Centre for Learning and Teaching | clt

University of Brighton

Professional Recognition and Development (PRD) Scheme:

Gaining Fellowship of the Higher Education Academy

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AdvanceHE

University of Brighton Professional Development and Recognition Scheme

Aims for this briefing:

- To explain the Scheme and the requirements for submitting an application

- To help you decide which category of fellowship is appropriate to your experience and circumstances

- To direct you towards the appropriate resources and workshops to support your application

UoB’s overall CPD framework

- Taught courses (for those new to teaching in HE)
- The Professional Development and Recognition Scheme (for supporting all 4 categories of Higher Education Academy fellowship)
- CPD workshops to support a range of academic roles:
  - course leadership
  - writing for academic publication
  - supervising students
  - module/curriculum design
  - blended learning

University of Brighton PRD Scheme: what and why?

- Gain recognition for your expertise in teaching and supporting learning
- Mapped against the UK Professional Standards Framework
- Accredited by the Higher Education Academy (HEA)
- Gain a category of fellowship of the HEA
- Engage in CPD

UKPSF: what is in it?

Dimensions of practice:

set of statements outlining the:

- **Areas of Activity** undertaken by teachers and supporters of learning within HE
- **Core Knowledge** that is needed to carry out those activities at the appropriate level
- **Professional Values** that someone performing these activities should embrace and exemplify

Descriptors:

set of statements outlining the **key characteristics** of someone performing four broad categories of typical teaching and learning support roles within Higher Education.

UKPSF – three dimensions

Areas of Activity

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

A2 Teach and/or support learning

A3 Assess and give feedback to learners

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

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

Professional Values

V1 Respect individual learners and diverse learning communities

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

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

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

Core Knowledge

K1 The subject material

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

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

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

HEA fellowship categories

D1 Associate Fellow	Those with some teaching responsibility, new p/t staff, PhD students, prof services staff
D2 Fellow	New/experienced academics; some prof services staff
D3 Senior Fellow	Experienced academics who can demonstrate **leadership/ influence** in L&T
D4 Principal Fellow	Highly experienced/senior staff with **strategic** leadership roles institutionally & nationally

PRD Scheme routes

Written-only

- Written account of practice (to themed headings)
- Development plan
- Two referees

E-portfolio & dialogue

- Evidence mapped to themed headings
- Prof dialogue
- Development plan
- Two referees

NB applies to D1-D3 only
(D4 written-only; different format)

D3 routes

Written

- Account of practice to themed headings
- Two case studies
- 7000 words
- Development plan
- Two referees

E-portfolio & dialogue

- Evidence mapped to themed headings
- Two case studies
- Prof dialogue 40 mins
- Development plan
- Two referees

Key criterion: leadership in L&T – sphere of influence

D1 & D2 routes

Written

- Account of practice: 3/5 Areas of Activity
- 1700/3000 words
- Development plan
- Two referees

E-portfolio & dialogue

- Evidence mapped to 3/5 Areas of Activity
- Case study/ies
- Prof dialogue 20/30 mins
- Development plan
- Two referees

Key points when making a submission

- Not like an assessment task for a module:
  - No extensions (three hand-in points: January, April, September)
  - Do not exceed word count (automatic resubmit); include referee statements
- Links to Uni Strategy so need to make statement re: attaining Digital Literacy

Support offered

Work in progress sessions and writing retreats

- CLT workshops/modules
- Advice and guidance from CLT staff and mentors
- Studentcentral/studentfolio area with links to resources

See:

https://staff.brighton.ac.uk/clt/PD/Pages/Accredited/PRD-Scheme.aspx

Work in progress

Details of workshops at Brighton campuses at https://staff.brighton.ac.uk/clt/pd/pages/accredited/prd-scheme.aspx

Support offered on studentcentral

- Detailed handbooks with examples (check date!)
- Talis aspire reading lists
- Previous successful submissions
- Informal guide / hints on getting fellowship
- Guidance for referees

See:
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Assessment process

- Submissions are assessed by:

- Member of CLT staff
- Member of the assessment panel
- We also have an external assessor on our Panel
- You will receive notification of the outcome about 6 weeks after the submission date.
  - PASS
  - REFER

2018-19 submission points

- 28 January 2019 at 23:59
- 29 April 2019 at 23:59
- 23 September 2019 at 23:59

Contact John Canning
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