



**Guidance on Probationary
Mentoring in Higher Education
for
Academic Staff**

Centre for Higher Education Research and Practice

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1 INTRODUCTION TO BOOKLET

The purpose of this booklet is to provide an introduction to academic staff probationary mentoring in the University.

It aims to bring together aspects of good practice in academic mentoring, which have been identified through a review of available publications, followed by a series of workshops with University staff in May 2000. It was revised in 2004, 2008 and now 2017 to reflect changes in University Policy on academic staff induction and continuing professional development.

Who is it for?

- New academic staff
- Mentors and prospective mentors
- Heads of School or Department

How can it be used?

- As a source of information and guidance
- As a basis for discussion
- To support staff development for academic mentoring

2 INSTITUTIONAL CONTEXT

Within the **five and fifty** Strategic Plan there is a commitment to delivering teaching of the highest academic standing providing an educational experience that will transform lives, develop skills, raise ambitions and prepare future leaders.

The University supports staff so that they can respond with agility to the challenge of **five and fifty** as articulated in its Teaching Excellence Objectives and Measures of Success (Table 1). The professional development needs of new staff are particularly important and one element of the support provided is through the appointment of a Probationary Mentor for all probationers.

All full time and part time academic members of staff should be allocated a probationary mentor to support them throughout the probationary period.

Table 1. **five and fifty** Strategic Plan

Teaching Excellence Objectives:

- Define the unique attributes of an Ulster University graduate and of our curriculum, to prepare graduates to be engaged contributors to a global and inter-connected society.
- Develop and deliver innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access.
- Embrace the opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.
- Support and develop our staff to deliver excellence in teaching and learning.

Measures of Success:

- Teaching excellence and employability
- Student experience as gauged by NSS
- Student academic success as gauged by progression rates
- Percentage of staff who are HEA-recognised
- Impact of our teaching

3 MENTORING

“For centuries it has been said that almost always, wherever independence and....important creative achievements occur, there is some other person who plays the role of mentor....” (Torrance, 1984)

What is Mentoring?

Mentoring is often defined as “*off-line help by one person to another in making significant transitions in knowledge, work or thinking*” (Clutterbuck and Megginson 1995) and in this context its purpose is to provide a source of guidance and advice on aspects of teaching, research and administration, assist new academic colleagues in acclimatising to the University environment, and to support the appointee’s initial professional development.

Mentoring is therefore an informal and supportive relationship whereby a more experienced member of staff undertakes to help a new member of staff become familiar with his/her job and its context in the University. A mentor is preferably someone who broadly shares the professional or technical expertise of the member of staff they are supporting (the ‘mentee’). Mentors are nominated by the appropriate Head of School, from more experienced staff who have completed probation. A mentor is not a substitute for effective line management and therefore should not normally be either the line manager, supervisor, the Head of School or the appraiser (within the University’s Appraisal Scheme) of the new member of staff.

Note: although the mentor fulfils a different role to the Induction Colleague assigned to all new staff as an initial point of contact before and during early employment, there may be circumstances where the mentor can fulfil both roles.

The Mentoring Process

There are three key functions to the mentoring process: educative, supportive and managerial. In each mentor/mentee relationship the balance between these functions will be different. (Table 2)

Table 2: Educative, supportive, managerial – a three focus model for the mentoring process

All mentors are involved in a process which aims to be :	
Educative	- enables the worker to recognise strengths and weaknesses in their work, to develop new and existing abilities, to gain knowledge of work practices, to critically evaluate theoretical approaches and define new theories in the light of practical experience.
Supportive	- offers opportunities for the worker to explore feelings in relation to the work and the learning, to be valued as a person as well as a worker, to let off steam and to receive sympathy and congratulations.
Managerial	- ensures that the worker recognises the boundaries of the working role, operates within team and organisational objectives, and performs to required standards.

(Jowett (1995),

It is the emphasis on the learning of the individual mentee, together with the combination of these three functions, which distinguishes mentoring from other relationships at work. In the line management relationship, the emphasis is on the work, while in the mentorship relationship it is on the development of the worker (Table 3).

Table 3: Clarifying role and function – mentoring and line managing

Focus	Mentoring	Line Managing
1 Educative Focus - Autonomy and Self Esteem	ENABLE the worker to learn, develop and move forward	ENABLE the worker to deliver and perform
2 Managerial Focus – Accountability	ENSURE the worker understands and can handle situations	ENSURE the work is of at least adequate quality
3 Supportive Focus – Holistic. Values the Person	HELP/SUPPORT the worker to learn	HELP/SUPPORT the worker to be good at the job

(Jowett, 1995)

4 GUIDANCE FOR THE HEAD OF SCHOOL

1. Prior to the new academic taking up their post it is the responsibility of the Head of School to appoint an appropriate Probationary Mentor. Normally, the mentor will retain this role throughout the new member of staff's probationary period. Due consideration should be taken of the developmental requirements of the new member of staff and the skills and experience of the mentor.
2. Due to the nature of the mentor-mentee relationship mentoring is not a line management role. It does not include formal supervision of the probationary member of staff and is outside the direct reporting line.
3. Prior to commencement (or if this is not possible then on the first day of appointment) the Head of School must have informed both mentor and mentee of the arrangement and ensured that the mentor has received the appointee's start date and contact details.
4. Selection of a mentor should be sensitive to issues of gender and race and guidance can be sought from the Office of the University Secretary.
5. The mentor should be an experienced member of staff within the School but not normally the Head of School. The mentor should hold a category of HEA fellowship (FHEA as minimum). The mentor need not be vastly more experienced, however, as a large knowledge or seniority gap between mentor and mentee may be intimidating. A member of staff who has recently been successfully inducted into the institution (within the last 5 years) may in some instances make the most appropriate mentor. The matching of mentor and mentee should be sensitive to issues of gender and race.
6. Probationers should be informed of the name of their mentor as soon as possible following their appointment and encouraged to make early contact.
7. Support for an effective mentoring structure within a School will include:
 - Acknowledgement of the contribution mentors make to the induction of new members of staff and a recognition of the skills and qualities required
 - Consideration should be made to the time commitment made to undertaking this role in the workload allocation for the mentor.
 - Professional development on the mentor role and the processes which underpin it (for mentors and new staff)
8. Mentoring support, beyond the Probationary Mentor, from more experienced peers should also be available for:
 - Newly promoted academic staff (where appropriate)
 - Staff undertaking significantly different role and responsibilities e.g new Course Directors
 - New part time members of staff
 - Staff undertaking the Postgraduate Certificate in Higher Education Practice
9. It is the responsibility of the Head of School to resolve any difficulties between the probationer and the mentor.

The Probationary Mentor

It is the mentor's responsibility to:

- Make contact with the new colleague within the first week of appointment
- Initiate the first meeting to be held within the first week of arrival and thereafter participate in short regular meetings with the appointee. Perhaps fortnightly in the first instance, lengthening to 1 or 2 per semester eventually. Email can also support the process between meetings.
 - Respect the importance of trust in the mentoring relationship
 - Demonstrate essential mentoring behaviours such as:
 - Giving time and commitment to the process
 - Listening actively and asking open questions
 - Offering suggestions and advice without sounding prescriptive
 - Offering constructive feedback
 - Passing on experience and knowledge
 - Respecting confidentiality.
- Assist with any problems relating to the performance of duties which a new member of staff chooses to raise.
- Appreciate a new member of staff's differing experience and needs.
- Accept that the mentee will wish to seek advice and support from a variety of colleagues, and encourage and facilitate this.
- Keep a record of meetings with mentee, noting what has been discussed and agreed.

The mentor and academic staff

The Probationary Mentor can, for example:

- Provide basic information such as an outline of the year's programme of teaching and research activities, including, for example deadlines for examination questions, likely pressure on laboratory space, meetings and times for submission of items.
- Help in preparing and structuring lectures.
- Allow the mentee to observe their lectures, seminars, tutorials and research supervision.
- Observe a new member of staff's lectures and provide constructive feedback.
- Share lectures and seminars with a new member of staff.
- Discuss the construction of examination questions.
- Advise on or explain departmental marking conventions.
- Offer feedback on the writing of research articles and conference papers; suggest appropriate vehicles for publication.
- Help to prepare research submission and other reports.
- Advise on relevant administrative duties.
- Help and advise, in due course, with interviewing potential students.

For probationary lecturers, a mentor should:

- Should be experienced as a member of academic staff at Ulster University
- Should hold a category of HEA Fellowship (FHEA as minimum).
- Be familiar with the University's guidance on probation and promotion.
<https://www.ulster.ac.uk/peopleandculture/employee-relations/academic-promotions>

- Be familiar with the University's strategy and policy on induction, including local induction, and Professional Development. (APPENDICES 3-5).
- 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 (APPENDICES 6-7)
- Expect to engage in discussion with the Head of School when he/she is asked to report formally on progress.

Who Should be a Mentor?

To be an effective mentor, a member of staff should be willing to invest the time and effort needed, even when there are other demands on time.

Among the many skills a mentor needs are the ability to:

- Help people change their ideas, attitudes, values and behaviour.
- Encourage planning, experimentation, analysis and increasing autonomy.
- Show positive regard for people, even when things go wrong.
- Empathise with and show understanding of people's feelings.
- Deal effectively with negative behaviour or mistakes.
- Give learners scope to think and decide for themselves.

"Mentoring is an evolving field....as a mentor...you are starting a journey of self-development" (Shea, 1992)

Apart from developing the skills needed for mentoring, the mentor should:

- Have the commitment and enthusiasm to be a mentor.
- Be willing to make personal changes, for instance:
 - Be willing to learn about how people learn.
 - Be prepared to listen more and talk less.
 - Be willing to plan their time more effectively to create space for mentoring.
- Be willing to find out about the needs of the mentee.
- Find time to meet the mentee, even when under a lot of pressure.
- Have undertaken mentorship development.

(Jowett, 1995)

Development of the Mentorship Role

To be a mentor is often a new experience for academic staff. To assist staff to develop in the role, professional development programmes are available at:

- Research Development <https://www.ulster.ac.uk/research>
- Learning and Teaching Development <https://www.ulster.ac.uk/cherp>

The Mentee

The mentee is responsible for and expected to:

- Seek support and guidance from his/her mentor
- Prepare for each meeting
- Commit to actions emerging from discussion
- Participate in the review of the mentoring relationship.

A mentee should be prepared to:

- Accept challenges willingly.
- Maintain positive views.
- Be active in their own development.
- Have faith and trust in their mentor.
- Discuss issues openly.
- Take a few risks in order to progress.
- Think about other ways to develop themselves outside the mentoring relationship.
- Not expect too much of their mentor.
- Share with the mentor how they feel about the way the relationship is working.
- Talk about the end of the relationship when the time comes.

“mentoring is about learning, and one thing I learned is how to be a mentee. In a way, this is the greatest benefit of all. Now it’s as if I can mentor myself, and this includes seeking help when I need it. I’m also beginning to think I would like to mentor someone else.” (A mentee)

5 GETTING STARTED

The first meeting is critical as it sets the tone for the relationship to come. It is an opportunity to clarify the purposes of the mentoring support and agree how the mentoring should operate. This will usually include:

- Defining responsibilities, exchanging expectations and how best to work together
- Agreeing a way of calling meetings, frequency, duration, location, methods (face to face/Skype/email) and how to communicate between meetings
- Discussing confidentiality
- Agreeing review mechanisms and how progress and any problems will be addressed
- Mentoring tends to be action oriented and it is recommended that both keep a record of the meetings, noting what has been agreed to support follow up and reflection at the next meeting.
- Close the mentoring relationship with a final meeting on completion of the probationary period. However, if agreed to by both parties mentoring can continue informally beyond the stipulated period.

Although in general mentoring partnerships work well occasionally a mentor or mentee may experience a difficulty and the Head of School is there for advice and support.

Also, the Head of School, particularly before completing probationary reports, may wish to discuss the mentoring with both mentor and appointee whilst respecting the confidential nature of the process.

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APPENDIX 1

Ulster University

ACADEMIC STAFF PROBATION

NOTES OF GUIDANCE TO HEADS OF SCHOOLS

General Principles

- 1) Heads of Schools are required to report annually on the probationary progress of members of staff. A meeting should be arranged with a new member of staff, within the first fortnight in order to outline an initial programme of work and discuss the criteria by which probationary progress will be assessed. A suggested agenda for this meeting is available at: http://www.ulster.ac.uk/hr/employee_relations/Probations/
- 2) Staff will be encouraged to develop teaching skills, to identify a programme of research to be undertaken during the period, with particular objectives to be achieved by specified dates and to become gradually involved in administrative duties.
- 3) As a general rule staff on probation should not be expected to administer placements schemes or be nominated as Course Directors.
- 4) Probationary staff will not be allocated excessive teaching duties, particularly where such staff are new to third-level teaching.
- 5) The **Ulster Plan and Policy for Professional Development for Education Excellence** sets out the professional development requirements for all new teaching appointments. Those who have an equivalent teaching qualification or relevant teaching experience may apply for exemption. Further information is available at: xxx
- 6) Heads of Schools will allocate to each probationer a Probationary Mentor who will maintain regular contact with each probationer. This senior colleague will have direct involvement with the work of the probationer and will liaise as appropriate on training, development and supervision. Before completing probationary reports the Head of School will discuss probationary progress with the member of staff's mentor, as well as with the probationer.
- 7) At least two different forms of teaching will be assessed annually by a senior colleague. Before completing probationary reports the Head of School will discuss teaching performance in terms of planning, implementation, structure and organisation and interaction with students.
- 8) As Heads of Schools are required to report annually on the probationary progress of staff, formal appraisal procedures do not apply until staff are confirmed in post. The objectives set for the final year of probation will provide the framework for the first developmental appraisal review meeting.

Guidance Under Sections of the Reporting Form

Comments should be precise and deal with as many as possible of the suggestions outlined.

Section 1: (a) Teaching; (b) Examining and (c) Supervision of Students

- i) Quantity and range of undergraduate and postgraduate teaching and extent of supervision of students indicating whether teaching or supervision is shared with other members of staff.
- ii) Extent to which member of staff is responsible for the planning, implementation, structure and organisation of each unit or component.
- iii) Examining responsibilities including setting and marking of specified papers.

Meeting Objectives

- i) Gaining of greater expertise in subject matter of courses taught or areas supervised.
- ii) Conduct and handling of lectures, tutorials, seminars, labs, fieldwork, etc.
- iii) Ability to interest students and to achieve course objectives.
- iv) Knowledge and use of modern pedagogic techniques as considered necessary.

Performance Indicators (Quantitative and Qualitative)

- i) Student questionnaire results and Advisor of study reports.
- ii) Mentor and/or Course Director comment.
- iii) Peer group evaluation.
- iv) External Examiner comment.
- v) Staff member's attendance record.
- vi) Head of School's own observations.

New Assignments

- i) Volume and range of new undergraduate and postgraduate teaching, examining and supervisory duties.
- ii) Other members of staff associated with new assignments.
- iii) Extent to which the member of staff is responsible for the organisation and planning of new assignments or expected to contribute to innovative teaching techniques.

Section 2: Research and Analogous Activities

Objectives Set

- i) Precise targets set eg the production of a research plan on a named topic or in a particular area with specific achievements by appointed dates.
- ii) Type of publication, if any, planned, (see Meeting Objectives) with expected dates and names of journals or publishers etc.
- iii) Research training or courses to be undertaken.
- iv) Degrees or other qualifications to be worked for over specified period.
- v) In so far as analogous activities involves the production of artifacts or the giving of public performances etc a similar approach should be followed as for (i) to (iii).

Meeting Objectives

- i) Progress made in research both quantitatively and qualitatively.
- ii) Similarly for analogous activities.

iii) Examples of research and analogous activities as defined by the Academic Publications Committee include:

- a) Pure and Applied Research and Scholarship
Books, monographs, papers, reports and software.
- b) Professional Practice and Development
Books, monographs, papers, reports and curriculum materials, software, designs, patents and prototypes.
- c) Artistic Work
Exhibition of works of art and design, composition of musical scores, plays; or Acting, dancing, musical performance, choreography, composition, directing or conducting, photography, technical/stage management work.
- d) University Consultancy (ie conducted through the Research and Consultancy Unit)
Papers, reports, materials, software, designs, patents and prototypes.

Work under (a), (b) and (c) should be subject to formal peer evaluation. Papers delivered at conferences, seminars, workshops etc should not be included unless published.

Performance Indicators

- i) Number, type and quality of publications.
- ii) Research seminars given.
- iii) Conference papers published.
- iv) Research grants awarded or external funds obtained.
- v) Performances given or exhibitions mounted.
- vi) Degrees or other qualifications achieved.

Objectives set for next reporting period

The same approach should be followed as for objectives in the current reporting period.

Section 6: Other Comments

Comments may be made about activities not covered elsewhere in the report, eg fieldwork, unusual contributions to the work and life of the University. It would be particularly helpful to the Staff Progress Committee to have comments about the distribution of the staff members' duties between teaching, research and administration and whether the balance is planned to change during the next reporting period.

Section 7: Recommendations

The recommendation should take one of the following forms:

Interim Report

- i) Progress is satisfactory.
- ii) Progress is unsatisfactory or requiring remedial action (which should be specified).

Final Report

- i) Confirm in post.
- ii) Confirmation in post is not recommended.
- iii) Probation should be extended for one year.

- iv) Confirm in post and advance to Lecturer B; - refers only to staff on salary spine point 37, 38 or 39 on their final report.

APPENDIX 2:

SUGGESTED AGENDA: INITIAL DEVELOPMENT MEETING FOR PROBATIONARY ACADEMIC STAFF

1. Discussion of work assigned and objectives relating to teaching activities e.g. role in teaching, assessment and the supervision of students
2. Discussion of objectives relating to research and analogous activities
3. Discussion of specific administrative tasks assigned
4. Identification of initial professional development needs and discussion of a timescale for completion of the Professional Learning Requirements including the PGCHPEP see **Ulster Plan and Policy for Professional Development for Education Excellence** available at:xxx
5. Identification of the probationer's mentor and discussion of how the role operates
6. Opportunity for the probationer to seek clarification of any issues

APPENDIX 3

Local Induction

Your local induction is a three-way joint process between your Line Manager, your Induction Colleague and you. Guides have been developed to enable an effective local induction and may be accessed via the Local Induction Guidance Links at <https://www.ulster.ac.uk/staffdevelopment/induction#local>

Central to the process is a comprehensive local induction checklist designed to provide the required assurance that an effective local induction has been facilitated in a timely manner for all new staff and existing staff taking on a new role within the university.

Who should have a local induction?

- New temporary, part-time and full-time staff
- Staff redeployed within the University
- Staff taking on a new role within the University

Benefits of a good local induction

As a member of staff either new to the University or with a new role you are supported to:

- become familiar with and settle into your new environment
- understand your role, responsibilities and performance expectations
- have access to the resources you need to perform effectively in your new role

Local Induction Guidance Documents (available from:
<https://www.ulster.ac.uk/staffdevelopment/induction#local>)

- [Local Induction Checklist](#)
- [Guidance for Line Managers in Facilitating an Effective Local Induction](#)
- [Guidance for you as a new member of staff or new to role](#)
- [Guidance for Local Induction Colleagues](#)

APPENDIX 4:

**Extract from Draft Ulster Plan and Policy for Professional Development for Education Excellence
Mandatory Requirements for Professional Development and Recognition**

<p><i>New academic appointees</i></p>	<ul style="list-style-type: none">• 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 development to orientate them to academic practice at Ulster as part of their induction and probation. i.e. attendance at 'Orientation to L&T' and engagement with their mentor.• Newly appointed associate (part-time) and full-time lecturers with limited HE teaching experience and who hold no level of HEA professional recognition nor a qualification to teach in HE are required as a contractual condition of appointment 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).• Newly appointed associate (part-time) and full-time lecturers (L/SL/R/Chair) who already have substantial HE teaching experience are required as a contractual condition of appointment to achieve full HEA Fellowship via the Ulster HEA accredited scheme within 3 years of their start date at Ulster.• 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.
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APPENDIX 5:

A Guide for Line Managers and New Staff: Initial Professional Development Opportunities for all staff involved in Learning and Teaching provided by CHERP

Professional Development Opportunity	Purpose	When	Duration	Who For	HEA Fellowship
Initial Support:					
Orientation to Learning and Teaching at Ulster University	Designed to give all new starts key information regarding L&T policy and practice at Ulster and also to enable them to identify the best route for their initial development and achievement of FHEA.	Regularly through year on all campuses	3 hours plus lunch	All new staff with L&T role	
Academic Mentor(education)	To provide local guidance and support throughout the staff member’s induction and probationary period in relation to L&T. To act as Subject Adviser for mentees undertaking the PgCHEP – this involves participating in teaching observations and other work related tasks.	Allocated by HOS/HOD on appointment – mentor should hold FHEA as minimum	Throughout probation	All new academic staff	
PGTA: Introduction to L&T	To provide key information regarding the role of PGTA and the Code of Practice for PGTAs To provide introductory guidance on delivering effective sessions and assessing students. Session is compulsory for all PhD students who teach.	Regularly through year on all campuses	1 day	All PhD students who may be involved in tutoring and/or demonstrating	
Developmental Support: Taught Routes to Fellowship					

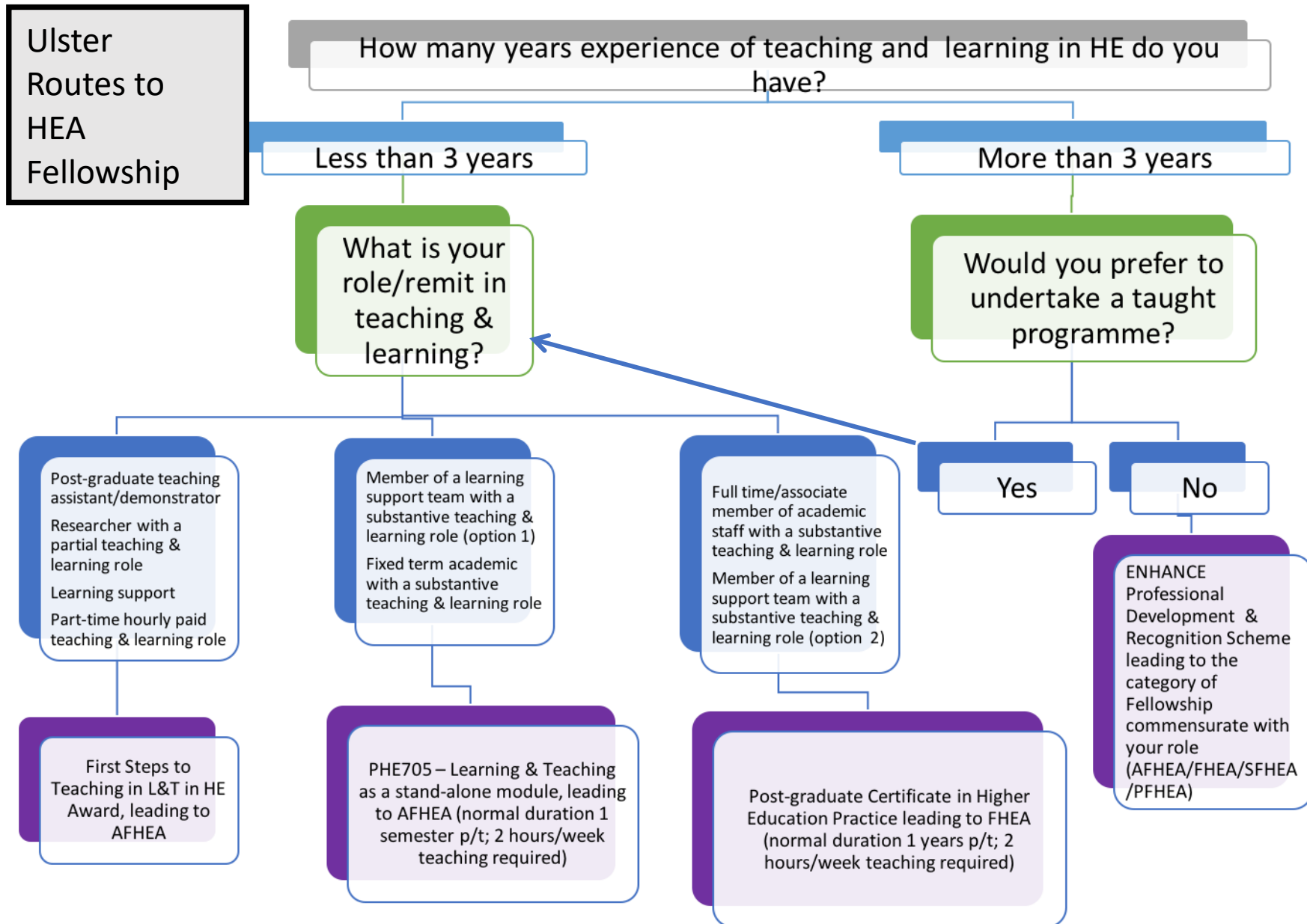
First Steps to Supporting L&T in HE Award	The Award provides an opportunity for hourly paid part-time tutors, staff with restricted learning and teaching roles and post-graduate teaching assistants to develop their understanding of and practice in effective learning, teaching, and assessment. It is offered as a stand-alone course and will be of particular benefit to those carrying out tutoring and demonstrating. Pre-requisite: either PGTA: Introduction to L&T or Orientation to Learning and Teaching at Ulster University	Two start dates each year: November & March	<ul style="list-style-type: none"> • 2 days of workshops • 3 submission deadlines/year 	PhD students, p/t tutors and prof. staff with limited L&T roles (must complete 20 hours teaching/learning support in HE)	AFHEA
Post-graduate Certificate in Higher Education Practice: available for: <ul style="list-style-type: none"> • all new staff who have less than two years substantive L&T experience in HE (compulsory for all new academic staff with less than 2 years' experience) • other staff who are interested and who are involved in sufficient L&T activity 					
Module 1 may be taken as a stand-alone module					
Full PgCHEP: Comprises Modules 1-3 (see below)	The course is designed to support new staff in developing their practices in learning and teaching based on the following principles: <ul style="list-style-type: none"> • Distributed delivery pattern to facilitate application of theory, professional development of & reflection on effective practice; • Minimal impact of staff extraction; • All assignment & related tasks comprise authentic work-based activities that support the development of professional practice; • Aligned to 5&50; • Delivery modes are interactive and participant-centred to ensure a sense of belonging. 	60 credits at Level 7 January – December each year	In total: <ul style="list-style-type: none"> • 3 semesters (1 calendar year)- • 9 days of workshop 	Staff involved in substantive L&T (20 hours min over duration of each module)	FHEA
Module 1: Learning & Teaching	The module is designed to underpin effective individual practice aligned to 5&50 - developing teaching excellence & a quality student experience. It focusses particularly on design & delivery of engaging sessions and assessment and feedback.	20 credits at Level 7 January – May each year	<ul style="list-style-type: none"> • 1 semester • 3 days of workshops 	Staff involved in L&T (20 hours min over duration of	AFHEA

				module)	
Module 2: Curriculum Design	The module is designed to promote effective curriculum design aligned to 5&50 - scaffolding the student journey to optimise student achievement & outcomes. It focusses particularly on curriculum design and disciplinary approaches.	20 credits at Level 7 June-December each year	<ul style="list-style-type: none"> • 2 semesters • 3 days of workshops 	Staff involved in substantive L&T (20 hours min over duration of module)	
Module 3: Enhancing Learning	The curriculum is designed to promote enhanced professional practice aligned to 5&50 - enhancing teaching excellence and the student experience through targeted innovation. It involves a negotiated learning & teaching project agreed with line manager and module coordinator (aligned to local priorities).	20 credits at Level 7 June-December each year	<ul style="list-style-type: none"> • 2 semesters • 3 days of workshops 	Staff involved in substantive L&T (20 hours min over duration of module)	
Experiential Routes to Fellowship for more experienced staff					
ENHANCE PD&R Scheme	The ENHANCE PD&R Scheme provides, a nationally benchmarked, process for individual staff to demonstrate and gain recognition for their professionalism and commitment to developing and enhancing teaching and learning support practices.	Regular briefings & support through year on all campuses	<ul style="list-style-type: none"> • 3 hour briefing and follow-up support • 3 submission deadlines/ year • normal time for submission min of 6 months 	Experienced staff with a minimum of: <ul style="list-style-type: none"> • 1 year's experience for AFHEA • 2-3 years' experience for FHEA • 5 years' + experience for SFHEA and PFHEA 	AFHEA FHEA SFHEA PFHEA

Further Information:

Professional Development Opportunity	Further Information	How to Apply	Key Contact (s)
Orientation to Learning and Teaching at Ulster University	https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university	Application form available on website	
PGTA: Introduction to L&T	https://www.ulster.ac.uk/cherp/academic-development/first-steps-to-l-and-t-in-higher-education	Booking via: <ul style="list-style-type: none"> • The Doctoral College for PhD students • Online application form available on website for p/t tutors requires supervisor/ line manager support	Vicky Davies v.davies@ulster.ac.uk
First Steps to Supporting L&T in HE Award	https://www.ulster.ac.uk/cherp/academic-development/first-steps-to-l-and-t-in-higher-education	Booking via: <ul style="list-style-type: none"> • The Doctoral College for PhD students • Online application form available on website for p/t tutors requires supervisor/ line manager support	Vicky Davies v.davies@ulster.ac.uk Dr Sarah Floyd s.floyd@ulster.ac.uk
Full PgCHEP: Modules 1-3	https://www.ulster.ac.uk/cherp/academic-development/pgchep	Application form available on website – requires line manager support	Vicky Davies v.davies@ulster.ac.uk
Module 1: Learning & Teaching	https://www.ulster.ac.uk/cherp/academic-development/pgchep	Application form available on website – requires line manager support	Vicky Davies v.davies@ulster.ac.uk
Module 2: Curriculum Design	https://www.ulster.ac.uk/cherp/academic-development/pgchep	Only available to those on full PgCHEP	Dr Roisin Curran r.curran@ulster.ac.uk
Module 3: Enhancing Learning	https://www.ulster.ac.uk/cherp/academic-development/pgchep	Only available to those on full PgCHEP	Vicky Davies v.davies@ulster.ac.uk Dr Sarah Floyd s.floyd@ulster.ac.uk

ENHANCE PD&R Scheme	https://www.ulster.ac.uk/cherp/academic-development/professional-development-scheme	Sign up for a briefing – dates on website	Dr Sarah Floyd s.floyd@ulster.ac.uk
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APPENDIX 6

Overview of the role of the Subject Adviser

In the first instance, it is the responsibility of the participant to identify their Subject Adviser during the programme application process, so early contact regarding their responsibilities can be ensured by the Course Director. Where difficulties may arise, the applicants are encouraged to contact the Course Director to seek advice on whom might be appropriately approached to take this role.

Given the geographical distances involved between the four university campuses, Subject Adviser briefing sessions will take place via a webinar : you should attend one of these briefings once a year to be appraised of any updates to the programme and the UKPSF. Additional guidance and key information will be provided in an online area accessible to all Subject Advisers.

Each participant identifies a Subject Adviser, from their broad discipline area, who will support and advise them during the course. As a Subject Adviser you are someone whom your PgCHEP mentee feels they could call upon to provide guidance, support and specialist knowledge within the context of their academic discipline. You will have an interest in a particular area of their studies and be willing to share your own expertise and knowledge, though in doing so, you would not be formally called upon to assess written work.

All Subject Advisers must hold a minimum of FHEA: as such you will already be familiar with the requirements of the UKPSF, and therefore able to apply its dimensions of practice to observed sessions/moderation exercises as evidence of effective practice at D1 (AFHEA) and D2 (FHEA).

As an Subject Adviser you should seek to:

- build a rapport with the participant;
- show empathy with them in relation to their professional roles;
- respect participants and the choices they make concerning their work as a First Steps participant;
- encourage participants to take responsibility for their learning;
- act as a 'critical friend', that is, someone capable of:
 - offering unbiased constructive criticism, guidance and feedback;
 - being a good listener;
 - questioning, interpreting and explaining;
 - assisting with problems while challenging participants to make decisions;
 - striking an acceptable balance between giving advice and not taking control;
 - drawing on their knowledge and understanding of the UKPSF to underpin their role.

You will also have a very particular interest in higher education practice and would in turn be willing to share insights and reflections with the participant about your work.

Not Just Teaching

While observation of learning and teaching practice is clearly an important aspect of the Subject Adviser's role, it is not, however, the only role that could be fulfilled. For example, within the Award you may be called upon to discuss your expertise in and or experiences of:

- module development, management and planning
- student support
- specific strategies you use in your own teaching, including student assessment.

In other words, you will be a confidential sounding board for a variety of educator-specific issues.

Participants are asked to attend one of your teaching sessions for observation purposes to identify areas for emulation in their own practice.

Authentication of Practice

A key aspect of gaining HEA Fellowship is authentication of the participant’s practice: to satisfy the independent authentication requirements of the course you are asked to carry out the following with your mentee:

PHE705: Learning & Teaching in HE	PHE707: Enhancing Learning & Teaching in HE
<ul style="list-style-type: none"> formatively observe their learning and teaching practice on at least one occasion 	<ul style="list-style-type: none"> formatively observe their learning and teaching practice on at least one occasion provide corroboration of their effective practice in the above two tasks
<ul style="list-style-type: none"> carry out an assessment and feedback moderation 	
<ul style="list-style-type: none"> provide corroboration of their effective practice in the above two tasks 	

You will be provided with a pro-forma, aligned to the relevant UKPSF dimensions of practice, to guide your evaluation of any learning and teaching practice observations/assessment moderation

Observing Learning and Teaching Practice

Appendix 7

Arrangements for the observation should be made with as much advance notice as possible.

Providing participants with feedback should occur preferably immediately after the observation, however if this is not possible, then within the next 2-3 days of the observation. Feedback is generally most welcome and most effective if given at the earliest opportunity.

The post-observation meeting should ideally begin with the participant’s own thoughts about the learning and teaching session, and you are encouraged to begin with positive aspects first of all.

Many people find this difficult, wanting to look first at the less positive, but this is not always a good thing, as negativity has a habit of taking over in such situations.

Moderating assessment

Participants of *Learning & Teaching in HE* (PHE705) are required to identify an appropriate module and explore the assessment strategy. They will use two sample assignments (from current of previous modules they have taught) which they have marked and fed back on, using the assessment guidance and criteria. They should be ready to justify and discuss the rationale that underpins the assessment design and how the assessment criteria are used to ensure accurate and valid decision-making. They should also focus on showing how the Ulster Principles for Assessment and Feedback for Learning underpin the approach taken to providing meaningful feedback.

You should moderate/discuss these with the participant and jointly complete the proforma provided (Appendix 8).

For both these authentications of practice records, it is important that you keep the discussion focused in a positive way, before dealing with other issues that point to the need for development within them. You should use the agreed pro-formas to focus the discussion and in turn avoid generalities. There should be a focus on what was done, why it was done and how well it was done, again beginning with the participant’s evaluation which should focus on the facts of the situation, drawing upon these as evidence to substantiate and support reflections and findings.

APPENDIX 7: Your Practice Observation (by your Subject Adviser)

Observation of Practice (supporting learning & teaching) –Subject Adviser Feedback Form

Date:

Name:

Session:

	Observed evidence
<p>Clear aims and learning outcomes</p> <p>UKSPF: A2, K1, K2</p>	
<p>Appropriate tutor and student activity and management of time</p> <p>UKSPF: A2, K1, K2</p>	
<p>Clear oral (and written) communication</p> <p>UKPSF: A2</p>	
<p>Clear, relevant resources which enhanced the learning experience (if appropriate)</p> <p>UKPSF: A2, K1, K2</p>	
<p>Some means of checking student’s learning/understanding</p> <p>UKPSF: A2, A3, K1, K2</p>	
<p>A demonstrable understanding of the varying needs of individual students</p> <p>UKPSF: A2, K2, V1</p>	

Main strengths	
Aspects for consideration	
<p>Signed: _____ (Candidate)</p> <p>Signed (select one):</p> <p>1. the candidate has met all the required outcomes Yes/ No</p> <p>2. a further observation is required Yes/ No</p> <p>_____ (Observer)</p>	

Candidate's reflection on teaching/ learning session	
Action plan (to be completed by candidate following observation)	

APPENDIX 8: Assessment Moderation Activity Record

PHE705: Learning & teaching in HE

UKPSF: A3, K1, K2

Details of the moderation task undertaken (module name/ assignment details/ level)	
Summary of process you undertook with Subject Adviser	
Key learning points arising from the activity and discussion	
Subject Adviser feedback on your engagement in making assessment judgements and providing student feedback	