ENHANCE
PROFESSIONAL DEVELOPMENT & RECOGNITION SCHEME

(ENHANCE PD&R Scheme)


General Guide for Applicants
Staff Pathway

2019-23
The UK Professional Standards Framework and HEA Fellowship

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 at 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 higher education. This is followed by a series of between five and seven further statements which draw on the Dimensions of Practice in Figure 1. identifying what someone who is aiming to achieve that Descriptor should be able to evidence. Further details are provided in Tables 1-4

All the experience and evidence used in a claim for fellowship must relate to HE provision defined as:

- level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland;
- level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS);
- level 5 or above of the Australian Qualifications Framework;
- level 5 or above of the New Zealand Qualification Framework;
- delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education academic frameworks.
- Foundation Year programmes
- Pre-sessional English courses for international degree students designed to develop academic skills
- Professional CPD programmes that are designed to develop and extend existing graduate/postgraduate level skills, knowledge and understanding, e.g. GP training, etc.

Further guidance on evidencing the UKPSF is available at https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources#section-2

In the ENHANCE PD&R Scheme BBL area you will also find the following:
- AHE Guide on using evidence from PhD supervision in your fellowship application https://www.heacademy.ac.uk/system/files/downloads/ukpsf_dof_doctoral_supervisors_150416_final_0.pdf
• AHE Guide on UKPSF for Learning Support Staff
• ENHANCE: Ideas for Evidence and Initial Self –assessment for staff not directly involved in teaching

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, develop and recognise the excellent practice of its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment. To support this 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 and the ethos of ENHANCE. See the CHERP website for further details: https://www.ulster.ac.uk/cherp

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 Institutional priorities and 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.

The purpose of this guide is to provide general guidance on 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.

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. This scheme has been supported institutionally through its
outcomes being linked to aims and targets in both the University five and fifty Strategic Plan and the Learning and Teaching Strategy.

Benefits

The benefits of operating an Advance HE accredited Ulster University scheme includes:

• Management and administration of the scheme by the University, with Advance HE 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;
• 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

Participant Feedback

I realised my experiences and background has facilitated me with a skillset which is comparable to those of colleagues across the sector. I’m less reluctant to look externally for recognition, and a bit more confident in my own ability and skills, than I was before I started on this scheme.

It validated my teaching practice and offered me an opportunity to reflect on the same and think of ways of further engaging in continuous professional education.

Engaging with colleagues on teaching practice is really rewarding as it makes you stop and consider the discussions that you might have ‘in your head’ as you are preparing teaching.

Getting my Senior Fellowship has enhanced my confidence in my own abilities and helped me realise the importance of my contribution to the educational experience in my institution, something I hadn’t fully realised before I began this process.

It is important that I now mentor colleagues to give back and support the project.

Initially a reluctant participant, but by engaging in a transformational learning experience I am now one who fully appreciates the importance and significance of this recognition for leading, managing and teaching in a challenging and changing HE landscape.
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
Staff
The ENHANCE PD&R Scheme is targeted at any experienced 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.

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.

Students
The University is increasingly adopting an ethos of students as partners and we have introduced an opportunity for students who have built a relevant range of experiences from their involvement in initiatives such as; student representation, curriculum development initiatives, peer support to draw from these to make an application for D1. A separate handbook has been produced to support students and further information is available from pdscheme@ulster.ac.uk

The Delivery Team
ENHANCE PD&R Scheme Leads
The ENHANCE PD&R Scheme is managed centrally by the ENHANCE PD&R Scheme Manager and is based within the Centre for Higher Education Research and Practice (CHERP). Further leadership is provided by a team of ENHANCE PD&R Scheme Lead Assessors also based in CHERP. This ensures that all operational, recognition and quality assurance processes are equivalent at all campuses. The ENHANCE PD&R Scheme Manager and the ENHANCE PD&R Scheme Lead Assessors are experienced educational developers with extensive experience of running Advance HE accredited certificated and CPD programmes. All hold HEA Senior or Principal Fellowship and two are Advance HE accreditors. Further strategic leadership is provided by the Director of the Centre for Higher Education Research and Practice (Chair of the ENHANCE Panel) who holds Senior Fellowship.

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 is 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. The external assessor will be experienced in making UKPSF decisions and must hold PFHEA.
The ENHANCE PD&R Scheme panel is made up of ENHANCE PD&R Scheme Manager and Lead Assessors, 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 aligning your practice to the relevant Descriptor**. 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

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<tr>
<th>Descriptor 1</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
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<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: I. Successful engagement with at least two of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others’ learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment</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: a. Early career researchers with some teaching responsibilities (e.g. PhD students, PGTAs, contract researchers/post-doctoral students etc.); b. Staff new to teaching (including those with part-time academic responsibilities); c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff); d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be undertaking (sometimes limited) teaching and/or mentoring responsibilities as a team member within an established programme • Assisting in assessment-related activities and undertaking, (possibly under supervision), specified assessment tasks • Providing constructive feedback (formative and summative) to students as part of teaching duties • Contributing to the development of learners in relation to e.g. professional codes of conduct • Developing teaching and learning materials, resources, methods and approaches • Using a range of technologies to support the learning of others and one’s own professional development in relation to teaching • Critically evaluating the support offered to learners • Establishing an initial appreciation and knowledge of HE quality assurance processes, including the role of external examiners</td>
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### 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.

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

<table>
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<tr>
<th>Descriptor 2</th>
<th>Examples of Staff Role/ Career Stage</th>
<th>Examples of Typical Activities</th>
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<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>
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<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>
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<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) and that engage students effectively</td>
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<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 and rubrics for both formative and summative assessment</td>
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<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated</td>
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<td>• Providing critical and constructive feedback and guidance to learners</td>
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<td>• Supervising the work of students (teaching and/or research related)</td>
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<td>• Seeking to improve personal teaching through acting on e.g. peer</td>
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approach to academic practice  
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices  

review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
- Participating in teaching-related 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

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**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 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>
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<tbody>
<tr>
<td>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key</td>
<td>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning,</td>
<td>• Demonstrating leadership in the design, delivery and evaluation of a range of programmes of study</td>
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<td>Ulster ENHANCE PD&amp;R Scheme</td>
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<td>contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
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<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
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<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
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<tr>
<td>III. A commitment to all the Professional Values</td>
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<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
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<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>
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<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>
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<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>
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<tr>
<td>incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</td>
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<tr>
<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>
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<td>b. Experienced subject mentors and staff who support those new to teaching</td>
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<td>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</td>
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<td>(sometimes for entirely new courses) at various levels</td>
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<tr>
<td>• Designing, utilizing, evaluating and disseminating innovative teaching approaches and materials, incorporating the use of technology where appropriate</td>
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<tr>
<td>• Incorporating learning from scholarship and research into teaching and evaluating its effectiveness.</td>
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<tr>
<td>• Ensuring that course design and delivery complies with relevant quality standards and regulations</td>
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<tr>
<td>• Exercising appropriate operational leadership within 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>
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<tr>
<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>
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<tr>
<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>
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<tr>
<td>• Reflection and evaluation of the effectiveness and impact of practices (e.g. action research projects, peer-supported review)</td>
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Ulster ENHANCE PD&R Scheme

- 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

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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>
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<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:</td>
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<tr>
<td>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</td>
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<td>II. Successful, strategic leadership to enhance student learning, with a particular, but</td>
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<tr>
<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:</td>
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<tr>
<td>a. Highly experienced and/or senior staff with wide-ranging academic or academic-related</td>
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<tr>
<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</td>
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<tr>
<td>• 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</td>
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<td>Ulster ENHANCE PD&amp;R Scheme</td>
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<tr>
<td><strong>strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</strong></td>
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<tr>
<td>b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning</td>
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<td>c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
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<td>evaluation, discipline/subject review and other audit-related activity, including where appropriate reviews of quality assurance and quality enhancement processes</td>
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<tr>
<td>• Acting in an external service capacity (e.g. in relation to consultancy/professional advice, external examining; institutional reviews, programme and/or subject evaluations; contributions to scholarly and professional societies)</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• Reflection and evaluation of the effectiveness and impact of practices (e.g. action research projects, peer-supported review)</td>
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<tr>
<td>• Strategic engagement and leadership of CHERP initiatives</td>
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<tr>
<td>• Evidence of effective application of learning from academic leadership programmes</td>
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<tr>
<td>• Distinguished teaching and learning support award</td>
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<td>• CHEP Fellowship</td>
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<td>• Mentoring:</td>
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<td>o New staff</td>
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<td>o ENHANCE PD&amp;R Scheme</td>
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<td>• Assessing ENHANCE PD&amp;R Scheme applications</td>
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<td><strong>not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</strong></td>
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<td>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning</td>
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<tr>
<td>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
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<td>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
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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. On submission you will be required to confirm agreement with the following:

**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 and Practice Observations** – you are required to provide supporting statements from advocates or where appropriate a record of observation of teaching practice.

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. Advocates must have an opportunity to read or discuss your application. Normally, advocates should hold a category of fellowship.

Observations of teaching practice must be carried out by experienced peers who hold a minimum of FHEA and who follow the guidance and template provided in the fellowship category folder on BBL.

- AFHEA: One Statement or One Observation of Teaching Practice
- FHEA: Two Statements or One Statement and One Observation of Teaching Practice
- SFHEA: Two Statements
- PFHEA: Three Statements where one is external and at least one holds a category of fellowship
Advocate guidance notes and templates are provided for each category of fellowship. The template requires advocates to confirm the following:

Please check the box below to indicate that you have read and agree to the following statement:

*In submitting your supporting statement you are confirming that the applicant’s submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question, it will not be accepted.*

☐ I have read and understood the declaration  

Date:

**Summary of Evidence Requirements**

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. The portfolio may include an audio accounts of their case studies should participants prefer.

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.

<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 (1400 word max total) and supporting evidence (4 pieces max.), UKPSF self-assessment grid mapped to D1</td>
<td>No</td>
<td>One statement or One Observation</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>One statement or One Observation</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
<tr>
<td>D2</td>
<td>Full e-portfolio*</td>
<td>Three case studies (3000 word max total) and supporting evidence (6 pieces max.), UKPSF self-assessment grid mapped to D2</td>
<td>No</td>
<td>Two Statements or One Statement and One Observation</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 Statements or One Statement and One Observation</td>
<td>Two (SFHEA or PFHEA)</td>
</tr>
</tbody>
</table>
D3 | Dialogic | Reflective account of practice (3-3500 word max.) & two case study outlines (6-1000 word max. total) plus supporting evidence | 40 minutes focussed on your Case Studies plus sustained practice and D3.7 evidence | Two statements | Three (SFHEA or PFHEA)

D4 | Dialogic | Reflective account of practice & REI (7000 word max.) plus supporting evidence | 60 minutes Focussed on your sustained record of effective strategic leadership of learning and teaching | Three statements (one external) | Three (SFHEA or PFHEA) – one to be external

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

** where an applicant for D1 or D2 opts to provide audio recordings rather than spoken word we will use the conversion rate of approximately 100 words per minute e.g. for D1 case study recordings should not exceed 14 minutes in total.

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. You will be expected to attend a Briefing Workshop prior to registering for recognition. These will run on all campuses and online regularly through each academic year. Dates and details of how to sign up are available at: https://www.ulster.ac.uk/cherp/academic-development/professional-development-scheme 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.

Support for D1/D2 Applicants
If you need support through the process then contact pdscheme@ulster.ac.uk and the ENHANCE PD&R Scheme Manager will arrange a tutorial with you by phone or in person.

Individual Mentoring
All D3 and D4 applicants are 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. It is a requirement that when you submit your portfolio that you can confirm that your mentor has seen and commented on your final draft.

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
A podcast is available on BBL giving guidance on how to prepare and what to expect in your 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.

Step 5: Your application:
Once you are happy that your Case for Recognition is fully developed, share your e-portfolio, including your advocate statements or observations of practice, to pdscheme@ulster.ac.uk to meet the next ENHANCE PD&R Scheme Panel deadline (dates listed on Blackboard Learn – normally 3 deadlines per year). Your application will then be progressed and, where relevant, a date set for your assessed professional conversation.

On submission you will need to confirm agreement with:

Advance HE Professional Integrity Statement
As part of the HEA fellowship process you are asked to confirm that you have written the case for fellowship yourself and that the information you have provided reflects your own practice.

If the professional integrity of any application is in question, the application will not be accepted.

Submitting your application will indicate that you have read and agree to the following statement:

In submitting your case for fellowship you are confirming that your application relates to your higher education professional practice and is your own work. If the professional integrity of the application is in question it will not be accepted.
**GDPR and ENHANCE data sharing with ADVANCE HE**

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their Myacademy database [https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience](https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience)

Advance HE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision.

*By submitting your portfolio you are confirming you agree to this data sharing.*

**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 descriptor 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 descriptor 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 Descriptor 3 of the UKPSF. 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 Descriptor 4. 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 are 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. For D1-D3 all will be Senior or Principal Fellows. For D4 applicants all assessors will hold PFHEA. 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 Principal Fellowship.

**Quality assurance and enhancement**

All judgements will be made by trained assessors who hold SFHEA or PFHEA. All Assessed Professional Conversations are recorded and stored securely for 3 years 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 Learning and Teaching Committee. An appeals procedure which allows process related appeals to be heard will be operated.

The ENHANCE PD&R Scheme is not an academic programme of study therefore you are not eligible to appeal through the University appeals against academic decisions process. The ENHANCE PD&R Scheme provides a verification of professional practice and follows robust, fair and consistent assessment and moderation methods that are verified by trained internal and external assessors.

If you are not satisfied with the panel decision which is made, then you may contact the ENHANCE PD&R Scheme Manager to discuss your concerns.

**Complaints**

If you are not satisfied with the level or quality of support you have received during the process of preparing your claim, you will be invited to submit a statement to pdscheme@ulster.ac.uk This statement will provide details of any procedural or other irregularities relating to the scheme or the decision making process. Your concerns will be raised and considered during quality assurance discussions within the next available Panel and if necessary, additional training or resources may be put in place. The External Assessor monitors
Ulster ENHANCE PD&R Scheme

the quality assurance of the ENHANCE PD&R Scheme and will initiate further investigation if it is felt that the accreditation process has been compromised. This investigation will be held in accordance with Advance HE Accreditation Policy.

Accreditation of prior learning and recognition (APL)
There are no APL/R opportunities

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 D2 applicant may be offered D1, if D1 is fully evidenced.

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.

Advance HE will be informed by the ENHANCE PD&R Scheme of your recognition, following which will receive your Advance HE certification for the category of HEA fellowship you have obtained.

Good standing
It’s implicit within the UKPSF, and required by Advance HE, 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.


Further guidance is available at: https://www.ulster.ac.uk/cherp/academic-development/professional-development-scheme
Once registered applicants will have access to a closed Blackboard Learn area where additional support and resources will be available.
Ulster ENHANCE PD&R Scheme

Publicity/ awareness raising:
• email
• CHERP events
• info at Orientation to L&T
• 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 Advance HE
Appendix 1: Diagnostic Flowchart

Ulster Routes to HEA Fellowship

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

First Steps to Teaching in L&T in HE Award, leading to AFHEA

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

More than 3 years

Would you prefer to undertake a taught programme?

- Yes
  - Full-time/associate member of academic staff with a substantive teaching & learning role
  - Member of a learning support team with a substantive teaching & learning role

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

No
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. This will help you to identify your sphere of influence in learning and teaching. We advise that you think about this before attending the Briefing Workshop.

- **D1/2**
  - Focusses on individual L&T practice

- **D3**
  - How you know your sustained practice has influenced others, been effective and generated impact.

- **D4**
  - Focus on leadership which has enhanced teaching quality in institutional, and/or (inter)national settings.
  - Establishment of effective organizational policies and/or strategies for supporting and promoting others. Explanation of how they have strategically established these policies and strategies.
## My Activities

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</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</td>
<td>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</td>
<td>Teach and/or support learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Assess and give feedback to learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Develop effective learning environments and approaches to student support and guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
**My Core Knowledge**

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

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<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 The subject material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K3 How students learn, both generally and within their subject/ disciplinary area(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K4 The use and value of appropriate learning technologies</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K5 Methods for evaluating the effectiveness of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I’m not sure how this relates to my L&amp;T work</td>
</tr>
<tr>
<td></td>
<td>I’m aware of this but not doing anything about it</td>
</tr>
<tr>
<td></td>
<td>I do this</td>
</tr>
<tr>
<td></td>
<td>This is central to my thinking and practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V2</th>
<th>Promote participation in higher education and equality of opportunity for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V3</th>
<th>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V4</th>
<th>Acknowledge the wider context in which higher education operates recognising the implications for professional practice</th>
</tr>
</thead>
</table>
# My L&T Enhancement Work

<table>
<thead>
<tr>
<th></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>I use reflection and scholarship to improve L&amp;T</td>
<td></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>
<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>
<td></td>
</tr>
<tr>
<td>I innovate in L&amp;T</td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved with L&amp;T enhancement projects / themes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I play a key role in L&amp;T-related committees</td>
<td></td>
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</tr>
<tr>
<td>I play a role in leading / managing L&amp;T development</td>
<td></td>
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<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>First Steps to Learning &amp; Teaching in HE</td>
<td>Post-graduate tutors &amp; demonstrators</td>
<td>D1</td>
</tr>
<tr>
<td></td>
<td>Those with p/t roles or more restricted learning support roles</td>
<td></td>
</tr>
<tr>
<td>PHE 705 Learning &amp; Teaching in HE (PgCHEP module 1)</td>
<td>Staff new to learning and teaching in HE with substantive teaching/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 Education for Healthcare Professionals</td>
<td>Experienced healthcare professionals who support Ulster students in HE learning within practice settings</td>
<td>D1</td>
</tr>
<tr>
<td>ENHANCE PD&amp;R Scheme</td>
<td>• Staff Pathway: Experienced staff with a range of learning and teaching roles</td>
<td>D1 – D4</td>
</tr>
<tr>
<td></td>
<td>• Student Pathway: Students who can draw from experiences e.g. student representation, students as partners projects, peer support to evidence a claim for D1</td>
<td></td>
</tr>
</tbody>
</table>

Which route do you think is appropriate for you?

Route:

Because.....

My self-assessment
Ulster University ENHANCE Professional Development and Recognition Scheme

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

Because....

My major concern about this process is.....make sure you ask these questions at the briefing you attend
What would help me to deal with this is.....