

## Guidance Update: Ulster University Initial Professional Learning Requirements for Those Involved in the Education of Ulster Students

In February 2021 updated guidance on the **Ulster University Initial Professional Learning Requirements for Those Involved in the Education of Ulster Students** was endorsed by Learning and Teaching Committee.

The tables below provide a current and clear point of reference for all stakeholders involved with initial professional development: People and Culture, new appointees or those new to role, line managers, mentors, and those providing initial development.

**Table 1: Mandatory Requirements For Initial Professional Learning For Those Involved In The Education Of Ulster Students**

<p><b><i>New academic appointees</i></b></p>	<ul style="list-style-type: none"> <li>• New staff appointed to a substantive teaching and/or learning support role and new to teaching and supporting learning in HE will be expected to complete appropriate professional learning to orientate them to academic practice at Ulster as part of their induction and probation. i.e. attendance at ‘Orientation to L&amp;T’ and engagement with their mentor.</li> <li>• Newly appointed associate (part-time) and full-time lecturers with limited HE teaching experience and who hold no level of Advance HE professional recognition nor a qualification to teach in HE are required to complete the Postgraduate Certificate in Higher Education Practice (PGCHEP) and to achieve HEA Fellowship within 3 years of their start date at Ulster (due consideration will be given to relevant APL/CL).</li> <li>• Newly appointed associate (part-time) and full-time lecturers (L/SL/R/Chair) who already have substantial HE teaching experience are required to achieve full HEA Fellowship via the Ulster Advance HE accredited scheme within 3 years of their start date at Ulster.</li> <li>• A mentor will be provided to new academic appointees to facilitate their professional practice development in learning and teaching. The mentor should hold FHEA as minimum. The individual’s line manager will be responsible for monitoring their progress and agreeing the proportion of time to be allocated to these activities.</li> </ul>
<p><b><i>Course Directors</i></b></p>	<ul style="list-style-type: none"> <li>• New Course Directors are allocated a mentor to support them for a minimum of one academic year. Mentors should be experienced Course Directors.</li> <li>• Course Directors are encouraged to engage in available professional learning relevant to their leadership and L&amp;T enhancement role. Course Directors should hold a minimum of FHEA.</li> </ul>
<p><b><i>Contract Research staff</i></b></p>	<ul style="list-style-type: none"> <li>• All contract research staff with a teaching remit are required to complete appropriate professional learning to orientate them to teaching and learning at Ulster, and in HE generally.</li> <li>• Contract research staff are encouraged to gain HEA Associate Fellow via either the certificated routes or for those with sufficient experience the experiential ENHANCE Scheme.</li> </ul>

<p><b>Hourly Paid Lecturers</b></p>	<ul style="list-style-type: none"> <li>• All hourly paid lecturers new to teaching in HE (irrespective of the hours they are contracted to teach) are required to complete appropriate professional learning to orientate them to teaching and learning at Ulster, and in HE generally. One option is the 'Induction Course for RUTs' provided by CHERP.</li> <li>• Hourly Paid Lecturers are encouraged to gain HEA Associate Fellow via direct applications to Advance HE.</li> </ul>
<p><b>Recognised Teachers</b></p>	<ul style="list-style-type: none"> <li>• All Recognised Teachers new to teaching in HE (irrespective of the hours they are contracted to teach) are required to complete appropriate professional learning to orientate them to teaching and learning at Ulster, and in HE generally. One option is the 'Induction Course for RUTs' provided by CHERP.</li> <li>• Recognised Teachers are encouraged to gain HEA Associate Fellow via direct applications to Advance HE.</li> </ul>
<p><b>Collaborative Partner Staff</b></p>	<ul style="list-style-type: none"> <li>• All Collaborative Staff new to teaching in HE (irrespective of the hours they are contracted to teach) are required to orientate them to teaching and learning at Ulster, and in HE generally. One option is the 'Induction Course for RUTs' provided by CHERP.</li> </ul>
<p><b>Postgraduate Researchers</b></p>	<ul style="list-style-type: none"> <li>• All Ulster postgraduate researchers applying for hourly paid teaching posts at Ulster, are required to complete an appropriate professional learning programme and demonstrate they have attended this before being appointed as a PGTA.</li> <li>• Certificated opportunities to gain HEA Associate Fellowship are available to all PGTAs with sufficient teaching related duties via First Steps to Learning and Teaching in HE, a 20 credit Level 7 module on the PG CPD Framework. In accordance with the PGTA Code of Practice (2018) this module is mandatory for any PGTA who carry out assessment duties. The PGTA should identify an experienced educator, who holds a minimum of FHEA, to provide support for the duration of this process.</li> </ul>
<p><b>Professional Services Staff with a Learning Support/ Teaching Role</b></p>	<ul style="list-style-type: none"> <li>• All Professional Services (PS) Staff are encouraged to complete appropriate professional learning to orientate them to teaching and learning at Ulster, and in HE generally.</li> <li>• All PS staff are encouraged to gain HEA Associate Fellow, or another appropriate category of fellowship, via either the certificated routes or, for those with sufficient experience, the experiential ENHANCE Scheme.</li> </ul>

**Table 2. Key Support for Initial Professional Learning**

<p><b>All Line Managers are responsible for ensuring that:</b></p>	<ul style="list-style-type: none"> <li>• Staff undertake the mandatory certificated courses e.g. PgCHEP or First Steps to Teaching in a timely fashion and should be given an appropriately reduced workload to support active engagement and attendance at all classes.</li> <li>• Mentors are allocated for all probationary staff.</li> </ul>
<p><b>Probationary Mentors are responsible for supporting new colleagues. They should:</b></p>	<ul style="list-style-type: none"> <li>• Be experienced as a member of academic staff at Ulster University</li> <li>• Hold a category of HEA Fellowship (FHEA as minimum).</li> <li>• Be familiar with the University’s guidance on probation, probationary mentoring and promotion.</li> <li>• Be familiar with the University’s strategy and policy on induction, including local induction, and Professional learning.</li> <li>• Be prepared to act as a Subject Advisor within the context of the Postgraduate Certificate in Higher Education Practice, which may include observation of the mentee’s teaching</li> <li>• Engage with mentor development opportunities</li> </ul>
<p><b>CHERP is responsible for the provision of initial professional learning and recognition<sup>1</sup>:</b></p>	<ul style="list-style-type: none"> <li>• Induction sessions             <ul style="list-style-type: none"> <li>○ ‘Orientation to L&amp;T’,</li> <li>○ ‘Introduction to L&amp;T for PGTAs’,</li> <li>○ ‘Induction Course for RUTs’</li> </ul> </li> <li>• Certificated routes to HEA Fellowships             <ul style="list-style-type: none"> <li>○ First Steps to Teaching (AFHEA)</li> <li>○ PHE 705 Introduction to L&amp;T in HE (AFHEA)</li> <li>○ Postgraduate Certificate in Higher Education Practice (PGCHEP) (FHEA)</li> </ul> </li> <li>• Experiential routes to HEA Fellowship e.g. ENHANCE PD&amp;R Scheme (AFHEA/FHEA/SFHEA/PFHEA)</li> </ul>

<sup>1</sup> The names of these may change over time