) sector, for recognising and benchmarking teaching and learning support roles in HE. The framework focuses on three dimensions of practice:

1. **Areas of activity** – the things we do;
  - 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. Developing 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.

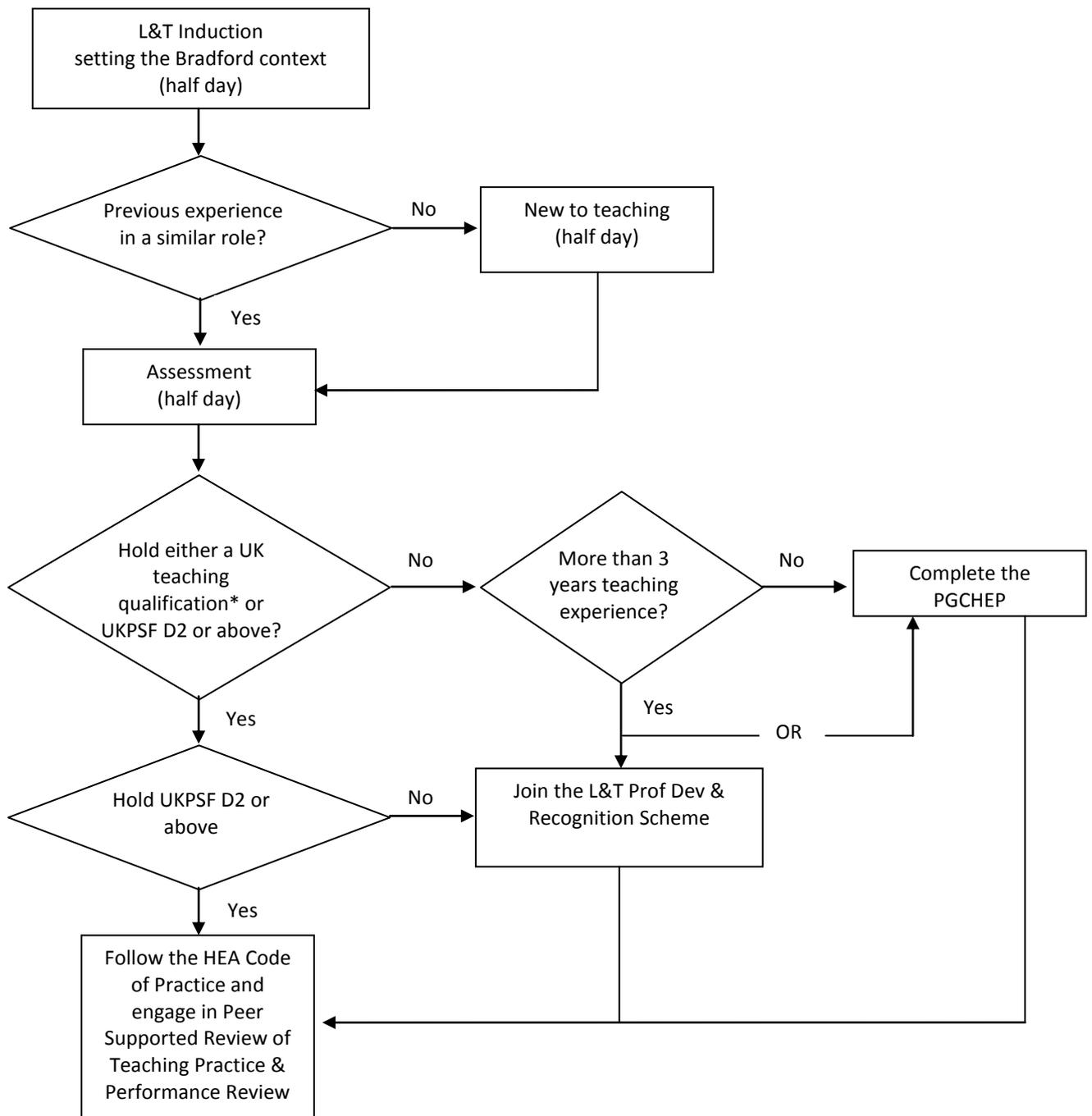
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<sup>1</sup> UKPSF – <http://heacademy.ac.uk/ukpsf>

Figure 1 - Provision for IPD/CPD

|   | Descriptor | Accredited scheme   | HE teaching/learner support experience                         | Potential applicants   |
|---|------------|---|--|--|
| Initial Professional Development (IPD)    | D1         | Learning & Teaching in Higher Education Module LEDT412L           | Less than 3 years  | Demonstrator<br>Tutorial assistant<br>Teaching assistant<br>Associate lecturer<br>Clinical teaching<br>Learner Support<br>Professional   |
|   |            | Learning & Teaching in Higher Education Module LED811D            | Less than 3 years  | Member of staff at an overseas partner institution   |
|   | D2         | Postgraduate Certificate in Higher Education Practice             | Within probationary period                                     | Lecturer<br>Learner Support<br>Professional  |
| Continuing Professional Development (CPD) | D1         | Learning & Teaching Professional Development & Recognition Scheme | More than 3 years.   | Demonstrator<br>Tutorial assistant<br>Teaching assistant<br>Associate lecturer<br>Clinical teaching<br>Learner Support<br>Professional   |
|   | D2         | Learning & Teaching Professional Development & Recognition Scheme | More than 3 years and outside of probationary period           | Staff involved in teaching and/or learner support  |
|   | D3         | Learning & Teaching Professional Development & Recognition Scheme | Typically more than 5 years and outside of probationary period | Staff involved in teaching and/or learner support with a sustained record of effectiveness in L&T, including co-ordinating, supporting, managing and/or mentoring other staff. |
|   | D4         | Learning & Teaching Professional Development & Recognition Scheme | Typically more than 5 years.                                   | Highly experienced staff with sustained record of impact on L&T at a strategic level.  |

Figure 2 Pathways to professional recognition



2. **Core knowledge** – the knowledge and understanding that underpins what we do;

- 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.

3. **Professional values** – the values that we should embrace and exemplify in what we do.

- 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.

Your level of engagement with these three dimensions is defined by a set of “descriptors” outlining key characteristics of four broad categories of typical teaching and learning support roles. The HEA offers professional recognition aligned with these descriptors:

- **Descriptor 1 (D1): Associate Fellow**  
Typically, limited teaching and/or learning support responsibilities;
- **Descriptor 2 (D2): Fellow**  
Typically, early career academics;
- **Descriptor 3 (D3): Senior Fellow**  
Typically, in a role where you influence the practice of others to enhance student learning;
- **Descriptor 4 (D4): Principal Fellow**  
Typically, in a role where you are setting strategic direction at faculty, institutional or sector level.

To learn more about the UKPSF and HE Academy Fellowships, we recommend that you:

- visit the Higher Education Academy’s web site :
  - UKPSF -- <http://www.heacademy.ac.uk/ukpsf>;
  - Professional Recognition - <http://www.heacademy.ac.uk/professional-recognition>.
- Explore the Blackboard organisation that supports the Learning & Teaching Professional Development Scheme.

### *The aims of the Scheme*

The Learning & Teaching Professional Development and Recognition Scheme aims to offer non-probationary, experienced staff involved in teaching and the support of learning with:

- A framework for developing and recognising learning and teaching expertise;
- Opportunities for peer dialogue and sharing practice;
- Critical engagement with literature informed by the scholarship of learning and teaching;
- Professional recognition as Associate/Fellows/Senior Fellow/Principal Fellow of the HEA.

The Scheme will:

- Provide you with support and guidance for mapping your professional activity, knowledge and values against the UKPSF and for developing a professional

development plan to ensure that all aspects of the UKPSF are addressed at a level appropriate for you.

- Develop your knowledge of key concepts and evidence informed practice in the field of learning and teaching in HE through scholarly activity.
- Develop your capacity to critically reflect on your practice, within the context of your discipline or subject.
- Act as a platform for your ongoing CPD through your HE career.

### *Who should register?*

The key specific admission requirements for this Scheme are:

1. You must be employed by the University of Bradford in a teaching and/or learning support role.
2. You are not on probation and/or required to complete the PGCHEP as a condition of appointment to your post (see Figure 2).
3. You must have worked in a teaching and/or learning support role in UK HE for at least three years (full-time) or equivalent part-time to apply for D2 or above.
4. You must be supported in writing by your current line manager.

If you need further guidance, please contact [ced-sec@bradford.ac.uk](mailto:ced-sec@bradford.ac.uk) for advice.

### *What does the Scheme involve?*

The Scheme is developmental in focus and is constructed so that you, supported by a scheme mentor and peers can reflect on your current professional teaching and learning support practice against the requirements of the UKPSF. Engagement with the Scheme, therefore, involves engagement with the UKPSF and associated descriptors from the outset.

Having identified relevant development needs you will design an individual action plan to achieve professional recognition against an appropriate descriptor of the UKPSF and participate in a range of professional development activities before submitting an application and evidence for consideration by a recognition panel.

Your registration on the scheme will relate to a specific UKPSF descriptor; this will be finalised at the Scheme's induction day (see Step 2 later). After successful completion at that descriptor level, you will be able to re-enrol on the scheme at an appropriate time to work towards a further descriptor level that aligns with your ongoing career/professional development.

Each participant will follow an individualised route through the scheme that includes common elements such as an induction day and periodic reviews of progress; beyond these you have the flexibility to work at your own pace.

You are given the flexibility of selecting and mapping relevant evidence to the UKPSF; however, final submissions are required to refer to your engagement with:

- **At least one Peer Review event** – conducted according to the guidelines of the University of Bradford's Peer Supported Review of Teaching Practice (PSRTP). In the context of that scheme 'teaching practice' relates to the three dimensions of professional activity, core knowledge and professional values within the UKPSF.
- **Participation in at least two scholarly discussions** on areas relevant to your own development action plan; the Centre for Educational Development offers opportunities for scholarly discussion where these are not naturally occurring within your faculty.

- **Participation in an appropriate selection of CPD activities** related to learning and teaching (within or beyond the institution) in areas relevant to your own development plan. This may include engagement with resources, seminars, conferences, Massive Online Open Courses (MOOCs) or other activity.

To learn more about PSRTP, Scholarship discussions and CPD activities offered by the Centre for Educational Development, we recommend that you:

- Visit the Centre for Educational Development's web site <http://bradford.ac.uk/educational-development/>

### *How long does it take to achieve recognition?*

We anticipate you will be engaged with the Scheme for between 6 – 18 months before submitting an application and evidence for judgement against one of the UKPSF descriptors. Through this period you will be supported by a scheme mentor and will be encouraged to 'buddy' with peers working through the Scheme at the same time. This ongoing engagement will use your development plan and UKPSF framework as a point of reference and this ongoing support will be managed by the Scheme Champion to whom you will need to submit regular progress reports.

### *How do I determine which descriptor to work towards?*

The Scheme is strongly developmental, so we recommend that you consider your future aspirations as well as your current evidence. We encourage you to discuss the descriptor levels with your line manager as he/she may be able to identify projects and opportunities for developing your practice.

There are opportunities at the Scheme's induction day (see Step 2 later) for diagnostic exercises and discussing and agreeing the descriptor level.

### *How is my application judged?*

Once you are confident in your ability to map and evidence your professional activity against the relevant descriptor, you can submit your application for judgement in one of three ways. Each of these three ways will be accompanied by an overview application form, which provides summary mapping evidence and referees/advocates statements.

- **Written** – substantive written reflective commentary with accompanying overview application form;
- **E-portfolio** – substantive written statements with linked evidence using the relevant webfolio template (overview application form embedded);
- **Presentation** – a presentation to and dialogue with the recognition panel, accompanied by overview application form.

We offer three judgement points throughout the year, but this is subject to revision according to demand. Judgements will be made by a panel of at least three people.

### *How does the Scheme link with job titles and career progression?*

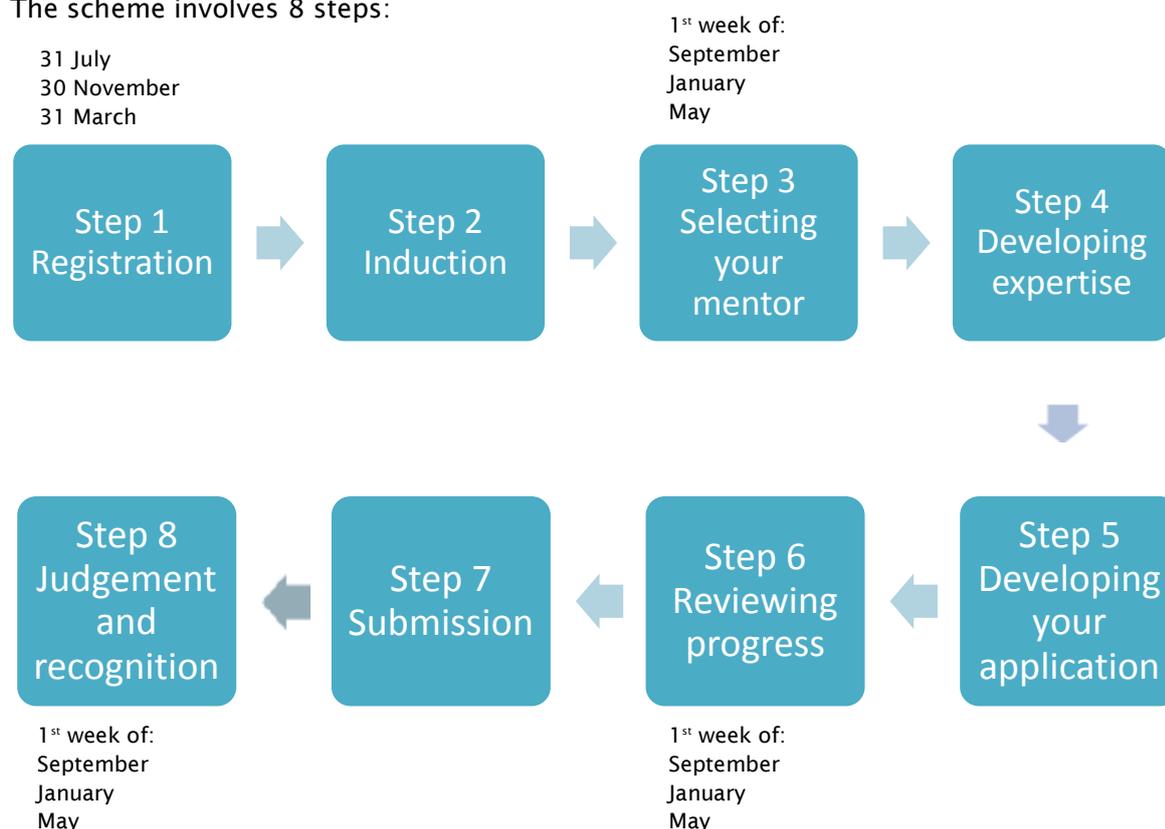
There are currently no formal links between the Scheme and your job title or career progression, although there is obviously scope for these to be developed in the future if considered appropriate for providing a more coherent CPD framework. Your job title has no bearing on the descriptor you work towards. You should select the descriptor level that is

appropriate to the amount of exposure to teaching and learning, degree of strategic leadership and institutional/(inter)national profile that you have.

It is expected that the evidence you gather for your application will provide useful evidence to inform performance review; however, participation in the Scheme is not part of, or linked to, selection criteria for promotion or redundancy or incremental progression procedures.

## Outline of the process

The scheme involves 8 steps:



### Step 1 - Registration

In order to provide the greatest opportunity for group/peer support, there are three registration points per academic year with the following deadlines for submitting registration forms:

- 31 July – for September intake;
- 30 November – for January intake;
- 31 March – for May intake.

The registration form<sup>2</sup> is available for download from the Centre for Educational Development's web site. Please note that your line manager has to support your registration by indicating their commitment to providing you with appropriate time/resources to participate in the scheme.

<sup>2</sup> Registration forms can be downloaded from <http://www.bradford.ac.uk/educational-development/professional-development/cpd-scheme/>

## *Step 2 - Induction*

You are required to attend a one day induction event. These are usually scheduled in the first week of September, January and May and are advertised via Staff Briefing and the Centre for Educational Development's web site. The induction day will include:

- An outline of the Scheme and the UKPSF;
- Diagnostic exercises, including the use of SMART (Skills Mapping and Reflection Tool). This tool includes a self-audit and action plan, and, when used within the University's e-portfolio (PebblePad) can be utilised for gathering and tracking evidence of development toward UKPSF dimensions.
- Introduction to Peer Supported Review of Teaching Practice process, which is a required element of the Scheme.
- Action planning.
- Structured writing activities.

## *Step 3 – Selecting your Scheme Mentor*

A list of Scheme Mentors that gives a brief outline of their particular interests and level of recognition achieved is available in the Blackboard organisation. We encourage you to select a mentor from another faculty/service for more objective views that are less likely to be clouded by assumptions/tacit knowledge associated with your discipline and culture within your faculty. The Scheme Champion will allocate you with a Scheme Mentor and, whenever possible, will take your preferences into consideration. We recommend that Scheme Mentors support no more than two mentees at any one time.

In order to enable you to get the most from the mentoring process, we leave you and your Scheme Mentor to negotiate the mentoring agreement; however, we offer the following guidelines:

- Scheme Mentors must hold professional recognition at the descriptor level or above that towards which you are working eg if you are working towards D3 Senior Fellow your Scheme Mentor must be a Senior Fellow or Principal Fellow.
- Contact with Scheme Mentors should not normally exceed an average of 1 hr per month.
- Your Scheme Mentor should act as a critical friend in reviewing a draft of your complete application before submission.

If you are a Fellow (D2) working towards Senior (D3) or Principal Fellow (D4) you may wish to volunteer as a scheme mentor to peers working towards Associate Fellow (D1) or Fellow (D2) as this may contribute evidence for your application.

## *Step 4 – Developing practice*

There are many factors that influence the HE sector with new research emerging year on year; therefore, there is always something new to learn and new possibilities for development. Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice is one of the areas of activity (A5). In registering for the scheme, you are expected to demonstrate this commitment to your professional development and your final submission should include:

- **At least one Peer Review event** – conducted according to the guidelines of the University of Bradford's Peer Supported Review of Teaching Practice. In the context

of that scheme 'teaching practice' relates to the three dimensions of professional activity, core knowledge and professional values within the UKPSF.

- **Participation in at least two scholarly discussions** on areas relevant to your own development plan.
- **Participation in an appropriate selection of CPD activities** (within or beyond the institution) in areas relevant to your own development plan. This may include engagement with resources, seminars, conferences, Massive Online Open Courses (MOOCs) or other activity.

### *Peer Review*

The University values the benefits of peer conversations and review for improving and enhancing the experiences of both teacher and learner. Critically engaging with peers in relation to your teaching-related role can help you to think creatively about new ideas for practice and solving existing challenges. If you decide to try a new approach, discussing your ideas with peers can also help you to identify the likely consequences and prepare you for dealing with issues that may challenge you and your students.

The University's Peer Supported Review of Teaching Practice scheme was introduced to promote dialogue about teaching in order to raise the status of teaching and improve teaching quality. It is intended to be a mutual process in which all staff members involved can expect to benefit.

To learn more about:

- Peer Supported Review of Teaching Practice:
  - Go to <http://www.bradford.ac.uk/educational-development/professional-development/peer-supported-review/>.
  - Attend the "An introduction to Peer Supported Review of Teaching Practice" seminar - <http://www.bradford.ac.uk/dev-prog/teaching/index.php?course=PSRTP>

### *Scholarship*

Scholarship is an essential part of successful academic life and is all about continuing to learn. All university academics must not only strive to be current in their own discipline but also need to understand the importance of research and scholarship in informing the education process. This means reading relevant journals and books and attending appropriate events including conferences.

There are scholarship opportunities offered by the Centre for Educational Development. If you are working towards Senior or Principal Fellow, you might want to offer to lead a scholarly discussion on an area of your own professional practice/pedagogic research as this may provide evidence to support your application.

To learn more about Scholarship opportunities:

- See the Scholarship section of the Centre for Educational Development's website - <http://www.bradford.ac.uk/educational-development/scholarship/>

### *Other CPD activities/opportunities*

CPD can take many forms and may include engagement with resources, seminars, conferences or other activities. Similarly they may take place within or beyond the institution.

The Library stocks a number of books and electronic resources relating to pedagogic development. In addition, the Centre for Educational Development maintains a small stock of educational literature that can be accessed on campus. The outline reading list for the PGCHEP is given in Appendix 2.

All these activities present evidence opportunities to support your final submission; therefore, we recommend that you record a short reflection for each activity you undertake.

To learn about these:

- For links to listings of events offered by SEDA, JISC and the HE Academy go to the “Conference & Events” page on the Centre for Educational Development’s web site - <http://www.bradford.ac.uk/educational-development/conferences/>
- Visit the Library’s web site - <http://www.bradford.ac.uk/library/>
- Visit the HE Academy’s Resources Centre - <http://www.heacademy.ac.uk/resources>
- Explore the opportunities for engaging with discipline specific resources by visiting the HE Academy’s discipline areas - <http://www.heacademy.ac.uk/workstreams-research/disciplines>

### *Step 5 – Developing your application*

To develop your application, you need to gather evidence that demonstrates you can:

- provide examples of: peer review, scholarship and CPD undertaken to develop your practice (see Step 4) reflecting on how they have influenced your working practice;
- meet the criteria for the descriptor level for which you are applying.

You will need to incorporate relevant subject and pedagogic research and/or scholarship with appropriate citations in your application; however, we are not looking for a CV or an academic paper. Your application is a personal reflective account so you should use the first person and focus throughout on your own professional practice and decision-making. The recognition panel will want to know how conversations with colleagues/students, your own experiences and engagement with literature etc have influenced your thinking and approaches.

We suggest you use Gibbs’ reflective cycle to help you think systematically about the phases of an experience of activity:

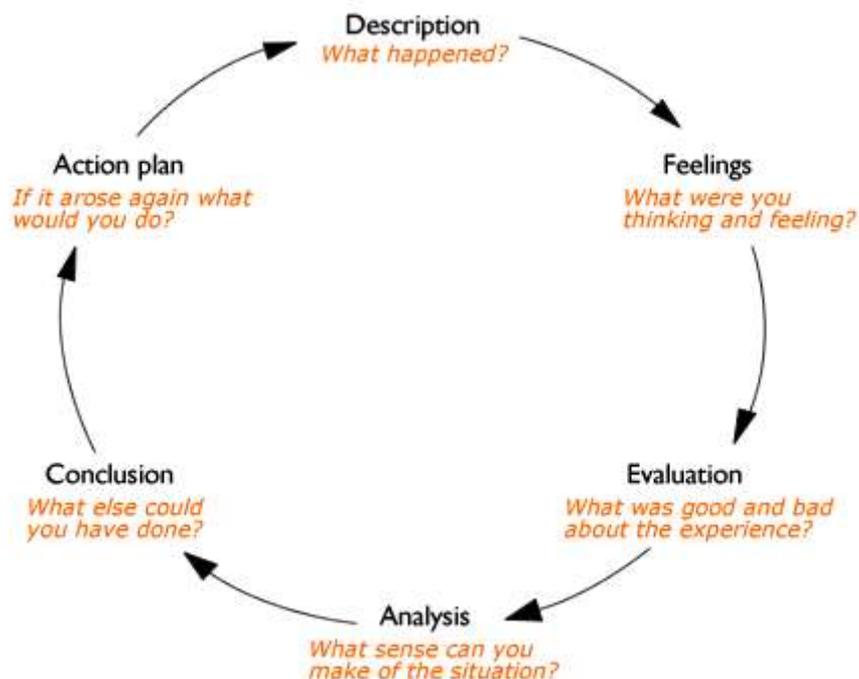


Figure 3 - The reflective cycle (Gibbs 1988)

Gibbs G (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

The submission requirements for each descriptor level are outlined in Step 7.

You might wish to use the Centre for Educational Development's writing retreats<sup>3</sup> as a quiet, constructive space for developing your application. Your scheme mentor will act as a critical friend in drafting your final application.

### *References/Advocates*

Depending on the descriptor level you are working towards, your application needs to include references/advocates statements. The guidance for choosing referees/advocates and what is required of them is included in the application form.

### *Step 6 – Reviewing progress*

We want the application process to be as flexible as possible; however, you are required to email a brief update on your progress at three points in the year to reach [ced-sec@bradford.ac.uk](mailto:ced-sec@bradford.ac.uk) by:

- 31 July;
- 30 November;
- 31 March.

The progress reports offer you the opportunity to flag up any issues/barriers to completing your application and to make suggestions for enhancing the scheme.

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<sup>3</sup> Writing retreats details and booking <http://www.brad.ac.uk/dev-prog/teaching/index.php?course=WRHEA>

## Step 7 – Submission

Once you are confident in your ability to map and evidence your professional practice against the relevant descriptor, you can submit your application and evidence for judgement in any of three ways. Each of these three ways will be accompanied by an overview application form (available in Blackboard) and referees/advocates statements.

- **Written** – substantive written reflective commentary with accompanying overview application form;
- **E-portfolio** – substantive written statements with linked evidence using the relevant webfolio template (overview application form embedded);
- **Presentation** – a presentation to and dialogue with the assessment panel, accompanied by overview application form.

Figure 4 Requirements for Submission

|           | Written  | ePortfolio   | Presentation & Dialogue  |
|-----------|--|--|--|
| <b>D1</b> | Application Form including statements from two referees & Account of Professional Practice (<1500words) demonstrating that you meet the requirements of Descriptor 1 of UKPSF. | ePortfolio based Account of Professional Practice and embedded evidence, demonstrating that you meet the requirements of Descriptor 1 of UKPSF, comprising written and/or video and/or audio and/or visual material (<1500 words or equivalent in alternative media).<br>Application Form including statements from two referees embedded in template. | Application Form including statements from two referees, & 10 minute presentation of Account of Professional Practice to panel followed by 10 minutes dialogue, demonstrating that you meet the requirements of Descriptor 1 of UKPSF. |
| <b>D2</b> | Application Form including statements from two referees & Account of Professional Practice (<3000words) demonstrating that you meet the requirements of Descriptor 2 of UKPSF. | ePortfolio based Account of Professional Practice and embedded evidence, demonstrating that you meet the requirements of Descriptor 2 of UKPSF, comprising written and/or video and/or audio and/or visual material (<3000 words or equivalent in alternative media).<br>Application Form including statements from two referees embedded in template. | Application Form including statements from two referees, & 20 minute presentation of Account of Professional Practice to panel followed by 20 minutes dialogue, demonstrating that you meet the requirements of Descriptor 2 of UKPSF. |

|           | Written  | ePortfolio  | Presentation & Dialogue  |
|-----------|--|---|--|
| <b>D3</b> | Application Form including statements from two referees & Account of Professional Practice, including two substantial case studies (<7000words) demonstrating that you meet requirements of Descriptor 3 of UKPSF. | ePortfolio based Account of Professional Practice and embedded evidence, including two substantial case studies, demonstrating that you meet the requirements of Descriptor 3 of UKPSF, comprising written and/or video and/or audio and/or visual material (<7000 words or equivalent in alternative media). Application Form including statements from two referees embedded in template. | Application Form including statements from two referees , & 30 minute presentation of Account of Professional Practice, including two substantial case studies, to panel followed by 30 minutes dialogue, demonstrating that you meet the requirements of Descriptor 3 of UKPSF. |
| <b>D4</b> | Application Form including statements from three referees & Account of Professional Practice and Educational Impact, (<7000words) demonstrating that you meet requirements of Descriptor 4 of UKPSF.               | ePortfolio based Account of Professional Practice and Educational Impact demonstrating that you meet the requirements of Descriptor 4 of UKPSF, comprising written and/or video and/or audio and/or visual material (<7000 words or equivalent in alternative media). Application Form including statements from three referees embedded in template.                                       | Application Form including statements from three referees & 30 minute presentation of Account of Professional Practice and Educational Impact to panel followed by 30 minutes dialogue, demonstrating that you meet the requirements of Descriptor 4 of UKPSF.                   |

There are three submission points each year and you need to ensure your application is submitted by one of the deadlines:

- 31 July – for consideration by the September Recognition Panel;
- 30 November – for consideration by the January Recognition Panel;
- 31 March – for consideration by the May Recognition Panel.

Applications submitted after the deadline will not be considered.

For written and presentation routes you need to submit your application form, together with your references to [ced-sec@bradford.ac.uk](mailto:ced-sec@bradford.ac.uk). Receipt will be acknowledged. If you elect the presentation route, you also need to submit an electronic copy of your presentation and you will be contacted to negotiate an acceptable time for giving your presentation. If you find that you are unable to attend at the agreed time, you must notify the Scheme Champion immediately.

For e-portfolio submissions, please submit these via the Scheme's space PebblePad following the guidance available in Blackboard.

### *Step 8 – Judgement and Recognition*

We plan to offer three judgement and recognition points throughout the year, in the 1<sup>st</sup> week of:

- September;
- January;
- May.

However, this is subject to revision according to demand and availability of panel members.

#### *The Recognition Panel*

Judgements are made by a panel of at least three people:

- A member of the Centre for Educational Development's IPD/CPD team who are experienced at making such judgements and hold professional recognition; they usually Chair the panel.
- Two members of staff from within the university who are already recognised by UKPSF at the same or higher level than that of the application.

For applications for Principal Fellow there is a further panel member who is external to the University.

Anyone involved in mentoring or supporting the application process is not eligible to be a panel member.

The Scheme Champion is in attendance at all recognition panels to record decisions and agree feedback to participants.

The panel makes one of two assessment decisions:

1. Confirmation that sufficient evidence of meeting the relevant descriptor has been presented.
2. Insufficient evidence for the recognition of professional practice against the descriptor being applied for.

All participants will be provided with written feedback on their submission.

Successful applicants are given advice about sharing good practice and suggestions for next steps. Their name is added to the roll of honour on the Centre for Educational Development's web site and their success is announced via Staff Briefing and celebrated at the annual Learning, Teaching & Assessment Conference.

Participants who are initially unsuccessful are given advice about gaps and concerns, and suggestions for next steps, and are permitted one resubmission, drawing on the feedback provided. This usually takes the form of supplementary written information to address specific aspects of UKPSF dimensions. Supplementary information must be submitted within 6 months; otherwise participants are required to re-register on the scheme.

Participants have the right to appeal an assessment decision, consistent with standard university regulations.

An external critical friend recognised at UKPSF D3 or above, will review judgements made by the panel (similar to the role of external examiner).

### *Complaints*

The Scheme aims to be clear, fair and helpful to all staff in a teaching/learning support-related role. If you experience dissatisfaction with any aspect of the Scheme, please raise this with the Scheme Champion in the first instance. You should communicate your dissatisfaction in writing, via email or letter.

### *Remaining in good standing*

The HEA expects its fellows to remain in good standing in line with its Code of Practice<sup>4</sup>. The University has adopted engagement with the Peer Supported Review of Teaching Practice scheme discussed at Performance & Development Review as the means by which you will demonstrate this.

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<sup>4</sup> Code of Practice

[https://www.heacademy.ac.uk/sites/default/files/downloads/Code\\_Of\\_Practice.pdf](https://www.heacademy.ac.uk/sites/default/files/downloads/Code_Of_Practice.pdf)

## *Appendix 1 - PGCHEP suggested reading*

- Adams, Mike and Brown, Sally (2006) *Towards Inclusive Learning in Higher Education: Improving Classroom Practice and Developing Inclusive Curricula*, London and New York, Routledge.
- Barnett, Ronald (2007) *A Will to Learn: Being a Student in an Age of Uncertainty*, Buckingham: SRHE/Open University Press.
- Beetham, Helen and Sharpe, Rhona (2007) *Rethinking Pedagogy for a Digital Age*, Routledge: London.
- Becher, Tony and Trowler, Paul (2001) *Academic Tribes and Territories, Second Edition*, SRHE/Open University Press, Buckingham.
- Biggs, J. and Tang, Catherine (2011) *Teaching for Quality Learning at University*, 4th edn. Buckingham, SRHE and Open University Press.
- Bligh, D. A. (2000). *What's the Use of Lectures?* San Francisco, Jossey-Bass.
- Bloxham, Sue and Boyd, Pete (2007) *Developing Assessment in Higher Education: A Practical Guide*. Buckingham, Open University Press
- Brookfield, Stephen (1995) *Becoming a Critically Reflective Teacher*, Jossey-Bass
- Conole, Grainne and Oliver, Martin (eds) (2007) *Contemporary Perspectives in E-Learning Research*, London and New York, Routledge.
- Fry, H, Ketteridge, S, Marshall, S.(eds.) (2008) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 3<sup>rd</sup> Edition. London, Routledge.
- Grace, Sue and Gravestock, Phil (2008) *Inclusion and Diversity: Key Guides for Effective Teaching in Higher Education*, London: London and New York, Routledge.
- Knight, Peter (2002) *Being a Teacher in Higher Education*, SRHE/Open University Press, Buckingham.
- Macfarlane, Bruce (2004) *Teaching with Integrity: the ethics of higher education practice*, Routledge, London
- Moon J (2002) *The Module and Programme Development Handbook*, London and New York, Routledge
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