UK Professional Standards at Newcastle University – HEA re-accreditation July 2013

Summary Report

Newcastle University is aiming for re-accreditation in July 2013 by the Higher Education Academy as a Recognising Body for the UK Professional Standards Framework (UK PSF) for staff teaching and supporting learning in HE. An initial NU Institutional submission document has been drafted, to be submitted 31st May 2013. This outlines our institutional context, programme and non-programme routes to individual recognition and how we will handle the process. This is for review and consideration by ULTSEC.

We aim to ensure that all lecturing staff have an opportunity for professional development resulting in national professional recognition by the HEA, as well as a personal qualification from Newcastle University if desired/required. In addition, this should thereby assure the quality of the student experience of teaching and learning at Newcastle University. League tables for staff qualifications/recognition are likely to be published following this year’s HESA returns.

Re-accreditation will ensure our current programme routes, CCE (CertClinEd) and CASAP (including NTA) give all newly appointed staff a clear opportunity to map to the UK PSF. Experienced existing staff will be considered more broadly as part of the wider CPD scheme, including non-programme routes to UK PSF recognition. These non-programme routes in the scheme will be further defined in a roll-out plan developed with a steering group in the summer of 2013.

Many comparator institutions require staff to gain a Professional Standards Descriptor on entry or early on in their role. At Newcastle, it is known that 249 (March 2013) of current Newcastle staff are recognised as a result of having participated in current programme routes (CASAP etc.). We do not yet have information on the rest of the staff; a survey questionnaire is in progress. We aim to support our staff in their professional development to underpin the quality of the student experience at Newcastle.

To consider

In support of implementation of the UK PSF at Newcastle (as previously agreed in principle at Staff Committee, 19th November and Executive Board, 11th December 2012) we would like ULTSEC to:

1. Consider the Institutional Submission draft, noting that it is still incomplete. We appreciate any feedback ULTSEC wishes to offer us, including any additional items or information.

2. Note new roles for staff in support of the UK Professional Standards Framework:
   a. Members of the wider “UK PSF Group”, including CASAP Faculty Programme Liaison Officers (FPLOs), and the proposed Professional Standards Advisers (PSAs)
   b. Single Recognition Panel Members, drawn from the “UK PSF Group”
   c. Those who will promote the use of the UK PSF, including Heads of AU, DELTs and PSAs

3. Note the draft evidence list (Institutional Submission Section 5) and summary of policy and document changes. Note that the award of Fellowship of the HEA (FHEA, D2) etc., requires NU institutional sign-off as to employed status.

4. Note approved programme changes to CASAP (NTA) designed to underpin our institutional recognition re-accreditation in July.

5. Note the new requirements on Newcastle University in order to achieve re-accreditation:
a. Formation and operation of a “Single Recognition Panel (SRP)”: a decision making body considering all CPD scheme routes including CASAP and CCE programme routes to recognition for individuals at Newcastle

b. The wider CPD Scheme; design, pilot, roll out 2013 – 2015.

6. Understand the HR implications of the changes:
   a. Staff Committee has decided that job descriptions will state that UK PSF is ‘desirable’
   b. Probation document changes
   c. Career pathways document changes to align with new requirements
   d. There will be no “exemptions”: everyone newly appointed at L/SL will obtain the NTA. This includes alignment against D1. Mapping of experience against the professional standards framework is required as well as work on module design.
   e. Adjustments required to workload allocation models to enable newly appointed staff (through CASAP) to successfully achieve the revised Newcastle Teaching Award. This includes an additional 10 credits to cover UK PSF mapping, thus the allocation must increase from 150 to 200 hours over the whole of the NTA.
   f. Overseas based staff are included in this approach.

7. Note that there will be systems needed in our Implementation Plan for a palatable and efficient CPD Scheme including non-programme routes. These will be brought back to ULTSEC, along with a proposed Steering Group with oversight of the development and pilot of this Scheme

To approve

Appointment of Cross-FLTSEC as the QA body with oversight for the non-programme route including the Single Recognition Panel

Appendix

Draft of Institutional Submission

Jo Clark, Rosalind Beaumont and Richard Young

SDU

28 March 2013
Newcastle University
Higher Education Academy accreditation — institutional submission

Please note that this is still an early draft pulling together what we have at this stage. Some sections are incomplete and Section 2 depends on further advice as to how much detail is required. Section 7 is a list of likely documents/evidence at present. All of it we expect to heavily re-write, however it should provide a starting point for highlighting strengths, gaps, inconsistencies and so on. Please therefore treat it accordingly – thank you.

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Preface
How the submission was formulated

1 Overarching institutional narrative

Context: university facts and figures

[NB: REMEMBER TO SIGNPOST TO EVIDENCE]

Newcastle University is a member of the Russell Group of research intensive universities. It is a civic university with nearly 16 000 undergraduate and 5 500 postgraduate students; and around 5 200 staff, of which roughly 2 300 are academic. It comprises three Faculties: Humanities, Arts and Social Sciences (HASS); Science, Agriculture and Engineering (SAgE); and Medical Sciences. In the context of high aspirations for Research, Learning & Teaching, and Societal Engagement, it aims to be a World Class Civic University, using its role in knowledge creation to respond to the challenges of civil society.

Newcastle University has run HEA-accredited programmes since 1997. Under the leadership of the Vice-Chancellor, Professor Chris Brink, Newcastle University has made a high level strategic commitment to promoting excellence in learning and teaching through parity of esteem between research and teaching. As a result, we have already achieved a number of significant successes in support of teaching quality which mark us out as occupying a distinctive place among Russell Group institutions. This is fully reflected in Human Resources processes and documents. [Evidence: academic job families].
Key to this is the multi-stranded programme we have undertaken to align policies, systems and support for staff to promote a culture in which teaching, research supervision and teaching-related activities are valued and where excellence is recognised and rewarded. For example, we have well-established criteria for recognising teaching alongside research excellence through promotion and to support a shared institutional understanding of what constitutes teaching excellence, we have produced a set of detailed examples of the evidence that underpins excellence. [Evidence: evidence base guidance document]. In 2011/12, we disseminated these through briefings for members of Promotions Committees, training for over 300 academic staff undertaking performance appraisal, and tailored workshops for over 50 staff seeking promotions or teaching awards. We are now benchmarking this work in an international, HEA-funded project with the Universities of Tasmania, Wollongong and Leicester.

We are developing an electronic system, MyImpact, to make it easy for staff to collect evidence of their teaching contribution for use in appraisal and promotion [links to PDR and promotion]. To the best of our knowledge, no other university has undertaken a similar project. Within this system, teaching data sits alongside pre-existing functionality for recording research success, thereby reinforcing the university’s distinctive parity of esteem message. [Evidence: summary document showing map of MyImpact T]

The Vice-Chancellor personally sponsors teaching awards, which are celebrated in front of staff, students and parents at degree congregations, and regularly hosts Celebrating Success events which honour both research and teaching achievements. We also received over XX nominations for our first student-led teaching awards scheme in 2013.

To include: UKPSF descriptors as desirable characteristics in role descriptions/ career pathways [Evidence: Staff Committee minutes?]

[Further QE information/narrative to possibly include the following topics and other information. To be completed following discussions on 17th April.

1. Coherent Programme
2. Assessment and feedback
3. Student representation
4. Peer mentoring
5. E-learning
6. Virtual Learning Environment and Threshold Standard]

[Note that Repetition and overlap between Institutional Overview and CPD Scheme Overview as shown in the following highlighted section is to be resolved in later draft.]
With the establishment of a campus in Malaysia and a collaboration with the Singapore Institute of Technology, staff development at Newcastle has responded to the needs of staff delivering transnationally. Staff in both locations have been able to access Newcastle via a combination of electronic and face-to-face delivery. (Insert statement on transnational staff development).

Recently (Since 1994? Or since CASAP 2006?), probation policy was changed so that it is now a requirement that newly appointed lecturing staff complete the Newcastle Teaching Award (NTA) (the first module of which is submitted here for accreditation at D1) or Certificate of Advanced Studies in Academic Practice (CASAP) (submitted for accreditation at D2) depending on their academic focus. This change is consistently reflected in Human Resources documentation relating to progression.

This application for accreditation against the new UK Professional Standards Framework is thus authentic to Newcastle University’s mission and values, which are distinct for a Russell Group university in valuing and rewarding teaching through such a wide, coherent range of measures. Accreditation also presents an opportunity for us to harness the staff confidence and energy generated by this impressive culture change to date.

Provision to be accredited

In this submission, the university is putting forward three areas for accreditation: plans for a Continuing Professional Development Scheme; the Certificate in Advanced Studies in Academic Practice; and the Certificate in Clinical Education. This overarching scheme will allow Newcastle University to provide a framework whereby suitably experienced staff accessing existing, non-accredited provision internally, and appropriate external activities can gain recognition from D1 to D2. In seeking accreditation against the UKPSF, we have tailored our approach to ensure provision meets strategic institutional objectives. Key to these is the dual professionalism of subject disciplinary scholarship and teaching, reflecting the holistic nature of the academic job role at a Russell Group institution. Thus, the proposed CPD scheme is designed to work in conjunction with emerging future developments in CPD for research, leadership and other aspects of the academic job role, such as the Vitae framework. This provision provides seven pathways to accreditation:

A. CPD/non-programme pathways to D1 and D2.
B. The Newcastle Teaching Award + recognition panel pathway to D1.
C. the Certificate in Advanced Studies in Academic Practice + recognition pathway to D2.
D. the Certificate in Clinical Education pathways to D1 and D2.

Planned Provision: Continuing Professional Development Scheme

The reaccreditation process provides Newcastle University with an opportunity to draw together a range of successful pre-existing initiatives with newer ones under a common scheme to enable staff to gain recognition for their commitment and innovation in academic practice. The scheme will be holistic in approach, accounting for different aspects of an academic’s role, and will be offered to all staff who undertake teaching and research at the university. Within the scheme, there will be both programme and non-programme routes which will provide staff with guidance on gathering and presenting evidence ahead of submitting their application to the institution’s Single Recognition Panel (SRP) for consideration. We want to use our accredited scheme to encourage our staff to keep engaging in academic practice, including learning and teaching, over their careers at Newcastle.

1. Why have a scheme?
Introducing such a scheme will provide opportunities for individuals to gain recognition for professional development which they have tailored to their individual needs and career stage. This in turn will enhance the student experience, and increase the excellence and professionalism of learning and teaching in the institution.

Who benefits from the universal achievement of a Professional Standards Descriptor?

- Improved knowledge about teaching and student learning
- Develop teaching and overall communication skills
- Confidence from national accreditation
- Receive consistently high quality learning experiences
- Achieve better quality outcomes
- Enhanced perception of Newcastle University
- Enhanced ability to establish & develop professional relationships
- Assist with career development (both inside and outside HE)
- Enhanced league table profile through HESA reporting of teaching qualifications
- Improved articulation and sharing of practice within and between Academic Units, known to correlate with enhanced learning

NU’s CPD scheme aims to encourage staff to continually develop and enhance their academic practice, including learning and teaching, over their careers at Newcastle. It provides structured and supported opportunities to achieve and record their accomplishments, and to gain recognition for their commitment to their own professional development and innovation in supporting learning them via the UK Professional Standards Framework (Descriptors 1-2). HR processes?

(Southampton – “the PREP framework integrates the educational development opportunities for all staff into a structure which encompasses the existing PCAP and PILT (se later) taught pathways and adds new portfolio based routes. The pathways are not intended to be mutually exclusive, but to provide opportunities which can be better matched to an individual’s role and its development, rather than being purely linked to probation requirements, as with PCAP. This relationship with career development will continue to evolve in line with the Human Resources ongoing review of institutional reward and recognition descriptors and associated PPDR processes.”

Additional Areas:

Research-led teaching? (see Exeter pg 23 “The University recognises that the richness of our students’ learning depends upon the various ways in which we encourage them to think and act like researchers themselves, as well as ensuring that they learn about the latest, cutting edge research in their subject areas. It has been actively developing and clarifying its approach to research-led education during 2011/12. We aim to embed research-like learning into all that we do at the University, so that students will complete their programmes with both the academic rigor and the
transferable skills of investigation, creativity and critical analysis associated with high quality research.

All staff who teach and/or support students’ learning, therefore - whether Lecturers, Teaching Fellows or those in a specialist professional field - are working within a research-led setting, and to encourage students to think and act as researchers. All teaching-related staff are also expected to engage in appropriate scholarship, so that students are inspired by research and come to understand the nature and limits of knowledge and skills in their subject and/or professional area. The ASPIRE assessment panels will be looking for evidence that applicants, whichever job family they currently work within, recognise the importance of research and scholarship in their own field, and of teaching which encourages students to learn in research-like ways. Staff are also expected to keep up to date with some of the developments”

How does the CPD scheme link with job roles and career progression?

The University has updated its criteria for reward, recognition and career progression in different teaching-related job families. For example:

Staff to have a recognised teaching qualification, i.e. UKPSF (or equivalent) included under ‘desirable’ criteria in role descriptions. Need detail about Descriptor levels for different job families? [EVIDENCE?? – career pathways, reward & recognition documentation]

2 The Newcastle University CPD Scheme (plus relationship between programme and non-programme pathways)

The CPD Scheme offers programme (1-4) and non-programme (5-6) pathways to UKPSF recognition, depending on staff experience and qualifications.

Staff with little or no teaching experience in a UK higher education context are expected to complete the Newcastle Teaching Award (NTA) and to engage in the CPD Scheme to support their future development. Typically this would include: newly appointed staff, early career academics, international staff (including those based overseas), or those with less than 3 years experience FTE in a substantive teaching role.

Existing staff who are experienced educators and/ or those who do not have the opportunity to undertake the programme routes are able to develop and seek recognition through the non-programme routes. These staff members would be those with over 3 years FTE in a substantive teaching role.

(need more here on who does what – including following diagram?)

<table>
<thead>
<tr>
<th>Programme Routes (inc. APL)</th>
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<tbody>
<tr>
<td>1. NTA (D1)</td>
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<tr>
<td>2. CASAP (D2)</td>
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<tr>
<td>3. CclinEd (D1)</td>
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<td>4. CclinEd (D2)</td>
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<table>
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<tr>
<th>Non-programme Routes</th>
</tr>
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<tbody>
<tr>
<td>5. Associate Fellow (D1)</td>
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<tr>
<td>6. Fellow (D2)</td>
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Single Recognition Panel (D1-3)
Whichever route is taken, in order to gain recognition, staff are required to present evidence of their engagement with the UK Professional Standards dimensions for consideration by an internal Single Recognition Panel (SRP).

2. **Who and How are staff engaged in the CPD Scheme?**

All staff involved in teaching and supporting learning at the University should be eligible for one or more CPD Scheme pathways.

**Staff categories**

a) Newly-appointed academic staff with teaching responsibilities (dependent on prior experience, qualifications and existing UKPSF recognition)

b) Transfers from research only to academic roles

c) Part-time teachers – postgrads who teach, research associates, professional contributors (e.g. in NUBS or from NHS).

d) Other teachers - professional services (library staff, technicians, careers staff)

e) International staff new to UK HE (a-d above)

f) Staff based overseas (a-e above)

[insert mapping of staff categories and descriptor levels]

The Head of School and/ or Line manager (through the Performance and Development Review process),

The Director of Excellence in Learning & Teaching (DE LTS) advocates staff engagement in the Scheme.

Staff are encouraged to attend a Faculty or School/ Unit level information session on development and recognition to establish which route is most appropriate for them. These are run regularly throughout the year. Additional information is available on the Staff Development Unit’s webpages [http://www.ncl.ac.uk/staffdev/] and staff can contact Professional Standards Advisors in their faculty and/ or the SDU for initial guidance.

### Initial awareness of CPD Scheme and HEA recognition at NCL

- SDU sessions – Faculty and/ or School level information session on development and recognition against UKPSF (programme and non-programme routes)
- SDU website - talking heads on plus extra information
- SDU email drop – via HoS, DELTS, etc? providing links to website/ publicise scheme and sessions
- HoS/ line managers: induction processes raise awareness and promote scheme in terms of being essential for probation AND desirable for individual’s career progression

### 3  The University Single Recognition Panel

[NB Mention selection and training of “UK PSF Group” here]
There will be a central university Single Recognition Panel to deal with all claims for recognition. In order to ensure rapid and successful implementation and integration into the university calendar, we plan to harmonise the panel’s activities where possible with the processes and procedures of the CASAP Board of Examiners. Thus, the panel will meet 2-3 times per year at first, following the Boards of Examiners for the CASAP. This timing will be helpful to participants, and also enable the CASAP external examiner to act in addition as the external person on the panel. We will require this external panel member to be accredited at D2 or D3.

Successful claims for recognition will be recorded against the individual’s employee number on a spreadsheet managed by the CASAP team. Eventually, they will be input and maintained on the member of staff’s Human Resources records via the SAP system.

**Purpose of the SRP**

The Single Recognition Panel (SRP) at Newcastle University (NU) exists to make equitable, transparent, robust, and consistent judgments about Recognition of staff based on their alignment with the UK PSF Descriptors; and by its operation to encourage staff to become recognised. It has a further role in promoting the UK PSF more generally including encouraging colleagues to become eligible to join the UK PSF Group and the SRP.

**Principles by which the SRP operates**

The SRP operates on parallel principles to those of a Board of Examiners (BoE) at NU. Thus:

- The Panel operates as a single, equitable decision-making body for recognition at NU via any route, whether programme or otherwise
- It will deal with programme route applications separately from, but consistently with, those from non-programme routes.
- Panel members will be recognised and appropriately trained and experienced (see below)
- The Panel will at each meeting include a Recognised member from outside NU, and where possible an HE Academy Accreditor (see below for details)
- Robust decisions will be taken by the whole panel, on the basis of recommendations by a minimum of two trained UK PSF Group staff who have made their decisions independently
- The Panel operates in a transparent way, under Newcastle University quality assurance procedures.

**Potential Membership of the SRP**

The potential Newcastle University members of the SRP will be those staff who:

- have achieved UK PSF Recognition at D3 or D4 – or initially at D2 but working towards D3 within 12 months; and
- are members of the BoE of the CASAP or the CCE; and/ or have agreed to take on the role of Professional Standards Adviser (see Role Description) and received the relevant training.

A meeting of the Panel will comprise a minimum of five members; including where possible an HE Academy Accreditor; and an external member who is an individual trained to make judgements about professional recognition at Descriptors D1 and D2 of the UKPSF. For example, this could be an individual who is a Panel member within an accredited CPD Scheme at another institution and/or an Accreditor. The external member will hold particular responsibility to ensure that only evidence that is relevant and submitted is made use of in arriving at decisions.
Selection of SRP members

Newcastle University has a long tradition of support for teaching excellence (Section 1 of submission) and has been particularly successful in using staff who are able both to provide a local, discipline-related perspective and who assess and moderate evidence of achievement on the CASAP programme (see Evidence of Commendations from external examiners and accreditations). These are the Faculty Programme Liaison Officers (FPLOs). To allow for succession and international support needs, between 9 and 15 staff operate as FPLOs at one time. Two of them are currently recognised at D3 and one is an HE Academy Accrddditor and UK PSF Associate. A further FPLO is also a member of the Board of Studies of the CCE programme.

These staff, together with others who have experience leading colleagues in relation to learning and teaching form an experienced ‘pool’ from which eligible Single Recognition Panel Members are drawn. At first Members may include some still working towards D3 as we build capacity. Staff who choose to become Professional Standards Advisers and receive training will join this ‘pool’, which will be known as the UK PSF Group.

Staff involved in Recognition decisions at Newcastle University

Training

Professional Standards Advisers, FPLOs and other staff forming the UK PSF Group in support of the UK PSF will take part in an annual training event. All those in this Group who are eligible to become Panel Members will take part in a further half-day training and moderation activity prior to taking part in the Panel. The training is designed to familiarise Panel Members with the workings of the SRP, enhance inter-rater reliability and quality assurance, and provide guidance on feedback and other UK PSF support work. The activities will include the practice assessment of a recognition claim and a detailed discussion and debrief.

Operation

The Single Recognition Panel meets three times per academic year in October, February and May.

- All Panel Members will be recognised at D3 or D4 – or initially at D2 but working towards D3 within 12 months
- Any Member of the Panel with any personal interest in the outcome of a Recognition decision will declare it and withdraw during any decision making process. This includes being themselves responsible for coaching or mentoring an individual considered for Recognition
- The Panel receives a list of individuals recommended for recognition against the UK PSF. These will have either:
For each individual to be considered for Recognition, the Single Recognition Panel Meeting will receive a recommendation from the Board of Examiners (BoE) for programme routes; OR a recommendation from TWO members of the UK PSF Group for non-programme routes

- The Meeting will receive further structured evidence as follows (see diagram below):
  a. CASAP LTES (D1 only)
     (i) Completed assessment from LTES; OR
     (ii) UK PSF mapping document, plus the outcomes of a professional conversation between TWO FPLOs and the individual where credit for prior learning is awarded against this module.
  b. CASAP APP (D2 only)
     Completed assessment for APP to include specific evidence of alignment against all the Dimensions of the UK PSF.
  c. CCE (D1 or D2)
     Completed assessment for the whole CCE, plus a 500 word claim relating to how participants’ learning on the course has enabled them to become aligned with the dimensions of the UK PSF at D1 or D2
  d. Non-programme routes (D1 or D2)
     (i) As per the HE Academy Individual Recognition Route a completed Portfolio / Case Studies and two References; OR
     (ii) an agreed 500 word Case Study AND a summary of the outcomes of a professional conversation between TWO members of the UK PSF Group and the individual mapping alignment with the Dimensions of the UK PSF.

All decisions are recorded and communicated to those seeking recognition within 28 days of the date of the Panel meeting.
Outcomes
The outcome of the Panel will be:

- A list of individuals recognised at various Descriptors of the UK PSF
- Letters to relevant Deans and Heads of Academic Unit to celebrate achievement and promote the value of the UK PSF at Newcastle University
- For anyone whose work was considered but who was not recognised:
  - Brief written feedback from the Panel, showing the main strengths of the application and any areas where the alignment was insufficient or missing;
  - Referral to support from a Professional Standards Adviser.

Referrals
Individuals whose work was considered but who were not recognised will be offered guidance by a member of the UK PSF Group of staff supporting the UK PSF, including sources of support and development as appropriate; and encouragement to submit to a future Panel within 12 months.

The usual academic appeals procedure applies to Panel decisions (http://www.ncl.ac.uk/students/progress/student-resources/regulations/appeals.htm).

Quality Assurance
The overall operation of the Panel is quality assured by the existing Cross-Faculty Learning, Teaching and Student Experience Committee (http://www.ncl.ac.uk/quilt/committees/faculty/). This body has responsibility for all cross-institutional programmes and reports to the University Learning, Teaching and Student Experience Committee.

The immediate operation of the Panel is overseen by a Single Recognition Panel Board which will include representation from the CCE whenever items of shared interest are decided.

All SRP members will take part in annual (two half-days in year one) training and moderation activities that will assist with the workings of the SRP, inter-rater reliability and quality assurance, and guidance on feedback and other UK PSF support work.

Additionally, the Panel is subject to our standard quality assurance processes:

- Individuals who have made applications for recognition are surveyed annually for their feedback on the process and their comments are formally considered by the Single Recognition Panel Board that reviews the operation of the Panel and of support processes for non-programme and programme routes to recognition;
- The external examiner/reviewer reports annually on the Panel’s operation and standards;
- Annual Monitoring and Review (AMR) of the operation of the Panel (see http://www.ncl.ac.uk/quilt/resources/monitoring/annual);
- Three-yearly accreditation by the Higher Education Academy;
- Institutional review by the Quality Assurance Agency for Higher Education.

Participant Mentoring
Arrangements for mentoring in preparation for the university’s panel judgements build on existing staff expertise developed in the management and delivery of both programme routes. Mentoring for the Certificate in Clinical Education will be carried out by the programme team of three. The CASAP has the core programme team of two full-time Professional Development Managers. This programme will also draw on the time and expertise of eleven Faculty Programme Liaison Officers (FPLOs). This group is thus thoroughly familiar with the programme provision, and has been involved
in the proposed developments detailed here through discussion and consultation at Boards of Studies. As a result, they are all familiar with the new UKPSF: two of them have already achieved D3, and most of the others are working towards it.

Care will be taken that decisions about recognition will not be taken by Panel members who have been involved in mentoring the individual concerned, in the same way that projects are marked by qualified staff other than the supervisor.

**The Certificate in Advanced Studies in Academic Practice**

(Mention here, or elsewhere, how the CASAP has been sought after by universities internationally, and delivery to Malaysia/Singapore staff). University provision has been accredited by the Higher Education Academy since 1997. In recent years, the Certificate in Advanced Studies in Academic Practice has been commended by external examiners for the role of Faculty Programme Liaison Officers (and anything else? Dates? Evidence link).

The Certificate in Advanced Studies in Academic Practice (CASAP) has historically been the university’s core route to professional recognition, providing routes under the old professional standards framework to Associate Fellow and Fellow of the Higher Education Academy. Through Accredited Prior Learning (APL) it has also allowed more experienced staff to take the second, project-based module on a standalone basis.

The remodelled programme submitted here for accreditation provides a preferred route to recognition for staff new to Newcastle University – the APL available for the first module and the flexibility in assessment of the second enable us to differentiate effectively between staff career stages and the nature of individuals’ prior experience. All new staff with less than 3 years’ experience will be required to gain D1 by the programme route of Modules 1 and 2, and presenting a recognition claim to the university Single Recognition Panel. Staff wishing to gain D2 will have the option of completing Module 3 and submitting a claim to the Panel.

The new arrangement will also enable participants to progress to the MEd programme run by the School of Education, Communication and Language Science. [Further detail needed: Which modules? What’s their potential benefit to participants? Will these modules also fit in to the CPD framework, and if so how?]

**The Certificate in Clinical Education**

This programme-based provision is the accredited element of the Masters in Clinical Education, and is taught within the Faculty of Medical Science, in the School of Medical Sciences Education Development. It has been revised to ensure it maps closely and explicitly to the UKPSF. The key development will be that successful participants – classed as those passing all three modules – will be eligible to present a small portfolio before the university Single Recognition Panel. Applicants will provide a cover sheet referencing the content of their work on the programme, and a small portfolio containing any further evidence required. For D2, additional evidence is expected to focus largely on points 4 and 6 of the UKPSF requirements: does the applicant demonstrate they are engaged in ‘sufficient’ teaching practice, and is there evidence of ‘sufficient’ plans for continuing professional development. Successful completion of the programme is likely to provide sufficient evidence of the other criteria. As most participants have substantial teaching experience within their roles, it is envisaged that the majority will be in a position to gain recognition at D2. However, for a smaller number, D1 will be appropriate.
4 Non-programme routes (cf. Southampton pg 5)

The NU CPD Scheme also provides non-programme pathways to achieve the same status of recognition as the programme routes (D1 -2), but through development of a compact portfolio of evidence. It also offers a further pathways to Descriptor 3. These pathways will suit experienced educators or those requiring a more flexible approach to building their evidence in conjunction with the development of their educator activities, such as those employed in part-time lecturer roles. These routes are not credit-bearing.

Participants are supported throughout the process by a mentor (Professional Standards Advisor) and will be offered the opportunity to partner up with another colleague undertaking the process.

Professional dialogical route AND paper route (do we want both?) (cf. York St John – pg4-6)
(See Southampton pg 7 - Paper Route)

Process:

a. Attend an introductory information session/ identify relevant descriptor for career stage/ training in using MyImpact or e-portfolio to collect evidence/ identifying referees
b. assign a mentor (meeting 1)
c. assign peer/ buddy?
d. Collect evidence and have check in with buddy
e. mentor meeting to discuss evidence (meeting 2)
f. Submit portfolio OR have professional dialogue

Need list of possible activities appropriate for each descriptor (see Exeter and Southampton – pg 6), e.g.

- UKPSF tagged workshops and events
- Promotion of L&T-related research collaborations through University Learning, Teaching & Student Experience Committee (ULTSEC) Innovation Fund - ranging from those 'starting out' to those aspiring or in leadership roles
- Peer Review with academic units (supported by the University’s Peer Observation Policy)
- Initiatives with colleagues…. Within School or discipline… within Faculty…. Cross Faculty…. Cross-institution (inc. central services)…..
- quality assurance (BoE), on assessment and feedback, embedding prof. skills for students in accredited programmes (e.g. engineering), evaluate support on offer….etc….
5 Current provision: Postgraduate Certificate in Clinical Education (CertClinEd, CCE)

This document describes the PG Certificate stage of the Masters in Clinical Education from Newcastle University, and seeks to demonstrate how our participants are informed about the HEA UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education, and how the course processes and assessments will make what we believe will be robust judgements about participants achieving HEA recognition via the UKPSF.

We are requesting please that our programme participants be recognised on the basis of:

- Successful completion of 3 module assignments
- Submission of an additional 500 word piece of work, that addresses the amount and depth of educational activity in which they are involved, and their reflections on this; this will be assessed by a University accreditation panel.

Participants will be invited to decide whether they wish to apply for D1 recognition, or D2; we anticipate that the vast majority of participants will be eligible to be recognised at D2.

There is a detailed document which maps the programme and its assessment against the dimensions of the UKPSF; this and additional supporting documentation can be found in the appendix.

The programme is applying for reaccreditation; the course was previously accredited in ****.

Overarching narrative

The Certificate Programme is designed to develop participants’ understanding of how learners learn and the various factors that influence the learning process, to develop participants’ skills as teachers and as planners of educational contents and environments, and to integrate relevant research and scholarship into their educational practice. Through this we hope to enable them to be more able and confident educators in their health care environments. This we hope contributes to the further professionalisation of education in the health care professions, and contributes ultimately to better patient care.

The part-time programme began in 1996 and for a number of years students could only exit with a Certificate. The Diploma stage was introduced in September 2001 and the Advanced Study Module (the dissertation) in September 2005. With the addition of the full time programme, introduced in September 2008, we now accept intercalating medical and dental students and international graduates wishing to study clinical education in the UK.

In the early years, the Certificate was undertaken by a small number of doctors interested in teaching (first cohort n = 8). Over the last decade there has been a substantial increase in the number of participants, initially for the Certificate but more recently for all three stages. This is probably due to the recognition by employers of education qualifications and the raised profile of education as a component of medical careers. The demand for the Certificate still outweighs other stages.

In addition to our expansion at home, we are currently, alongside colleagues from the Royal College of Physicians, developing our programme for delivery in Malaysia, and Oman. This has been at the invitation of those countries.

The programme ethos and the UKPSF
We are pursuing accreditation as a result of a lengthy discussion process within the course team, and with the wider University, because we believe that there is a fundamental alignment between our purpose, and that of the UKPSF. A course such as ours has both an academic as well as practitioner focus, and we were initially unsure about the overlap between this and the UKPSF. We began the process of looking at accreditation and recognition by revisiting our course ethos in some depth. During that discussion it was clear to us that our purpose, and that of the UKPSF, were very much aligned. In particular we regard our central shared ethos as the professionalisation of educational practice;

Our current course enjoys a strong reputation in the sector. It has very good feedback from participants, and is oversubscribed. Comments from our external examiner (2012) include;

‘The programme director should be very proud of the way that standards are maintained. The qualification is justifiably highly regarded nationally amongst peers. A huge amount of work is undertaken to maintain standards and this was reflected in all the assessment areas that I was involved with’

‘The course enjoys an excellent reputation within the wider Medical Education community’.

The Programme comprises three modules; (details of the learning outcomes, content, and assessment of each can be found in the mapping document in the appendix)

**Module 1 - Principles and Practice of Teaching (PPT).**

This module is delivered in semester 1, and focuses on enabling participants to plan teaching, to expand their repertoire of teaching methods, to develop their understanding of innovations and technologies in teaching, and to develop their understanding of the need for alignment between teaching methods and teaching goals. It seeks to deepen their knowledge of teaching methods and the principles that underpin them. It emphasises the importance of coherence and structure in teaching, and the need for a professional, analytical and reflective approach to teaching practice.

**Module 2 – Learning in a Professional Context (LPC).**

This module is delivered across semesters 1 and 2, and focuses on theories of how people learn. It looks to help participants use an understanding of learning theory to think about how they plan and manage the educational process. It also encourages them to critique theory, and in doing so introduces them to the literature, and encourages them to develop their own ‘theories’ of how people learn.

**Module 3 – Understanding Curricula (UC).**

This module is delivered in semester 2. It encourages further development of the educator through

- Developing awareness of the broader components and contexts of education
- Using the lens of curricular theory to think about the purposes and conflicts in education

Thus again the module comprises knowledge, practical skills, scholarship and reflection on educational practice

Each module is delivered via a combination of study days, tutorials, on-line discussion and reading. The programme is supported by an extensive and bespoke on line Learning Support Environment which has been developed for the exclusive use of programme participants. This comprises various learning resources and documents, booking systems and on line discussion forums.
The learning is developed through an essential reading list, and module-specific online activities. Each module has an online discussion forum moderated by the module leaders.

**Key Programme Features**

There are four particular features of the programme which we see as aligning with a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.

- **A trajectory of professional development**
- **Clearly articulated parallels with professional practice and development in the health care professions of participants**
- **The central importance of modelling good educational practice**
- **Quality assurance processes**

**A trajectory of professional development**

The PPT module begins where people are ‘at’, by focussing on the practicalities and skills of teaching. The LPC module moves participants towards placing the learner at the centre of the educational process, by thinking about how their learners are learning, and how they can use theory to enable that learning to be more effective. In so doing, it also encourages participants to merge familiarity with established literature on learning theory with their own personal experience, to develop their own ‘personal theories’ of how learning occurs. The UC module challenges participants to consider the broader context of learning and covers both the ‘mechanics’ of curriculum and the broader theoretical and philosophical underpinnings of how curricula are designed and managed.

We explicitly draw participants’ attention to this ‘journey’ in educational practice.

**Clearly articulated parallels with professional practice and development in the health care professions of participants**

At the induction event for the programme we explain to participants that the programme could be understood through the metaphor of cookery. Some may see cooking as simply the mechanics of following a recipe; others would see cookery as much more about being able to create dishes from an understanding of what works. In delivering the certificate programme we see our remit as to enable participants to broaden their range of recipes, but more importantly to be able to create solutions to educational challenges based on a deeper understanding what works and why.

We also repeatedly draw the attention of participants to the parallels between this and their health care practice. Sometimes our participants challenge us on why we have a substantial amount of theoretical content, when they were expecting content exclusively focused on how to teach. Our response is to (gently!) draw their attention to how they have learnt to be clinical professionals, and the expected process in the professions of continuing to ‘marry’ theory and the literature with practical experience, bringing the two together through the process of reflection.

The professional values captured in the UKPSF mirror those of the health care professions, laid out in documents such as ‘Good Medical Practice’, the document from the GMC. Concepts such as reflection, identifying and addressing learning needs, continuing to update knowledge, using and critiquing the literature, and evaluation processes to feed further development are thus given significant importance, and paralleled with health care practice.
The central importance of modelling good educational practice

The course is permeated by a strong sense from the team that we need to embody and role model professional values and good practice in all that we do. A good example of this is that we have always wished to maintain the face to face nature of the core teaching; this encourages the importance of discussion, sharing of good practice and difficult areas, and learning from one another, as well as from ‘experts’. It is carried on through strongly encouraging participants to ask questions via the on line discussion forums. Another example is our strong attention to using assessment formatively as well as summatively, through extensive annotation of written submissions. Our external examiner commented in his report (2012)

‘I was struck by the concordance between markers indicating excellent staff development within the programme. In particular the volume and detail of feedback to failed candidates was exemplary’

Members of the course team undergo annual Performance Development Review. We also have annual peer observation, which focuses on areas of new development. This process was recently commended by our University Internal Subject Review process.

Quality assurance processes

The details of these processes can be found on p*** of the detailed document in the appendix. We believe that these processes between them enable us to be confident that we preserve and protect the high quality of the programme

Our External Examiner made the following comment (2012)

‘The high standard of QA is to be commended’.

4. Successful engagement in appropriate teaching practices related to the Areas of Activity

Participants

Essentially all participants are practicing health care professionals; the only additional group are a small number of intercalating medical students, who are doing the Certificate as part of a full Master’s programme in one year. The vast majority of participants are medical doctors from all levels and specialties, but we regularly have representation from dentists and nurses.

All course participants (except the students) have substantial educational roles with their healthcare set-up. Most are significantly involved in teaching only, but many have more formal roles in educational leadership within their Trusts. Although we do not check this rigorously, we would see it as being evidenced in a number of ways; details can be found on page **** of the document in the appendix

Intercalating medical students are required to undertake a number of teaching roles while they are engaged on the programme. These are teaching roles in the local hospital trusts, which would not take place without their involvement.

Because our entry criteria do not specify how much teaching participants are doing; we will invite participants themselves to ‘evidence’ the degree of their engagement, through the process described below. Participants will be informed and supported in making a decision as to whether to apply for D1 or D2 recognition, through information given during the course (see attached documents for details) and through a group seminar, where they will be able to discuss with the
academic team which accreditation to apply for and how to go about constructing their work for this.

Assessment

Details of how the current assessment processes align with achievement and assessment of UKPSF descriptors can be found in the appendix.

The structure of the assessment processes ensures that participants have to be able to demonstrate successful engagement with appropriate teaching practice; we believe that it would not be possible to be successful across all these assignments without this. The detailed alignment between assessments and UKPSF descriptors is described in the Appendix.

These assessments have descriptors that are available to participants (see study guide appendix). It is made clear to participants that the assessment processes are also an exercise in role modelling principles of assessment; we show that the form of the assessment aligns with the learning outcomes and the learning process that we want to facilitate.

Participants receive an overall grade for each module; Merit, Satisfactory, Borderline (fail) or Unsatisfactory. Tutors also go to considerable lengths to give specific annotated feedback and summary, in order to role model the importance of summative assessment also being a learning opportunity.

In describing assessment here it is of course important for the course to distinguish between assessment for the award of the Certificate, and assessment for D2. We propose that the following process will enable participants' to be appropriately recognised;

1. Passing all 3 module assignments; as described in detail in the previous sections, we see this as demonstrating a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning; and evidence of alignments with the dimensions of the UK Professional Standards in HE, as follows;

   - Successful engagement across all five Areas of Activity
   - Appropriate knowledge and understanding across all aspects of Core Knowledge
   - A commitment to all the Professional Values
   - Successful engagement in appropriate teaching practices related to the Areas of Activity
   - Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
   - Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

2. Submission of a 500 word additional piece of work. This short account enables participants to demonstrate how their learning on the course achieves the dimensions of the UK PSF and in particular their engagement in teaching practices related to the areas of activity, an integrated approach to academic practice, and engagement in professional development relevant to their teaching and support of learning.

   This piece will;
   - summarise the areas of activity in which they are involved
   - summarise their core knowledge related to those areas
   - describe their professional values
- describe how they plan to develop themselves as an educator

They will be asked to state, as part of this piece, whether they wish to be recognised at D1 or D2.

This work will be assessed by Newcastle University’s Single Recognising Panel. Applicants whose written piece is lacking will be given specific feedback, and opportunity for remediation and resubmission.

The descriptors for this piece are as follows;

Satisfactory;
There is evidence of a clear commitment to placing the learner, and their individual needs, at the centre of the learning process, and evidence of a thoughtful, analytical and reflective approach to educational practice. The areas of activity, and related knowledge, are in line with the dimensions and descriptors of the recognition category requested. There is clear evidence of a past and future commitment to activities that will enhance their ongoing development as educators.

Unsatisfactory
The additional submission lacks clear evidence of one or more of the above.

5. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

As described elsewhere, each module has an extensive reading list (please see study guides in the appendix for details – p***). Through this and through discussion we develop the understanding of participants that education has its academic base in research and scholarship, just as does their health profession. We expect them to engage with the literature in all three modules. Details of this across all 3 modules can be found in the appendix document.

6. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

This is described above.

As evidenced by the assessment descriptors above, this is reflected in the nature of the assessment processes. (see appendix for details). In particular:

- the PPT assignment expects students to discuss two activities they will undertake as part of their development as a teacher
- the PPT assignment also is centered on a reflective account of development
- the LPC assignment asks students to discuss how they will use theory in their ongoing educational practice
- the additional 500 word submission

How participants are encouraged and enabled to engage with the UKPSF

Participants are informed at induction about the UKPSF, and the close alignment between both the ethos and the specific descriptors of the UKPSF and the course structure, emphasising the core principle that education is both a skill and an academic subject, and that ongoing development as an educator is expected. (see induction lesson plan in the appendix)
These links are reinforced in the Degree Programme handbook and study guides for each module. In particular each module study guide has a detailed mapping document showing how the content and assessment of the module links to the UKPSF dimensions and descriptors (see Degree Programme Handbook and module study guides in the appendix). Each student on the course is asked to look at this document at the completion of each module, and map their learning and activity to those dimensions and descriptors. Support for this process is given during the group tutorial for the first module.

During a group tutorial in the final (UC) module, participants will be invited to complete this mapping exercise for all 3 modules, and will be given support on how to write their 500 word piece, and which Descriptor to see recognition for. Details of this can be found in the appendix.

**The support and training for people making these judgements**

The course director is currently applying for D3 recognition. The core team work with the UKPSF framework and of the values of the programme, and all will be applying themselves for D3 recognition in the near future.

**Approaches and activities being taken within the institution to embed the UKPSF**

As described in this document, the UKPSF is now central to how the course is structured, and operates. This development has taken place in the context of ongoing discussion at a School, Faculty and University level, and with the full support of the Pro Vice-Chancellor for Teaching and Learning, and senior advisors from the University’s quality assurance in teaching unit.

We see ourselves as functioning in an exciting time where clinical education is rapidly developing in its professionalisation, its academic scholarship, and its research activity, and we will continue to do our part in supporting this.

Dr Richard Price

BMed Sci BM BS DCH MRCGP MClinEd

Degree Programme Director

**Documents needed**

- Detailed mapping doc
- D1 proforma – see below
- D2 proforma – see below
- Induction lesson plan
- External examiner report 2012
- Degree programme handbook
- Module study guide PPT
- Module study guide LPC
- Module study guide UC
- Formative exercise UC
Application for accreditation at D1

Demonstrate an understanding of specific aspects of effective teaching, learning support methods, and student learning.

- Summarise the areas of activity in which you are involved (please refer to the module mapping documents previously completed)
- Summarise your core knowledge related to those areas (please refer to the module mapping documents previously completed)
- Describe your professional values as an educator
- Describe how you plan to develop yourself as an educator
Application for accreditation at D2

Demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.

- Summarise the areas of activity in which you are involved (please refer to the module mapping documents previously completed)
- Summarise your core knowledge related to those areas (please refer to the module mapping documents previously completed)
- Describe your professional values as an educator
- Describe how you plan to develop yourself as an educator
6 Current provision: Postgraduate Certificate in Advanced Studies in Academic Practice (CASAP)

Background to the current CASAP programme and key considerations
Newcastle University has offered a consistently valued initial professional development course for staff who teach or support learning for over 19 years – one of the longest periods amongst our comparator institutions. Quality assurance and accreditation reviews over this whole period show that the course has contributed significantly to the dual professionalism of staff in both their disciplines and in learning and teaching at Newcastle University.

We gained early ILTHE accreditation against the Professional Standards from 1997. The course was accredited by the HE Academy in June 2004, covering 2001 to 2007, and following a redesign, again in 2008, covering 2007 to 2013. During this whole period both Accreditation teams and successive External Examiners commended the content of the course, its value to its participants and the institution, and the way it was run (Evidence XXX). Exemplary commendations were offered regarding our involvement of Faculty Programme Liaison Officers (FPLOs) (Evidence R Macdonald final report). These are for participants an effective source of subject discipline-related guidance and support in learning and teaching; and for the institution a way to promote dual professionalism – and more recently the UK Professional Standards Framework.

A detailed review of the role of the programme in the light of the revised UK PSF started in early 2012. We undertook a major independent longitudinal programme evaluation, consultation with current and past participants, and considered a range of practical, Human Resources related and pedagogical issues as well as thinking through, in a series of planning meetings, the best ways to support the embedding of the UK PSF: did this require a programme at all?

Given the valued history of the existing programme and the results of our thinking, for staff new to Newcastle University who teach we wished to continue to make use of a revised CASAP (or the Certificate in Clinical Education where relevant) as the route for initial professional development whilst extending access to the UK PSF to a wider group through development of a CPD Scheme including non-programme based routes.

The results from the detailed Longitudinal Evaluation of the programme that completed in Summer 2012 (Evidence KITE summary??) have significantly assisted us in redesigning the programme during 2012-13 to best meet participants’ needs, the institution’s priorities, and the requirements of re-accreditation. The redesign has enabled us to also meet a range of requests from past participants of the programme as indicated below.

3.1 Design
The design of the course including specifically the role of the FPLOs has increasingly reflected the evidence gained in the 2006 HE Academy-commissioned literature review “Reflective Practice in Programmes for New Academic Staff” (the Programme Director was Associate Leader of this project) and subsequent associated theoretical work1. The influential nature of this work is shown by the fact that the initial resulting paper was a “top ten download” in Higher Education for Taylor and Francis in both 2010 and 2011.

Key features
The CASAP consists of three 20-credit modules in a linear structure, with credit for prior learning available against the first module only (Evidence: Prog Spec):

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- Learning, Teaching and Engaging Students (‘LTES’)
- Supporting Learning: Designer, Supervisor, Tutor (‘SLDST’)
- Academic Practice Project (‘APP’)

This structure enables us to:

1. Align modules clearly to teaching and learning or other aspects of academic practice for accreditation purposes
2. Keep the assessment of the programme separate from the process of recognition against the UK PSF
3. Provide a choice of start dates (at least 3 per year) and a simple programme
4. Keep to 1 week the size of the taught ‘block’, just before the start of the semester, in order to reduce interference with participants’ teaching preparation
5. Provide a staged process whereby participants can ‘try out’ their learning and revisit it in the second module
6. Provide a good fit for the face-to-face sessions around new online learning materials, avoiding front-loading all of the content.

Other important features of the programme (Evidence: Prog Spec) include:

- efficient assessments based on typical regular activities;
- content based on actual academic practice;
- skilled, appreciative peer review and observation based on leading practical and theoretical insights
- local subject-discipline based supportive feedback at a time and in such a manner that participants use it;
- self-chosen projects that promote innovation by participants; and
- a friendly and well-organised introduction to academic professional development at Newcastle University that effectively promotes cross-institutional collaboration.

Thus the programme demonstrates academic coherence, and from the perspective of the UK PSF the first two modules are clearly about learning and teaching, whereas the final module has a wider remit – although participants almost invariably choose a student-related project.

Description of the modules

The CASAP programme provides a staged route to D2 of the UK PSF whereby the modules correspond to an increasing range of responsibility. The first module, Learning, Teaching and Engaging Students (LTES) introduces the core areas of learning and teaching in HE and within the parameters of UK PSF Descriptor 1, provides flexibility in the areas of practice that the participant focuses on. It carefully integrates learning by part-time and postgraduate staff with that of lecturers new to Newcastle University. Part-time and postgraduate staff who teach have to undertake a two day non-accredited initial professional development course “Introduction to Learning and Teaching in HE” (ILTRE). Those who then choose to take LTES are exempted from sessions that duplicate ILTRE material. They benefit from learning alongside new lecturers in the face-to-face sessions: this is a significant benefit to lecturers too. Later tutorials following the block are organised for lecturers and non-lecturing staff separately to promote a ‘safe’ environment for review.

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All participants on LTES have teaching roles at Newcastle University and thus must have established their knowledge of their subject material (K1) as graduates (usually as postgraduates). The module learning outcomes reflect the NU context and also map closely to Descriptor 1 of the UK PSF:

1. In your subject-discipline and/or professional teaching context, show appropriate knowledge of methods for teaching and learning for the relevant students and academic programme.
2. Design and plan appropriate learning activities for students at the level of a specific session, respecting individual learners and diverse learning communities
3. Teach students and/or support their learning effectively and appropriately, engaging them in classroom or other assessment and feedback
4. Demonstrate how you have developed professionally in your subject discipline(s) or professional context and its ways of teaching and supporting learning.
5. Incorporate research and scholarship about learning into your teaching; evaluate your own and colleagues’ practices; and demonstrate how specific aspects of effective teaching and ways of supporting students lead to their learning
6. Learn from and work effectively with the views of students and colleagues on matters of academic practice.
7. Demonstrate your commitment to acknowledging the research-intensive and wider context in which Newcastle University and UK Higher Education operates, recognising the implications for professional practice

The second module, Supporting Learning: Designer, Supervisor, Tutor (SLDST) must be started at least three months later and leads on to the roles more typical of full time staff including designing and leading modules. Whilst not leading directly to D2, it nonetheless requires a clear progression in this direction (the participant must map their practice and learning from it against D2) and thus provides a springboard towards D2 for participants who take the final module, the Academic Practice Project (APP).

The SLDST learning outcomes extend those of LTES into roles that carry greater responsibility in designing modules, personal tutoring, and supervising research projects or dissertations:

1. Identify good practice in learning and teaching in higher education in your subject discipline(s) and/ or professional context nationally and internationally, including in personal tutoring and supervision of research projects or dissertations
2. Critically review the key design features of a module of study, or equivalent, to include:
   a. Strengths and weaknesses of outcomes-based design
   b. Relationships between design and student learning
   c. The importance of coherence between components and between modules
   d. Purposes and principles of assessment and evaluation, especially in promoting learning
   e. Identifying and analysing design constraints; and barriers to sustainable curriculum change together with strategies for overcoming these
3. Demonstrate your commitment to:
   a. promoting participation in HE and equality of opportunity for learners;
   b. acknowledging the research-intensive and wider context in which Newcastle University and UK Higher Education operates, recognising the implications for professional practice
The broad view of module design that the programme takes, enables participants to consider issues of leadership and influence in their Schools and programmes as well as practical course management. This perspective is a key feature of Newcastle University (see Section 1).

The APP project must be selected to be of value to the institution. Where the project, with advice from the programme team, enables the participant to gain evidence of practice and achievement of learning sufficient to demonstrate alignment with UK PSF Descriptor 2, then this is captured initially using the reflective interview that ends the module; and a subsequent participant-written summary.

The APP learning outcomes allow for maximum flexibility with regard to project choice, yet map effectively to the UK PSF for relevant projects:

1. In your professional context, identify your key development needs and possible sources that could fulfil them
2. Identify subject discipline and pedagogic research and/or scholarship relevant to your project and its professional or academic context
3. Plan for, and act to enable your own development as an academic professional, considering both individual and network or team aspects.
4. Using a short project, make and justify appropriate decisions to develop and enhance professional and academic practice including the promotion of your achievements.
5. Demonstrate an integrated approach to your academic practice by reflecting and reporting on your professional developmental "journey", including any achievement of the dimensions of the UK PSF, successfully incorporating subject and pedagogic research and/or scholarship as you do so.

And additionally for participants who have selected to achieve the UK Professional Standards Descriptor 2 as an outcome:

6. Build on the outcomes of modules MAP8011 and MAP8012 to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Provide evidence of:
   a. Successful engagement in appropriate teaching practices across all five Areas of Activity
   b. Appropriate knowledge and understanding across all six aspects of Core Knowledge
   c. A commitment to all four of the Professional Values

3.2 Implementation

The decisions to be taken regarding UK PSF achievement and routes to recognition for staff joining Newcastle University are set out diagrammatically in Appendix 2.

The UK PSF is set out in the Programme Handbook, the Module Guides, and the Assessment cover sheet. It is discussed in the opening session of each instance of the course, and is a required component of assessment for each module. As the Programme Specification and Module Outline Forms indicate, the programme provides a developmental journey towards dual professionalism we look for at Newcastle University. It celebrates achievement against the UK PSF at each stage.

[more…]

3.3 Assessment

The CASAP is a Postgraduate Certificate and although the decisions made by its Board of Examiners (BoE) heavily overlap with those about alignment with the UK PSF, they are distinct from it. The CASAP BoE makes recommendations to the Single Recognition Panel (SRP) but all recognition decisions are made by the SRP itself.
The basis of recommendations from the CASAP BoE to the SRP

Decisions by the SRP on CASAP programme route participants are based on two elements:

- A recommendation from the BoE
- Further evidence from module assessment outputs OR a ‘Professional Conversation’ carried out by two trained, recognised FPLOs. This will include a claim for alignment by the participant with the elements of the relevant Descriptor

Each recommendation will be based on the successful achievement of the module outcomes.

A recommendation will arise either directly from the submitted work; or from a summary of a ‘Professional Conversation’ carried out by two FPLOs that includes mapping to the relevant UK PSF Dimensions as well as the module outcomes:

[Insert here detailed mapping of assessments to the UK PSF]

Awareness is encouraged by training and enrolment of CASAP Faculty Programme Liaison Officers onto the SRP. Each of them has two half days training annually and all have either achieved recognition at D3 or D2, or are actively working towards it.

Credit for prior learning

The whole of the first module, LTES, is available by credit for prior learning through a professional conversation based on written notes against both (a) the module outcomes and (b) UK PSF D1. The programme team has used this approach successfully for more than five years.

The relationship between the CASAP and the CCE is shown in Appendix 1.

We have an APL policy for the programme ([ref.]).

[more...]

[...
7 Appendices
List of evidence, alongside map of evidence to accreditation criteria
- The provision is fully aligned to the UKPSF
- Participants fully engage with the UKPSF and evidence this engagement
- Judgements made on this evidence are robust and sound
- Institutional commitment to embedding the UKPSF as a vehicle for the ongoing professional development of all staff who teach and support learning

General Learning & Teaching / university culture and infrastructure

1. Briefing on Newcastle’s plans for the UKPSF as taken to Heads of Academic Units and Faculty Executive Boards, where it received support; and Minutes of FEBs
2. Confidential Project 2012 final report. Outlines measure the university has taken to enhance learning, teaching and the student experience.
3. Notes from Coherent Programme sub-Committee and ULTSEC
4. Paper on Newcastle’s proposal for the UKPSF taken to, and approved by, Executive Board; and Minute from EB / Staff Committee
5. University peer observation policy (from Quality and Standards Handbook)
6. University policy on Postgraduates Who Teach (from Quality and Standards Handbook)
7. Role profile for school Directors of Excellence in Learning and Teaching (DELTs)
8. Narrative case study of the university’s work on Reward and Recognition as a Russell Group university

Human Resources Documents

9. Human Resources Strategic Plan 2012-13 (includes mention of UKPSF as part of the external planning context, and notes work on aligning programmes with the new UKPSF, and developing a CPD framework, as objectives).
10. HR Strategy Progress Report 2011-12 (contextual; doesn’t specifically mention UKPSF)
11. Academic staff career pathways – shows the progression routes for academic staff, including those on Teaching and Scholarship, and Research and Teaching pathways.
12. Evidence base for promotion wholly or partly on the basis of contributions to learning and teaching. (Also, a revised draft document shows this mapped to UKPSF).
13. Job families: research, teaching and enterprise – Summarises the expectations on academic staff at different levels
14. Academic job summary guidance – overall outline of the role of an academic at Newcastle
15. University teaching role profiles. Outlines expectations on teaching staff at different levels.
16. Procedure for promotion and advancement of academic staff
17. Criteria for promotion from lecturer F to G
18. Criteria for promotion from lecturer to senior lecturer
19. Criteria for promotion to Reader
20. Criteria for promotion to Chair

Programme specific evidence

21. There is also a range of programme-specific evidence including:
22. Boards of Studies procedures
23. Boards of Examiners procedures
24. Any minutes of the above?
25. Module Outline Forms
26. Programme Specifications
27. Programme Handbooks
28. Programme Major Change Form, CASAP

8 List of abbreviations

[to do]
Appendix 1: Relationship between the Certificate in Clinical Education (CCE) and the Certificate in Advanced Studies in Academic Practice (CASAP) programmes

- CASAP modules MAP8011 and MAP8012 provide certificated learning against the ‘Principles and Practices of Teaching’ module of the Certificate in Clinical Education (CCE) programme.

- The CCE modules ‘Learning in a Professional Context’ and ‘Understanding Curricula’ are theory based modules, and go into significantly more detail in these areas than does CASAP. As a result credit for prior learning from the CASAP is only available against ‘Principles and Practices of Teaching’.

- A person holding the CCE will normally be exempt from CASAP, with the exception that they will require training in Personal Tutoring and/or Research Supervision if they undertake either of these roles.

- We need a mechanism whereby prospective participants who are eligible for both programmes are identified and appropriately advised of their options.

- My view is that those participants from FMS for whom education is likely to be a significant part of what they do as part of their future career should be encouraged to consider the CCE.

- We would need to clarify the funding arrangements for this approach.

- In this situation we need to clarify what gaps would be in their training that CASAP covers but CCE does not.

- This would be around ‘induction’ aspects; it will be easier under the new CASAP arrangements to identify this as a separate strand?

- For the purposes of Professional Standards recognition, note that CASAP module MAP8011 leads to D1 recognition, MAP8012 leads towards D2 but does not of itself lead to D2. Thus the whole CCE, or the whole CASAP, will need to be completed for D2 recognition at NU by a programme route: in addition the participant will need to specifically evidence D2 (including their programme achievements). The programmes are about more than achieving D2, in that they are academic qualifications with independent value as such.

Possible diagram (NB need to agree entry to CASAP based on part of Clin Ed if appropriate):