
Guidance Tool: Applying for Associate Fellowship (Descriptor 1)

Advice for staff where your role may not necessarily involve direct teaching of students

My Activities

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

All applicants need to evidence engagement with two of the areas of activity. Our experience and advice indicates that for staff who are not involved in direct teaching of students **A4 and A5** (highlighted below) tend to offer greater opportunities for you to showcase your practice, but this will depend on your own experience and context. In the tables below we have tried to give you a range of possible examples illustrating how colleagues have provided evidence of meeting the UKPSF dimensions. Use these to trigger your own thinking of what you could include. **You do not need to demonstrate all of these yourself** – in your submission you are expected to include **3 examples for each of the two areas of activity** you select. Remember also that one example may help you to evidence both areas of activity and can therefore be used twice.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Translation | Indicative examples: administrative  | Indicative examples: technical | My current examples: use this space to record your own ideas |
| A1 Design and plan learning activities and/or programmes of study | This is about how you design planned interactions with your learners (students and/or staff) to maximise their effectiveness | * Organisation of: placement; summer schools; induction; recruitment (any events that impact on the student learning experience)
* Engaging with course teams preparing for revalidation
* Organising and attending a range of promotional events e.g. Open Days, Advice Days, Parents/Career Teachers events, NISCA conference, UCAS events to discuss course opportunities, entry requirements, application procedures etc.
 | * Planning learning sessions e.g. in laboratory; fieldtrips
* Planning induction/ training for staff using new equipment/ technologies
* Setting up and assessment of OSCE’s (Objective Structured Clinical Examination)
* Preparation of accredited training e.g. in manual handling, use personnel lifting equipment and resuscitation technique
* Development of electronic and mechanical apparatus/equipment and software applications for practical class/research project purposes
* Developing guidelines to explain and simplify legislation and polices e.g. Finance/Procurement/H&S (drafting “local rules”)
* Developing and designing practical experiments to ensure that they “work” in the classroom and provide the required learning outcomes
 |  |
| A2 Teach and/or support learning | This is about your direct involvement in delivering and/or supporting student learning. It can take place in formal classrooms, online or in small groups. It can also involve one-to-one support. | * Direct input to induction/ summer school/ recruitment events
* Responding to student queries where they impact on the student learning experience
* Support learning through the provision of course information to be contained in the online prospectus, Faculty information leaflets, providing information on teaching/assessment/study arrangements
 | * Supporting/ delivering practical sessions (groups or individual students)
* Responding to student queries where they impact on the student learning experience
* Induction/Training/Demonstration of equipment sometimes providing direct teaching on course modules
 |  |
| A3 Assess and give feedback to learners | This is about the way in which you provide formal or informal feedback and advice to students to guide them as they prepare assignments. Where relevant it may also involve marking student work, assigning grades and being aware of the quality assurance processes of the university. | * Conducting mock interviews for placement and providing feedback
* Facilitating/Participating in extracurricular workshops/events.
* Experience in a professional capacity e.g. As a mentor with a professional body feedback has been provided to participants on assignments, learning logs and portfolio submissions
 | * Responding to queries in practical sessions relating to assignments
* Provide feedback on progress within sessions
* Setting up and assessment of OSCE’s (Objective Structured Clinical Examination)
 |  |
| A4 Develop effective learning environments and approaches to student support and guidance***Often examples that fit under A1-A3 can also be used for A4*** | This is about your involvement in supporting student learning. It can take place anywhere and could be formal or informal advice and support. It can also involve systems and structures that impact on student learning | * Streamlining registration & induction processes
* Advising students with additional needs – international students, students with disabilities
* Advising academic staff on university procedures
* Producing guidance materials for students
* Working with Course Directors to provide effective registration and induction arrangements;
* Drafting information leaflets and correspondence relating to registration;
* Drafting of promotional documents and entry requirements for online and hard copy prospectus entries;
* Attendance at international recruitment events to advise international students of entry requirements etc.
 | * Ensuring H&S for practical
* Advising staff on design/ layout practical rooms
* Setting up lab and resourcing
* Preparation of laboratory materials and set-up of equipment to be used in teaching practicals
* Preparation of standard operating procedures (SOP’s) for laboratory or other equipment
* Producing guidance materials for students
* Producing online resources
* Testing and repair of equipment to ensure that it is safe and suitable for student use
* Design and development of new or refurbishment of student teaching laboratories and learning spaces
* Supporting academics/students on field trips again providing induction training and demonstrating the use of scientific equipment
* Provide the consistency required through the Student’s lifetime at university, particularly in research labs, often providing pastoral care and encouragement.
 |  |
| A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice |  | * Attending CPD events e.g. disability awareness/ health & safety/ new faculty or university processes
* Reading about new policy/ processes
* Shadowing/ mentoring colleagues
* Membership of Professional organisations such as AUA & ARMA.
* Engagement with HEA, CHERP
* Pedagogical research and presentation at conferences
 | * Attending CPD events e.g. disability awareness/ health & safety/ new faculty or university processes
* Reading about new policy/ processes
* Shadowing/ mentoring colleagues
* Keeping up to date with relevant techniques/ technology
* Engagement with HEA, CHERP
* Pedagogical research and presentation at conferences
* AUA / ICSA membership;
* Mentoring as part of AUA;
* Attendance at UCAS and other HE professional networks;
* Engaging with career teachers at specialist admissions conferences e.g. NICSA
 |  |

My Core Knowledge

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

**All applicants need to evidence engagement with at least K1 and K2.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Translation | Indicative examples: administrative  | Indicative examples: technical | My current examples |
| K1 The subject material | Any professional knowledge that you draw upon that informs the activities above. | * New processes and procedures relating to student learning
* New software that impacts on student management processes e.g. Banner, CMS
* Keeping up-to-date with qualifications suitable for entry to HE – UK, EU and international including UCAS developments with tariff/grade offers;
* Considering programmes offered by educational institutions such as INTO, NCUK, NCC plus professional qualifications as being suitable for admission/advanced entry
* Assisting students applying for entry through APL/APEL;
* Knowledge of QCF framework, arrangements relating to NSS, KIS, DLHE; QAA subject benchmarks
* Professional knowledge relating to UKVI regulations including Tier 4 visa requirements;
* Keeping up-to-date of University Learning & Teaching policy and
 | * New H&S guidelines
* New equipment manuals
* New technology
* Ulster L&T Strategy
* Knowing how your session fits in with a wider module/programme
 |  |
| K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme | Appropriate methods for supporting learning  | * Being aware of the needs of your target audience (staff and/ or students)
* Being aware of which approaches work best
* Being aware of and adapting your approaches to new situations
* Collaborative working across academic and academic related administration to achieve best practice delivery of learning services/teaching
* Awareness of assessment criteria relating to appropriate Level of study;
* Developing collaborative articulations to progress from FE FdSc programmes to HE;
 |  |
| K3 How students learn, both generally and within their subject/ disciplinary area(s) | This is about making sure that the ways in which you support learning are appropriate for your learners. Generally, students learn more successfully through active engagement.  | * Talking approaches/ information through with students and including time for them to check their understanding
* Building activities in to induction/ information/ practical sessions
* Being aware with stage students are at and not making assumptions about students’ familiarity with university processes and procedures
* Providing opportunities to hear the ‘student voice’ - to enhance and develop events and initiatives to promote student engagement/learning.
 |  |
| K4 The use and value of appropriate learning technologies | This is about the ways in which you use appropriate technologies to enhance the student learning experience | * Using BBL to communicate with students
* Using social media platforms – Twitter, LinkedIn
* Using event management websites – Eventbrite/Getinvited
 | * Designing and developing supplementary online resources
 |  |
| K5 Methods for evaluating the effectiveness of teaching | This is about knowing that the approaches you have adopted are effective | * Conducting quick surveys at the end of an induction event
* Checking students’ understanding of the instructions you have given them
 | * Conducting quick surveys at the end of session
* Checking students’ understanding of the instructions you have given them
* Reviewing the success of the practical session
 |  |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | This is about how you make sure that what you do is in accordance with university procedures, and how you go about improving what you do in the light of any feedback | * Maintaining accurate student records
* Responding appropriately to disabled students
* Meeting deadlines
* Meeting H&S requirements
* Understanding the importance of online information systems e.g. CMS, Banner
* Use of University systems to provide accurate information (e.g. online prospectus entry requirements) which has potential to impact on qualitative arrangements such as NSS / KIS
 |  |

My Professional Values

How would you assess your engagement with the UKPSF professional values?

**All applicants need to show how their practice is underpinned by engagement with values relevant to the scope of your activities.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Translation | Indicative examples: administrative  | Indicative examples: technical | My current examples |
| V1 Respect individual learners and diverse learning communities | The way in which you respond appropriately to students’ differing needs e.g. international/ disabled/ distance learning students. This is usually related to the ways in which you support students once they have arrived at the university. | * Students accessing the school office/ library/ lab or on fieldwork
* Communication from students online
* Communication with and cultural awareness of students whose first language is not English
* Liaising with students on Tier 4 visas to explain attendance monitoring arrangements, visa extension, authorized absence arrangements etc.
 |  |
| V2 Promote participation in higher education and equality of opportunity for learners | This steps back from how you deal with individual students and looks more at initiatives and approaches that engage and encourage a wider section of the population to access HE and then support them once here. | * Involvement in widening participation initiatives (recruitment/induction/schools’ liaison)
* WP projects e.g. Step-up, Tutoring in Schools
* Understanding the prior educational experiences and/or the cultural backgrounds the students and how you might support them
* Liaising with the International Office and Partner organisations
* Advising international applicants of English language requirements;
* Liaising with international agents on application process, visa application arrangements
 |  |
| V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development | This is linked to A5 and K1 and how you use your professional knowledge base to shape your practice | * Changing registration/induction formats to better meet the needs of your students
* Chair of Faculty Co-ordinators Group seeking to streamline admissions offers and setting up standard offer library at University level
 | * Designing the layout/configuration of learning spaces
* Recommending equipment/software purchases
 |  |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice | Think beyond your area of work – how does what is going on in the wider university/ external environment impact on what you do? | * Optimising the ways in which university operating systems are used in your area
* Using industry standards and practice to inform what you do
* Helping student to develop employability skills
* Responding to changes in resource levels
* Responding to developments within national HE framework such as NSS, DLHE, KIS;
* Recognising policy and procedures developed at national level such as Universities UK and implementing good practice as developed within the sector e.g. UKCISA, SPA
 |  |

Which route do you think is appropriate for you?

Route: Dialogic **or** Case Study – **the Associate Fellow Guidelines for the ENHANCE PD&R Scheme explain these routes in more detail**

Because…

My initial self-assessment is that I should apply for recognition at D1:

Because….

My major concern about this process is…..

What would help me to deal with this is…..