

C@N-DO: a professional development scheme for academic and support staff at the University of Northampton

Participant Handbook

This Handbook gives an overview of C@N-DO – the CPD Scheme for all members of staff of the University of Northampton who are involved in teaching or supporting student learning.

1. C@N-DO – An introduction

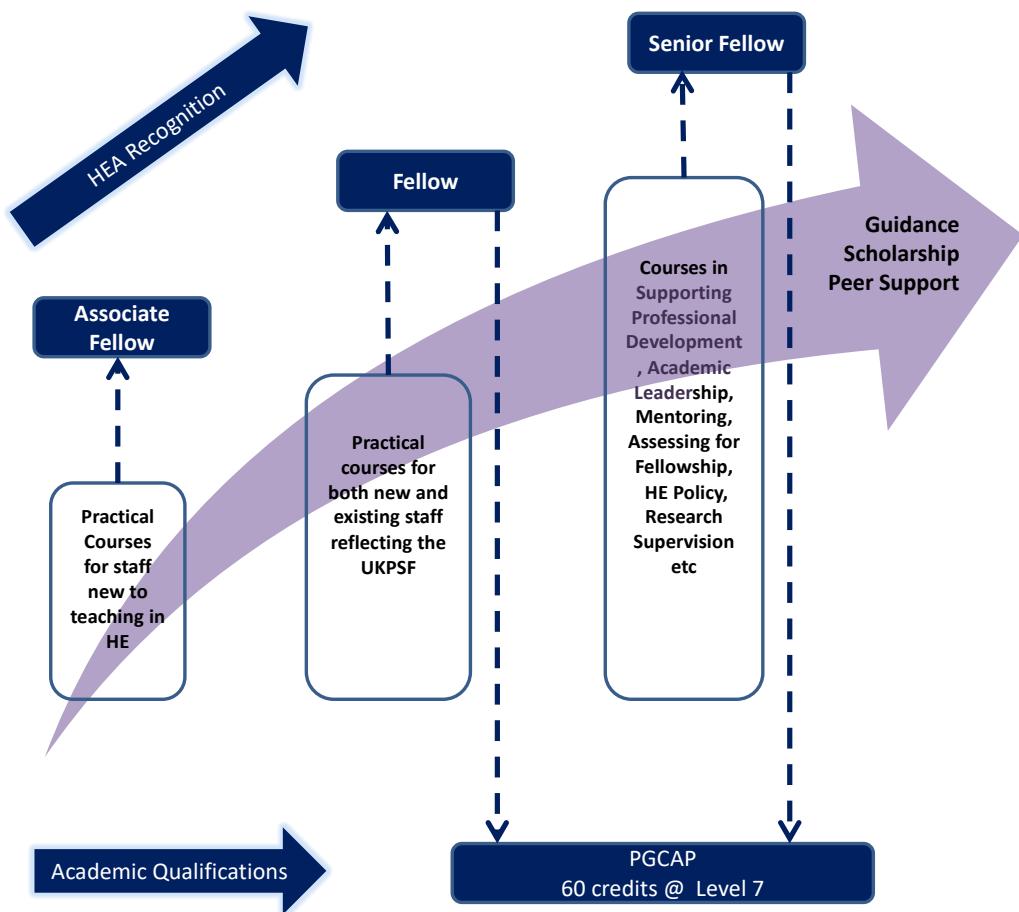


Figure 1: top level representation of C@N-DO

Changemaking @ Northampton – Development Opportunities (C@N-DO) is the University of Northampton professional development scheme designed to enable positive change in the learning and teaching of across all academic and support staff.

C@N-DO is both a development and recognition scheme and offers professional recognition aligned to the UK Professional Standards Framework (UKPSF) (2011) which ‘outlines the characteristics and qualities that evidence shows are desirable in those involved in teaching and supporting learning in higher education’ (HEA).

C@N-DO offers a supported and structured but flexible framework that enables staff to:

- Identify opportunities appropriate to their personal staff development needs in relation to their role and experience and the University's directions and priorities.
- Participate in a range of academic professional development workshops and other opportunities such as peer-to-peer observation, mentoring, personal development opportunities, scholarship and academic modules
- Enhance their practice in learning, teaching and assessment, across all stages of their career and across all teaching and learning support roles.
- Obtain professional recognition by the Higher Education Academy as Associate Fellow (AFHEA), Fellow (FHEA) and Senior Fellow (SFHEA); it also offers individual support towards an application for Principal Fellow (PFHEA) of the HEA (See p.12)
- Build on your professional recognition as FHEA or SFHEA to obtain an academic qualification related to teaching in HE (Post-Graduate Certificate in Academic Practice - PGCAP) or academic credit on standalone Masters level modules
- Pursue the above flexibly, in a way that informs and is informed by practice.

All staff

Most C@N-DO workshops, and the wider programme of support, peer review and scholarship are open to staff at all levels of experience. All C@N-DO provision is explicitly aligned to the UKPSF Areas of Activity, Core Knowledge and Professional Values. Workshops are practical in nature, directly related to the learning and teaching context, and participation will enhance ongoing practice in teaching and supporting student learning.

The provision includes workshops and mentoring specifically designed to support staff in making a successful application for Fellowship. They are not mandatory but staff are strongly advised to participate in these if possible.

Experienced Staff

Suitably experienced staff can make a direct application for HEA Fellowship through C@N-DO **without** participating in particular C@N-DO workshops.

Some C@N-DO workshops are particularly designed to support experienced staff in areas such as Programme Leadership, Mentoring of inexperienced staff, and involvement in leading on university quality processes and learning and teaching enhancement.

New/Inexperienced Staff

Some C@N-DO workshops are particularly targeted for staff who are new to teaching in a Higher Education context and/or new to the University of Northampton. Beyond this, new and inexperienced staff should normally participate in a range of the C@N-DO workshops, including workshops aligned to each UKPSF Area of Activity, and to apply the learning gained within their teaching and student support practice.

Progression

Once staff have gained recognition as Fellows or Senior Fellows of the HEA (D2 or D3) through C@N-DO, they will be able to undertake further work to gain academic credit (60 credits at Level 7) in the form of a Post Graduate Certificate in Academic Practice (PGCAP).

The Masters-level modules of the PGCAP are also available as standalone modules for staff who wish to engage in higher level study related to learning and teaching. Many staff choose to engage in this way, sometimes building on previous achievement of a PGCTHE.

C@N-DO and Changemaker

The University of Northampton is an [AshokaU Changemaker Campus](#) and subscribes to the Changemaker values: responsibility for generating positive change, innovation and collaboration for maximum impact, living according to values and empathy without judgement. The university CPD scheme is called **C@N-DO (Changemaking at Northampton – Development Opportunities)** to reflect the institutional commitment to these values in the developmental approach to staff development and career growth. C@N-DO is thus an enabler for the institution to deliver excellence in CPD, aligned to key strategic priorities and the professional framework provided by the UKPSF.

Changemaking@Northampton Development Opportunities (C@N-DO) aligns with and reflects AshokaU principles	
1. Responsibility for Social Change	The C@N-DO approach is needs-driven, to meet identified challenges
2. Making a Difference for the Better	C@N-DO builds skills to enhance Teaching & Learning & the student experience
3. Initiative to Innovate	C@N-DO fosters & facilitates innovation in Teaching & Learning
4. Collaboration to maximise Impact	Development opportunities within C@N-DO are grounded in collaboration
5. Living according to Values	C@N-DO is underpinned by the professional values of the UKPSF
6. Empathy without Judgement	C@N-DO respects different perspectives on Teaching & Learning

<http://changemakercampus.org.uk/>

Overview of Ashoka principles as reflected in C@N-DO

What C@N-DO is NOT:

C@N-DO	The emphasis is on...
Does not focus purely on theory	... the practical implementation of principles and theory
Is not divorced from what you do as part of your academic and scholarly work	... capitalising on the learning and teaching work you do in order to enable progression, development and innovation
Does not involve bums-on-seats sessions that you must attend	... new ideas and strategies that are appropriate and relevant to your practice
Is not a portfolio	... evidencing enhancement, through assessments that directly relate to your practice
Is not a box-ticking exercise	... your needs, your development, your professional interests
Is not a stick for beating staff over their heads	... enhancing the student and the tutor experiences

2. The UK Professional Standards Framework (UKPSF)

What is the UKPSF?

'The UK Professional Standards Framework provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.'



(Higher Education Academy (HEA) - See www.heacademy.ac.uk/ukpsf)

The UKPSF provides professional recognition for staff across 4 'Descriptors'. These are a set of statements outlining the key characteristics of someone performing four broad categories of typical teaching and learning support roles within Higher Education.

C@N-DO is aligned to the UKPSF and provides a route to nationally-recognised professional standing as

- Associate Fellow of the HEA (D1)
- Fellow of the HEA (D2)
- Senior Fellow of the HEA (D3).

(Support for Principal Fellowship is available through C@N-DO, but applications for Principal Fellow (D4) should be made directly to the HEA (See p.22).

The UKPSF Descriptors are discussed in relation to three sets of 'Dimensions' which reflect characteristics and qualities that evidence shows are desirable in those involved in teaching and supporting learning in higher education:

- **Areas of Activity** – the things you do in your professional work in teaching and supporting learning
- **Core Knowledge** - the knowledge and understanding you use and apply in carrying out those Areas of Activity
- **Professional Values** – the values you hold which underpin the way you carry out those Areas of Activity.

UKPSF Dimensions

Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/disciplinary area(s)	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	K5 Methods for evaluating the effectiveness of teaching	
	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

The UKPSF Dimensions from <http://www.heacademy.ac.uk/assets/documents/ukpsf>

To gain professional recognition individuals must provide evidence of successful engagement with these Dimensions and demonstrate that they meet the requirements of the relevant Descriptor within their own Learning & Teaching practice.

Central to C@N-DO are assessment tasks that enable staff to provide evidence of these requirements in ways that align with University of Northampton priorities, address the challenges and enhancement imperatives facing staff in this university and involve staff in activities which themselves should help them enhance their practice in an on-going and focused way.

What's in it for me?

The UKPSF is valuable to individuals because it offers:

- National, indeed international, recognition of your commitment to professionalism in teaching and learning associated with higher education
- demonstration that your practice is aligned with the UKPSF
- an indicator of professional identity for higher education practitioners, including the entitlement to use post-nominal letters
- a portable asset, that has UK wide-relevance and which is increasingly recognized by higher and further education institutions nationally and internationally.

Why is it important for the university?

The Professional Recognition of staff is important for all Higher Education institutions within today's HE sector. Encouraging you to gain HEA Fellowship is part of an institutional imperative to achieve excellence in teaching and learning practice and to improve the institutional profile with respect to the proportion of Teaching Staff with HEA recognition or teaching qualifications within the HESA return. The professional standing of university staff

with respect to learning and teaching is becoming increasingly important with the arrival of the national Teaching Excellent Framework (TEF).

How does C@N-DO link to the UKPSF?

All development provision within C@N-DO is overtly aligned to the UKPSF in a number of ways:

- The UKPSF Areas of Activity form the underpinning organizing principle for C@N-DO, with workshops colour-coded. All workshops are also mapped to Core Knowledge and Professional Values and the linkages are explained for each individual workshops via the workshop webpages on the ILT website: <https://www.northampton.ac.uk/ilt/cando-workshops/>.
- Although the C@N-DO scheme is deliberately inclusive, with most workshops, and the wider programme of support, peer review and scholarship, open to staff at all levels of experience, some workshops are particularly targeted for AFHEA, for FHEA or for SFHEA, and this is again communicated via the workshop webpages on the ILT website: <https://www.northampton.ac.uk/ilt/cando-workshops/>.
- The C@N-DO assessment for AFHEA, FHEA and SFHEA has been designed to reflect the relevant UKPSF Descriptor criteria and support to understand these Descriptor criteria is provided in a range of ways, including through the opportunity to have a C@N-DO Mentor and through the workshops [Introduction to the UKPSF](#), [Towards SFHEA](#) and [Writing Retreats for C@N-DO Submissions](#).

Which category of Fellowship is appropriate for me and how can I obtain recognition?

The UKPSF provides professional recognition for staff across to 4 'Descriptors', according to the roles and contribution individuals make to Learning & Teaching (see below):

Descriptor 1 (D1)	Associate Fellow of the HEA
Staff with at least 1 year teaching/support experience. Typically these are staff who do some teaching/student support but with limited or restricted L&T responsibilities, such as <ul style="list-style-type: none">• Career researchers with some teaching responsibilities.• Learning support, demonstrators or technicians with some teaching responsibilities.• Associate Lecturers with a limited teaching role.	
Descriptor 2 (D2)	Fellow of the HEA
Established and experienced staff for whom teaching or learning support is a significant element of their role with broad L&T responsibilities such as <ul style="list-style-type: none">• Academic or Support staff holding substantive teaching & learning responsibilities• Experienced professionals with substantive teaching & learning responsibilities including for example within workplace settings	
Descriptor 3 (D3)	Senior Fellow of the HEA
Experienced HE teaching staff able to demonstrate sustained impact & influence on the L&T practice of others over a number of years, through <ul style="list-style-type: none">• Leading, managing, organising programmes• Mentoring other staff• Departmental, School or other University L&T responsibilities	
Descriptor 4 (D4)	Principal Fellow of the HEA
Highly experienced academics, able to evidence sustained and effective impact in relation to teaching and learning strategy within their institution, or wider national or international settings, such as staff with <ul style="list-style-type: none">• wide-ranging strategic leadership and policymaking responsibilities in connection with key aspects of teaching and supporting learning• strategic impact and influence in relation to teaching and learning that extends beyond their own institution.	

The Descriptors recognised within the UKPSF

Applications for HEA Fellowship (D1, D2, D3) made through C@N-DO are free to UoN staff.

HEA fees, at a reduced rate, will be payable for Fellowship applications made through C@N-DO where the applicant is not employed by the University of Northampton, and where the applicant's employer is not a subscribing institution. For clarification, any applicant should contact Shirley.Bennett@northampton.ac.uk or contact the HEA directly.

Possible options to gain Fellowship are indicated in the diagram below and include:

- If you have already completed the UoN PGCTHE, either Module 1 (Associate Fellow) or Modules 1 & 2 (Fellow) you may be able to gain HEA recognition on presenting evidence of your successful completion of this course (send your certificate to Shirley.Bennett@northampton.ac.uk).
- If you can demonstrate that you already have the requisite experience and skills for a given category of Fellowship, you can make a direct application through the next relevant C@N-DO Assessment panel. (For panel dates, see the C@N-DO NILE site or contact Marie Graham (marie.graham@northampton.ac.uk).
- If you are ‘working towards’ the experience and skills for a given category of Fellowship, you can gain help & support in this by taking part in workshops offered as part of C@N-DO.

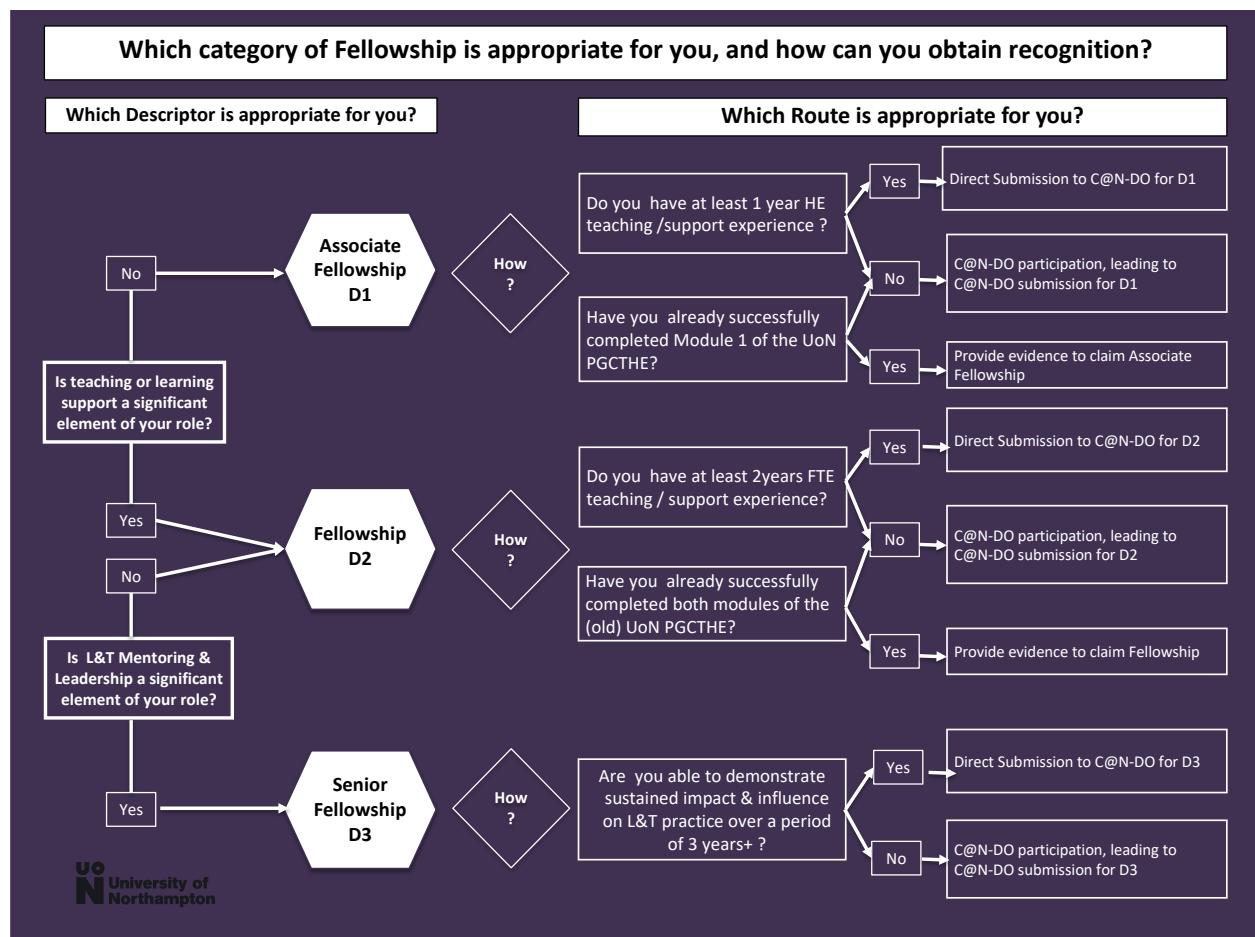


Figure 2: Guidance to selecting the appropriate category of HEA Fellowship

There are no prescribed ‘length of service’ requirements for the different categories of Fellowship within C@N-DO, or more broadly within the UKPSF.

However, as a general rule, to ensure that staff have an appropriate depth and breadth of experience of HE teaching and/or student support, the following is recommended for Fellowship applications, whether made through C@N-DO or direct to the HEA:

- For Associate Fellowship of the Academy (D1): 12 months or more experience in some form of HE teaching and/or student support activity, and previous engagement in some form of relevant professional development.
- For Fellowship of the Academy (D2): 2 years or more engagement in HE teaching and/or student support, including a minimum of 1 year within a role which involves substantive teaching and/or student support experience and previous engagement in relevant professional development.
- For Senior Fellowship of the Academy (D3): considerable experience of HE teaching and/or student support, demonstration of a minimum of 3 years impact and influence on the learning and teaching of other HE practitioners and evidence that practice is impacted by relevant professional development and research/scholarship.

For guidance as to the most suitable route for you, attend the C@N-DO workshop [Introduction to C@N-DO and the UKPSF](#) to explore how your experience and role maps to the criteria for the various HEA Fellowship Descriptors: Associate Fellow (D1), Fellow (D2) or Senior Fellow (D3).

(The UKPSF Self-Audit Tool used in the C@N-DO workshop [Introduction to C@N-DO and the UKPSF](#) can also be found in Appendix 3 below; use it as often as you wish to explore your experience and the UKPSF. It is a good idea to take a completed version of this tool to your meetings with your C@N-DO Mentor as this will help them to support you in deciding the category of Fellowship most suited to you and your experience.)

NOTE: In applying for, or working towards HEA Fellowship, it is important to have a good grasp of the UKPSF Descriptor Criteria for the relevant category of Fellowship.

All Criteria (AFHEA, FHEA, SFHEA and PFHEA) can be found in the UKPSF document ([download from heacademy.ac.uk/ukpsf](http://heacademy.ac.uk/ukpsf)).

The criteria for AFHEA, FHEA, and SFHEA are also indicated clearly in the C@N-DO application forms in Appendix 1.

3 How does C@N-DO work?

Principles

The University of Northampton's approach to professional development as reflected in C@N-DO was developed in response to

- the themes emerging from the review of the previous PGCTHE provision and
- the priorities and targets established within the University of Northampton institutional strategy, and reflected in the institutional Learning and Teaching Plan
- the Descriptors and Dimensions of Practice of the UKPSF.

The design of the Professional Development Scheme is informed by 3 key principles:

- To develop a scheme which would engage staff in activities, including assessments, which would have direct practical relevance to their work in teaching and student support and demonstrable impact on the student experience
- To support staff to implement new ideas and teaching practices beyond the immediate context of CPD workshops and make adaptations to their broader teaching and student support practice
- To scaffold staff progression through a structured but flexible professional development scheme providing routes towards
 - a) professional recognition through HEA Fellowship at D1, D2 and D3
 - b) award of academic credit at FHEQ Level 7, building on recognition at D2 or D3 to gain the award of PGCAP.

How the Professional Development Scheme operates

C@N-DO provides:

1. **C@N-DO Workshops:** A programme of workshops that engage staff in activities developed to have direct practical relevance to their work in teaching and student support and demonstrable impact on the student experience. Most workshops are open to all staff, but some are targeted specifically to staff who are new to HE teaching (towards or at AFHEA) or who are in leadership roles (towards or at SFHEA)
2. **C@N-DO Mentoring:** A process of encouragement, mentoring, scaffolding and guidance will support staff to build on engagement in such workshops towards gaining HEA Fellowship. C@N-DO Mentors are trained to provide individual and personalized support in making an application for HEA Fellowship
3. **C@N-DO Assessment for Fellowship:** A distinct assessment process provides rigorous and thorough assessment against the UKPSF requirements for D1, D2 and D3 and involves scheme participants in assessment activities which are directly related to their practice in teaching and supporting learning.

Individual support is also offered for staff interested in applying to the HEA for Principal Fellowship of the HEA. (See p.12) Contact Shirley.Bennett@northampton.ac.uk for further information.

4. C@N-DO Workshops

Key websites:

Full List of current C@N-DO Workshops: <https://tinyurl.com/CAN-DO-Workshops2018>

Link to the details of each C@N-DO Workshop:

<https://www.northampton.ac.uk/ilt/cando-workshops/>

All workshops offered under the umbrella of C@N-DO are

- promoted as addressing specified professional or course development needs
- organised around the UKPSF Areas of Activity
- mapped according to alignment also with other dimensions of the UKPSF (Core Knowledge and Professional Values) - the linkages are explained for each individual workshops via the workshop webpages on the ILT website:
<https://www.northampton.ac.uk/ilt/cando-workshops/>.
- available both as development towards Fellowship and as standalone workshops to enhance practice or address challenges in teaching.

Please note that the workshops vary in length and duration. Workshops may be available face to face via half- or full-day sessions or online in collaboration with other participants and workshop leader within a set time period. Participants in any workshop are expected to contribute actively throughout the workshop activity.

The format may vary slightly but the following screenshot represents the organising principle underpinning the workshops on offer and illustrates the elements of information provided. To support you in choosing the right workshop for your needs, in the [full list of current C@N-DO Workshops](#),

1. Scanning down the left-hand column allows you identify the workshop(s) addressing a need or challenge you face in your work
2. Workshops are organised and colour-coded to show the prime UKPSF Area of Activity (A1-A5) each addresses
3. Workshop information also highlights the other aspects of UKPSF Core Knowledge (K1-K6) and Professional Values (V1-V4) addressed
4. A summary of workshop activity, focus and delivery helps you refine your choice.

https://tinyurl.com/CAN-DO-Workshops2018				
1. Need or challenge	2. List colour-coded by AA	4. Workshop activity, focus and delivery	(each equivalent of 2 days contact time)	3. Other UKPSF Dimensions
If this is your need ...				Key links to UKPSF
How can I develop a course that meets students' needs? I would like to work out some new ideas for my course.	CAleRO - Individuals	Take part in a creative, innovative approach to module design or revision. You will develop a module blueprint, including aims, learning outcomes & assessment plan & create a storyboard of the L&T process & developed examples of student activities.	2 Day F2F workshop on - Thurs 23/4 & Fri 24/4 (Venue TBA) - Weds 1/7 & Thurs 2/7 (both 10-4), both days are in TPoD in Park Library.	A1: Focus on planning programmes of study & designing learning activities Also K1, K3, K4, K6
I am new to teaching in HE. Where do I start?	HE Survival+	Gain ideas and skills for a 'menu' of practical L&T activities, techniques and strategies adaptable to your own practice & develop your ability to provide effective learning experiences for your students.	1 full-day + 2 ½-day F2F workshops & OL activity: - Weds 14/1 (9.30-4, Y105); 11/2 (2-5, C221); 11/3 (2-5, C221). Next course starts September 2015 - dates TBA	A2: Focus on Teaching & Supporting Learning Also: K2, K3, V1, V2
I need to develop my skills for online / distance learning - Help!	Collaborative Learning Experiences Online (CLEO)	Experience the role of an active learner in a task-based online course, and develop your own skills for facilitating online discussion for effective learning.	6 hr F2F workshop + 6 hrs OL activity: - Thur 26 Mar + OL activity 27 Mar - 10 Apr - Fri 8 May + OL activity 9-23 May F2F elements are all in TPoD in Park Library.	A2: Focus on Teaching & Supporting Learning Also: K2, K3, K4, V2
How can I make assessment a tool for learning? Why waste time on writing good feedback? Students don't read it!	Assessment - A tool for Learning	Develop effective, authentic assessment activities adaptable to own teaching context, develop your understanding of marking appropriately for various HE Levels, & find innovative strategies to help students learn from feedback.	Four ½ day workshops - 2 OL & 2 F2F: - ½ day OL between 19-25 Jan - ½ day F2F 26 Jan 2-5 (TBC) - ½ day OL between 27 Jan & 2 Feb - ½ day F2F 3 Feb 2-5 (SE204)	A3: Focus on Assessment & Feedback Also: K1, K6, V2, V3, V4
I need to improve student retention. How can I help my students succeed?	PATs Supporting Student Success	Explore study skills activities & resources to recommend to students, develop tools & strategies adapted to the needs of your own context & students to improve student confidence & study skills.	Four half-day workshops - OL ½-day of work 29 Sept-6 Oct & 10-14 Oct & F2F 7 Oct (9.30-12.30, C232) & 9 Dec (9-12, B22) - OL ½-day of work 1-9 Mar &ay & F2F 10 Mar (9-12, SE204) & 12 May (9-12, TBC)	A4: Effective Learning Environments, including Student Support & Guidance Also: K3, V1, V2, V4
I want to gain professional recognition for my role in HE. I need to support others towards Fellowship & need to know about C@N-DO.	Introduction to the C@N-DO Scheme & the UKPSF	Find out what C@N-DO, Fellowship and the UKPSF can offer you, review your existing skills & experience and create a Self-Audit as the basis for your Professional Development Plan.	2-hr F2F workshop on: Tues 27/1 (2-4 pm); Weds 10/3 (10-12); Tues 12/5 (2-4 pm). Each workshop is in TPoD in Park Library.	A5: Focus on your own professional development Also: K5, K6
I'd like to pick up new ideas from watching others teach,	Peer Observation for Development	Learn how to make Peer Observation your golden opportunity for development!	2 X 3-hr workshops for 2 observations: 9/1 and 10 Mar (2-4) (Obs 10/1-9/3)	A5: Focus on your own professional

Figure 4: Illustration of workshop organisation and information

The workshop titles link through to the [workshop information on the ILT website](#). Each workshop webpage then provides further information to support you in choosing the workshops to meet your needs, including

- further information as to workshop activities and aims
- an indication as to whether any workshop is generally for all staff or ideally suited to staff early in their career or working as an AFHEA, or to more experienced staff, for example in leadership or mentoring roles, perhaps working at or towards SFHEA
- guidance as to how the workshop addresses the linked UKPSF Dimensions of Practice (A1-A5, K1-K6, V1-V4).

This [workshop information on the ILT website](#) also tells you how to sign up for the workshop(s) of your choice and indicates dates, time, and locations.

NOTE: As well as workshops within C@N-DO, your professional development may include the additional ad hoc courses offered externally and internally to the institution (e.g. HEA webinars, workshops, conferences), within informal development opportunities such as team meetings and social media discussions and through roles within or external to the university (e.g. panel membership, committee involvement, external examining etc). All such activity is encouraged as contributing to your development for Learning, Teaching and Student Support and will complement opportunities through C@N-DO.

Support for Principal Fellow of the HEA (PFHEA)

Support for staff wishing to make an application for PFHEA follows a distinct path and will normally take the form of individual support from particular C@N-DO Mentors who hold PFHEA themselves and who have received training specifically with regard to Mentoring towards PFHEA.

The PFHEA Mentoring process follows a pattern established within HEA involving familiarization with the Descriptor, Descriptor Criteria and the HEA direct submission PFHEA Assessment Task, support with decision-making, planning and identification of opportunities for any necessary further development, and feedback on drafts.

Getting involved in C@N-DO – Where do I start?

1. If you are very new to teaching, you should start with [HE Survival+](#). Otherwise start by attending the workshop [Introduction to C@N-DO and the UKPSF](#) (left of Figure 3) for an overview of C@N-DO, a chance to develop your understanding of the expectations within the UKPSF and to undertake a Self-Audit of your experience and skills.
6. Arrange to discuss your plans, targets and route through C@N-DO with a C@N-DO Mentor (see below). Arrangements to have a C@N-DO Mentor can be made through Shirley Bennett (shirley.bennett@northampton.ac.uk).
7. Select those workshops within C@N-DO which are indicated by your needs analysis (see Appendix 3 and the ILT website). They are designed to develop your Learning, Teaching and Student Support practice and to help you prepare for C@N-DO assessment. You may have taken part in some of them already.
8. As you progress through C@N-DO, keep an up-to-date personal record of your development and learning, the ways in which you integrate new ideas within your practice, how this works for your teaching or student support, and your future plans. You can draw on this record of CPD as you prepare for Fellowship assessment. You may wish to make use of the PDR Tool in Appendix 4 below.

Routes within C@N-DO for staff ‘working towards’ a given category of Fellowship

Although there is no set or prescribed ‘course’ within C@N-DO, the following (including Fig. 3 below) outlines suggested routes through C@N-DO, equipping new staff and others wanting to enhance areas of their practice towards an application for Fellowship and/or an onwards route towards the PGCAP.

For staff who are new to teaching in HE, preparation for C@N-DO assessment will usually involve

- to **Associate Fellow (D1)** – participation in HE Survival+ (A2), the Academic Induction programme, development workshops reflecting at least one further UKPSF Area of Activity, and engagement in Peer Observation (ideally with development workshop support), together with application to practice, over a minimum of one year + C@N-DO D1 Assessment

or

- to **Fellow (D2)** – participation in HE Survival+ and further development workshops selected from across all the Areas of Activity, engagement in Peer Observation (ideally with development workshop support), together with application to practice, over a minimum of two years + C@N-DO D2 Assessment.

For staff who are not completely new to teaching in HE, preparation for C@N-DO assessment will involve

- to **Fellow (D2)** – participation in development workshops selected from across all the Areas of Activity, engagement in Peer Observation (ideally with development workshop support) & application to practice, over a minimum of two years.

For staff who are preparing for C@N-DO Assessment at Senior Fellow (D3) the preparation will usually involve – Development and/or experience equivalent to that for Fellow (D2) and demonstrable impact & influence on the L&T practice of others over minimum of three years. Additionally, workshop(s) related to leadership and mentoring in HE learning and teaching, are available to support such roles.

Preparation for the award of PGCAP will usually involve achievement of Fellow (D2) or Senior Fellow (D3) through C@N-DO PLUS additional work within module EDUM127, such as participation in Reading Circles exploring the literature underpinning HE L&T Practice, and additional writing to evidence critical engagement with literature appropriate to Level 7 academic credit & a further relevant module at Level 7.

NB: Timescales shown are for illustration only; individual plans and progression will be discussed through personal Guidance and Support.

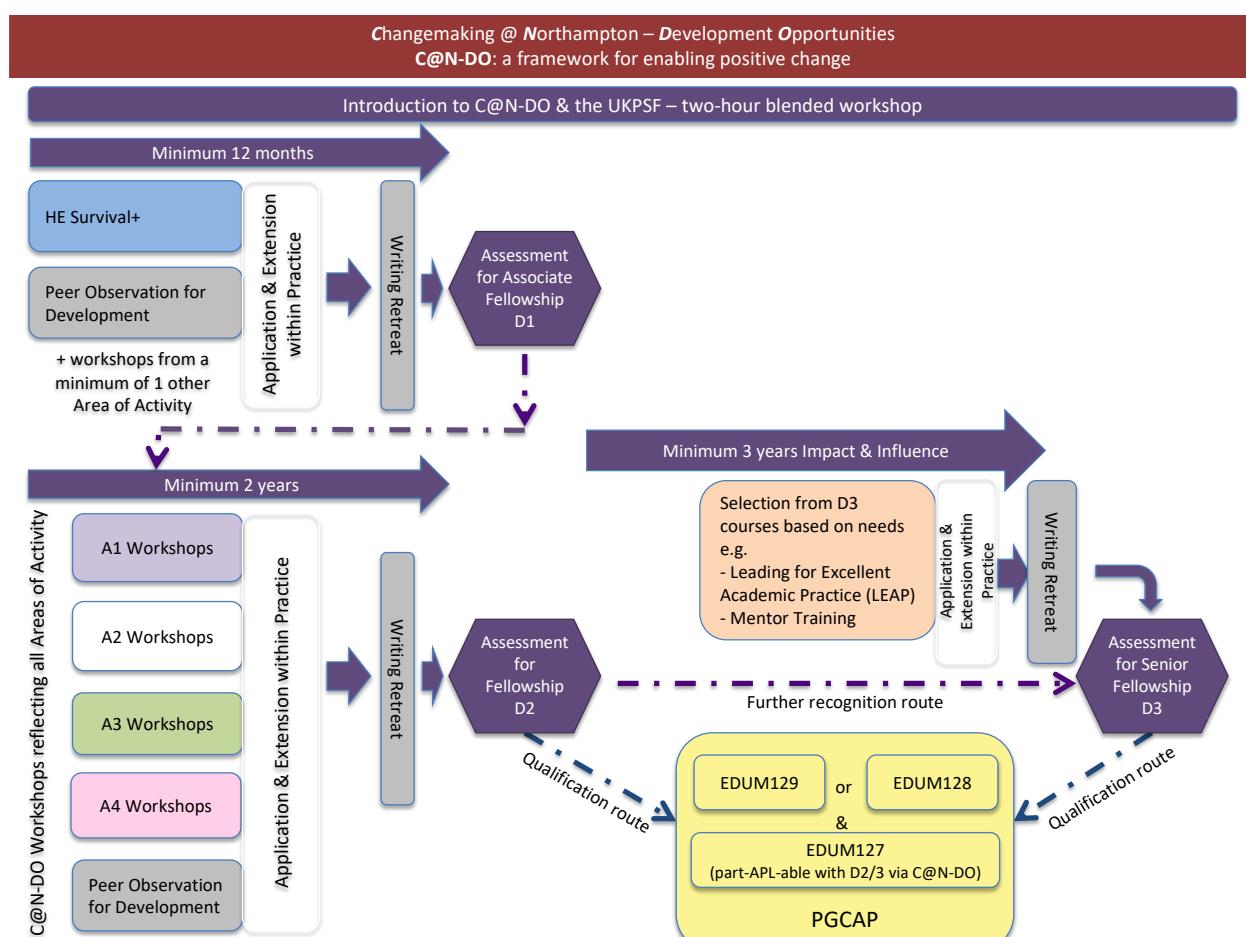


Figure 3: Pathways to professional recognition and qualification within C@N-DO

A key point about C@N-DO is that the suggested structure indicated in this diagramme as recommended for early career staff is not a set programme. C@N-DO is designed as a self-managed, needs-driven scheme. Participation and progression is not constrained to follow a prescribed pathway but rather the self-managed nature of the provision offers flexibility and personalization and allows you the opportunity to engage with C@N-DO at different stages of your career, and to access different levels of support for your work and engagement with the UKPSF. It is your personal circumstances, needs, interests, and workload that should drive the order in which you choose to take part in the workshops on offer.

For example, it may be that one of the workshops directly addresses particular challenges you are currently facing in your teaching, helps you meet a requirement to make changes to your programme to recruit a new target group of students, supports you in making changes to your assessment in line with new institutional policy, or resonates with your personal development needs towards obtaining professional recognition.

5. Support from C@N-DO Mentors and through Peer Observation

Mentoring and support through Peer Observation are an important aspect of the C@N-DO CPD Scheme. Mentors are able to provide the personal attention to questions and concerns that it can be difficult to give in a workshop situation, and Peer Observation at Northampton is very much a peer-to-peer process, known as **Collaborative Observation**, reflecting the University's commitment to providing developmental opportunities for teaching enhancement amongst colleagues

C@N-DO Mentors

The term 'mentor' has many varying uses and definitions (for example a range are provided by [The Coaching and Mentoring Network](#)). Although the focus here is specifically on mentoring support related to the making of an application for HEA Fellowship (at Associate Fellow, Fellow or Senior Fellow) through the C@N-DO CPD Scheme, the supportive developmental relationship between Mentor and Mentee still enables the sharing of experiences and practice and can still be beneficial and enriching for both.

Finding a C@N-DO Mentor

Any member of staff wishing to have a C@N-DO Mentor can make this request by contacting Shirley Bennett (shirley.bennett@northampton.ac.uk) or through their Subject Leader. A request can be made at any point in the C@N-DO journey, but usually should follow participation in the workshop [Introduction to the C@N-DO scheme and the UKPSF](#).

Becoming a C@N-DO Mentor

All C@N-DO Mentors should take part in the workshop [Mentoring others towards HEA Fellowship](#). This workshop aims to

'Deepen your understanding of the UKPSF, ways in which to interpret the Dimensions of Practice for different roles and the criteria for the UKPSF Descriptors D1, D2, D3. You will explore issues which arise through the implementation and evolution of C@N-DO, become aware of common mistakes within applications which you can then help your mentees avoid and ensure that you are aware of national developments with respect to the UKPSF. These may include new stipulations with respect to assessment for Fellowship. Through the discussion of issues you can potentially contribute to national debate concerning the UKPSF & its evolution and development as issues can be passed back to the HEA.'

Mentors are also invited to take part in the annual C@N-DO Away Day, alongside members of the C@N-DO assessment panel and C@N-DO workshop facilitators. This day enables mentors to update their understanding of C@N-DO and aspects of professional recognition across the sector, and to contribute to the development and enhancement of C@N-DO itself.

Anyone taking on the role of C@N-DO Mentor should discuss and agree this with their line manager, and should be allocated workload units for that role. The relevant workload has been agreed amongst Faculty Deans.

The Mentor Role

A C@N-DO Mentor will usually

- Take part in an initial discussion with the mentee to identify their needs and what support the mentee would like

- Support a mentee in understanding what the UKPSF means in relation to their personal role and work in Higher Education, with a particular focus on the Descriptor Criteria and the Dimensions of Practice
- Support a mentee in understanding the C@N-DO assessment tasks and planning how to approach them in relation to their personal role and work
- Read and review up to two drafts of a Fellowship application, or parts of an application
- Respect the confidentiality of the mentoring relationship.

A C@N-DO Mentor may, at their own discretion, additionally

- Offer to take part in the [peer-to-peer observation](#) that forms part of the assessment for each Fellowship Descriptor at D1, D2, D3 (using the [UN Peer Observation forms](#))
- Agree to act as one of the Referees to support a mentee's Fellowship application
- Agree to support the mentee towards a resubmission of their application should this be necessary.

A C@N-DO Mentor will not be expected to

- provide the mentee with core information about Fellowship and the UKPSF - the mentee should access this through [workshop support](#) and/or the [ILT website](#)
- give a definitive judgement as to whether an application will receive a positive outcome from the C@N-DO Assessment Panel
- proofread a draft application or correct or edit the written language within a draft application - the mentee should access alternative support opportunities for help with how to improve written English.

A C@N-DO Mentor will not be involved in the assessment of a mentee's application for Fellowship.

The Mentee Role

A C@N-DO Mentee will usually

- Initiate the communication with their C@N-DO Mentor, take responsibility for proposing and organising mentoring meetings, keep to meeting arrangements, and undertake drafting or other preparatory work as agreed
- Ensure that they have become familiar with core information about Fellowship and the UKPSF, whether through [workshop support](#) and/or the [ILT website](#) - having a C@N-DO Mentor is not a replacement for accessing this general C@N-DO support
- Undertake a Self-Audit of their practice and experience in Higher Education and give this to their C@N-DO Mentor before or at the first meeting, as agreed. (This may not be necessary if accessing mentoring support at a later stage of the application process.)
- Access any additional support needed for the application, for example support with how to improve written English from [Learning Development](#) or the English Language support service
- Provide the mentor with sufficient time for any review of drafts etc
- Offer to share a copy of the Feedback on their application with the C@N-DO Mentor
- Respect the confidentiality of the mentoring relationship.

A C@N-DO Mentee may, at their own discretion, additionally

- Ask the C@N-DO Mentor to take part in the [peer-to-peer observation](#) that forms part of the assessment for each Fellowship Descriptor at D1, D2, D3 (using the [UN Peer Observation forms](#))
- Ask their C@N-DO Mentor to support them towards a resubmission of their application should this be necessary.

A C@N-DO Mentee will not expect their Mentor to

- provide the mentee with core information about Fellowship and the UKPSF = the mentee should access this through [workshop support](#) and/or the [ILT website](#)
- give a definitive judgement as to whether an application will receive a positive outcome from the C@N-DO Assessment Panel
- proofread a draft application or correct or edit the written language within a draft application - the mentee should access alternative support opportunities for help with how to improve written English.

Please Note:

C@N-DO Mentors are provided with a C@N-DO Mentor Handbook which provides further support and guidance for their role.

It is important to remember that C@N-DO Mentors combine their role with other aspects of a heavy workload, and mentees have a responsibility to take up all opportunities to find out what they need to know themselves, and not expect to rely on a C@N-DO Mentor to replace attending a workshop, reading of key information or undertaking independent work.

Mentorship towards PFHEA will be provided by particular C@N-DO Mentors who hold PFHEA themselves and who have received training specifically with regard to Mentoring towards PFHEA.

Peer Observation @ Northampton

The peer observation process at Northampton is designed to be

‘a peer based, collaborative, non-judgmental scheme designed to provide opportunities for participants to enhance the learning experience of their students and to reflect on and develop aspects of their own professional practice. The scheme recognises that all participants, whether observing or being observed, benefit from the process.’

(University of Northampton Code of Practice – Peer and Collaborative Observation for the Enhancement of Learning and Teaching, p.2)

The underpinning principle is that both the person observing, (the observer) and the person being observed (the observee) can benefit from the process and the aim is to provide opportunities for staff to collaborate in reflection, discussion and further development of their professional practice.

The Northampton approach has been described as offering lots of flexibility of focus, but does assume the formality of a Three-Step process, recognising that to really meet the enhancement objectives, some formal discussion of observation goals, context, teaching aims, teaching and observation methods and observer objectivity is required, both before and after the actual observation.

Please Note:

There are particular forms to be used to support the Northampton peer observation process.
They can be downloaded [here](#).

Further information about Peer Observation @ Northampton can be obtained from
<https://www.northampton.ac.uk/ilt/academic-development/peer-observation/>

6. C@N-DO Assessment for HEA Fellowship

The criteria for assessing applications for professional recognition through HEA Fellowship are as laid out in the UKPSF requirements for the relevant category of Fellowship:

Associate Fellow (D1)	Fellow (D2)	Senior Fellow (D3)	Principal Fellow (D4)
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <p>D1i Successful engagement with at least two of the five Areas of Activity D1ii Successful engagement in appropriate teaching and practices related to these Areas of Activity D1iii Appropriate Core Knowledge and understanding of at least K1 and K2 D1iv A commitment to appropriate Professional Values in facilitating others' learning D1v Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities D1vi Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.</p>	<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <p>D2i Successful engagement across all five Areas of Activity D2ii Appropriate knowledge and understanding across all aspects of Core Knowledge D2iii A commitment to all the Professional Values D2iv Successful engagement in appropriate teaching practices related to the Areas of Activity D2v Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice D2vi Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.</p>	<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <p>D3i Successful engagement across all five Areas of Activity D3ii Appropriate knowledge and understanding across all aspects of Core Knowledge D3iii A commitment to all the Professional Values D3iv Successful engagement in appropriate teaching practices related to the Areas of Activity D3v Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice D3vi Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices D3vii Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</p>	<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <p>D4i Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments D4ii Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings D4iii Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning D4iv Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) D4v A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</p>

Fig 4. The criteria for each UKPSF Descriptor – <http://www.heacademy.ac.uk/assets/documents/ukpsf>

Applications for Associate Fellow, Fellow, and Senior Fellow can be made through C@N-DO. Applications for Principal Fellow should be made directly to the HEA.

Support available for staff who are ready to apply for a particular category of Fellowship

Staff whose experience aligns with the expectations laid out in the UKPSF can, if they wish, normally move straight to an application for Fellowship without the need to first attend particular workshops.

However, the following workshops are specifically designed to support staff in making a successful application for Fellowship and staff are strongly advised to participate if possible:

- [Introduction to C@N-DO and the UKPSF](#) – this workshop will introduce C@N-DO, Fellowship and the UKPSF and help staff review their existing skills and experience against the UKPSF, creating a Self-Audit as the basis for planning their Professional Development and/or Fellowship application.

- [Peer Observation for Development](#) – this workshop will help staff ensure maximum development from engagement in peer-to-peer observation, towards the observation-related element of assessment for Fellowship (D1, D2, D3).
- [Writing C@N-DO Submission Writing Retreat](#) - this workshop will give staff a chance to make space in your busy schedule to reflect on your practice and collaborate with others to develop a successful HEA Fellowship application through C@N-DO.

Experienced staff are encouraged to attend the workshop [Introduction to C@N-DO and the UKPSF](#) & to arrange support from a C@N-DO Mentor to discuss, for example, their experience, interests, goals and development needs and whether to move directly to apply for Fellowship through C@N-DO or to participate in particular workshops. Arrangements to have a C@N-DO Mentor can be made through Shirley Bennett (shirley.bennett@northampton.ac.uk) .

The C@N-DO Assessment Tasks

Within C@N-DO the activities you undertake are practical in nature and directly address current challenges facing teaching and student support staff. This is true also of the tasks used in the assessment for HEA Fellowships, which are designed to

- assess evidence against the requirements for HEA Fellowship at D1, D2 and D3
- relate directly to your work in teaching and supporting student learning
- involve you in activities which will themselves enhance the student experience and align with University of Northampton priorities.

Award of professional recognition is made on the basis of evidence by which individuals demonstrate that they meet the requirements of the relevant Descriptor within their own Learning & Teaching practice, including provide evidence of successful engagement with the Dimensions of the UKPSF.

Assessment for professional recognition will be by a panel of staff who themselves hold HEA Senior Fellowship and who have taken part in a structured development and training process designed to ensure fair and rigorous assessment against the UKPSF. The panel is led by the Head of Academic Practice who is a national HEA Accreditor, regularly sitting on HEA Recognition and Accreditation panels and undertaking annual training at a national level.

Please note: Applications for Fellowship will be subject to the usual institutional regulations regarding plagiarism and academic misconduct.

A summary of the assessments within C@N-DO is laid out below and the actual application forms can be found in Appendix 2 below and can be downloaded from [here](#):
<https://www.northampton.ac.uk/ilt/academic-development/cn-do-assessment-for-fellowship/>.

C@N-DO Assessment for Associate Fellow (D1)		
Assessment Tasks	Relevant UKPSF Criteria	Relevant UKPSF Dimensions
Part 1: Evaluation of the effectiveness of your role in ONE of the UKPSF Areas of Activity (1-4) focusing on one selected area of your work. (c.600-700 words)	D1i Successful engagement with at least two of the five Areas of Activity (ONE in Part 1 Another in Part 2) D1ii Successful engagement in appropriate teaching and practices related to these Areas of Activity D1iii Appropriate Core Knowledge and understanding of at least K1 and K2 D1iv A commitment to appropriate Professional Values in facilitating others' learning D1v Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	TWO of A1, A2, A3, A4 K1 and K2 Any of V1-4
Part 2: Account of the Observation of your practice in relation to ONE of the UKPSF Areas of Activity 1-4. (c.600-700 words)	VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	A5
Part 3 : Record of engagement in CPD showing learning & application to practice (3-6 examples)	Each application should be accompanied by submission of TWO references.	

C@N-DO Fellow (D2)		
Assessment	Relevant UKPSF Criteria	Relevant UKPSF Dimensions
Part 1: Critique of the effectiveness of your role in ONE selected area of your work. (1500-1800 words)	D2i Successful engagement across all five Areas of Activity D2iv Successful engagement in appropriate teaching practices related to the Areas of Activity D2ii Appropriate knowledge and understanding across all aspects of Core Knowledge D2iii A commitment to all the Professional Values D2v Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	A1, A2, A3, A4, A5 K1 – K6 V1 - V4
Part 2: Discussion of the learning gained from a peer-to-peer observation undertaken of your teaching or student support work (face-to-face or online) (1300-1600 words)	D2vi Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	A5, V3
Part 3 : Record of engagement in CPD showing learning & application to practice (5-10 Examples)	Each application should be accompanied by submission of TWO references.	

C@N-DO Senior Fellow (D3)

Assessment	We are looking for you to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You should provide evidence of:	Relevant UKPSF Dimensions
Part 1 : Case study illustrating your impact and influence on the Learning & Teaching Practice of Other(s) (1500-2000 words)	D3i Successful engagement across all five Areas of Activity D3iv Successful engagement in appropriate teaching practices related to the Areas of Activity D3ii Appropriate knowledge and understanding across all aspects of Core Knowledge D3iii A commitment to all the Professional Values D3v Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice D3vii Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	
Part 2 : Case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through peer-to-peer review of teaching (face-to-face or online) (2000 words)		A1, A2, A3, A4, A5 K1 – K6 V1 - V4
Part 3 - Discussion relating the above to your sustained evolution as an effective HE L&T practitioner and educational leader (2000 words)		
Part 4 : Record of engagement in CPD showing learning & application to practice (5-10 Examples)	D3vi Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.	A5, V3
Each application should be accompanied by submission of TWO references. For Senior Fellow these should include at least ONE from someone external to the institution.		

Please note:

HEA Accreditation of C@N-DO is awarded specifically with respect to the assessment processes and assessment tasks as submitted to the HEA. It is not possible to award Fellowships through C@N-DO except on the basis of these assessment tasks. Candidates should ensure they read the assessment tasks carefully and follow the instructions given.

Assessment for PFHEA will be by direct submission to the HEA and information about the task can be found on the HEA website.

More information on Assessment for HEA Fellowship

Fellowship References

What is the role of the referees?

The role of the referees is that they should give ‘an informed peer review of your eligibility for Fellowship (in the selected category) using their knowledge of your work and the context in which you teach and/or support learning’ (HEA). The reference is used by the panel to authenticate the practice claimed in your personal submission.

Please note:

The authentication of practice provided by the references is an important part of the submission and must be supplied as part of the application. If a submission is made without references, the panel will not be able to undertake the assessment of the application.

References are structured around the UKPSF Criteria for the category of Fellowship you are applying for, and referees should be in a position to comment on your work in relation to those criteria.

Following standard HEA quality practices, spot checks will be made of references from time to time.

Who should you choose?

As summed up by the HEA,

‘Referees should be experienced staff and be able to comment, knowledgeably, and from first-hand experience on your current role and any other relevant activities recently undertaken. At least one of your references should either be a Fellow (or Senior Fellow or Principal Fellow) of the Higher Education Academy, or an appropriate experienced member of staff working for a higher education provider. All referees need to be familiar with the UKPSF.’ (HEA, <http://www.heacademy.ac.uk/fellow/choose-referees>)

Please remember also that in selecting a referee there should not be a conflict of interest; do not, for example, choose a family member to be your referee.

Arrangements with your referees

As the role of the reference is to authenticate your practice, your referees should be given a copy of the submission you have made for Fellowship, so that they can comment directly on the claims you have made about your practice. They can also make additional comments relevant to your application if they wish.

You should also provide each referee with

- a copy of the UKPSF (available from <https://www.heacademy.ac.uk/ukpsf>)

- a copy of the relevant HEA Referee Guidance Notes (see links from the relevant HEA website – e.g. for Fellow (D2) see <https://www.heacademy.ac.uk/download/fellow-referee-guidance-notes>).

Make sure you allow sufficient time for your referees to write your references before the C@N-DO Assessment Panel. We are all under pressure of work and it is unfair to request your reference and send the relevant documents too close to the deadline.

Assessment Submission

When a member of staff wishes to make an application for Fellowship through C@N-DO, they should:

- Complete the C@N-DO Assessment Task for the category of Fellowship – appropriate for their role and experience – download from [here](#):
<https://www.northampton.ac.uk/ilt/academic-development/cn-do-assessment-for-fellowship/>.
- Provide referees with copy of the relevant HEA Referee Guidance Notes (see links from the relevant HEA website – e.g. for Fellow (D2) see <https://www.heacademy.ac.uk/download/fellow-referee-guidance-notes>) and a copy of your completed Assessment Task.
- See the submission deadlines within the C@N-DO CPD Scheme NILE site and follow the instructions for making the submission online through that site.

Submission dates for each C@N-DO Assessment Panel will be publicized via the C@N-DO CPD Scheme NILE site. Candidates must ensure that applications (including references) are made by the given deadline. Late submissions will be considered by the following Assessment Panel.

Assessment Outcomes

The C@N-DO Assessment Panel will review and assess each submission and reach one of two possible decisions for each:

- Fellowship awarded as applied for - For successful applicants attention will be drawn to any particular good practice which you might wish to share within your School, to ways in which the application could have been enhanced, and to guidance on relevant future development opportunities
- Fellowship not yet awarded – this indicates that the submission requires further development and unsuccessful applicants will be given feedback as to how to further develop the submission to meet the criteria for the chosen category of fellowship - this will include indication of time needed to meet Fellowship criteria.

Re-Submission

Unsuccessful applicants may be offered an opportunity to re-submit.

Only one submission for a particular category of Fellowship will normally be allowed within a 2-year period, to give unsuccessful applicants time for the development to meet the required criteria. Candidates should ensure that they make a serious attempt to demonstrate that they meet the assessment criteria for the category of Fellowship they wish to obtain.

Normally re-submission should be made within 3 months of the panel decision. However, at the discretion of the Assessment Panel, a shorter or longer period of time (typically up to 6 or 12 months), may be recommended for resubmission if this is felt to be appropriate. This will be clearly indicated within feedback.

Exceptionally, the Assessment Panel may recommend that a second re-submission be allowed after 12 months.

Where the C@N-DO Assessment Panel feel an individual is going to be unable to meet the criteria for their chosen category of recognition they will recommend where appropriate, the option to resubmit at a different category of recognition (if not already recognised).

C@N-DO Assessment Panels

Membership	<ul style="list-style-type: none"> Assessment Panels & the Assessment process will be managed by the ILT Panels will be Chaired by either the Head of Academic Practice, an External Assessor who has experience as an HEA Accreditor or an experienced Internal Assessor All assessment panels will comprise trained Assessors; these may be <ul style="list-style-type: none"> Internal Assessors – they will not assess applications from their own Faculty or university department External Assessors – these will normally be staff of other institutions who are also members of the HEA accreditation team
Assessment Panel Meetings & Make-up	<ul style="list-style-type: none"> Fellowship Assessment Panels will normally be held 3 or 4 times a year Panel membership will be as follows: <ul style="list-style-type: none"> For the assessment of D1 or D2: 2 trained C@N-DO Assessors For the assessment of D3: 3 trained C@N-DO Assessors; these panels will normally involve an External Assessor.
Award Decisions	<ul style="list-style-type: none"> The C@N-DO Awarding Panel will review each submission and reach one of two possible decisions <ul style="list-style-type: none"> Award - Fellowship awarded as applied for Referral – submission requires further development
Communication & Feedback	<ul style="list-style-type: none"> The outcome and feedback from the panel will normally be given within 5 working days of the Panel meeting
External Scrutiny	<ul style="list-style-type: none"> As a minimum, roughly 1/3 of all C@N-DO panels will normally include at least one External Assessor All panels considering any applications for Senior Fellowship (D3) will involve an External Assessor In addition, the C@N-DO Lead External Reviewer will review a sample of panel decisions, including Awards and Referrals and will normally contribute to decision making with borderline applications where the panel cannot reach agreement.
Training and Updating	<ul style="list-style-type: none"> All panel members will participate in initial training and in regular updating, to normally include <ul style="list-style-type: none"> Participation in the C@N-DO Annual Away Day Involvement in Assessment Panel moderation activities and in discussions of issues emerging through C@N-DO panels Familiarisation with institutional and sector developments relating to professional recognition

Appeals

Any member of staff who wishes to make an appeal should direct that appeal to the Director of the Institute for Learning & Teaching, Prof. Alejandro Armellini. However, appeals can only be made regarding the process followed, not the decision reached.

APL

No accreditation of prior learning is allowed within C@N-DO assessment for HEA Fellowship. Each application for Fellowship, at AFHEA, FHEA, SFHEA, must be made in full, using the form for the appropriate C@N-DO assessment task.

However, any work previously undertaken will of course help you to complete your professional recognition assessment within C@N-DO, and your previous teaching and support experience can feed into your application.

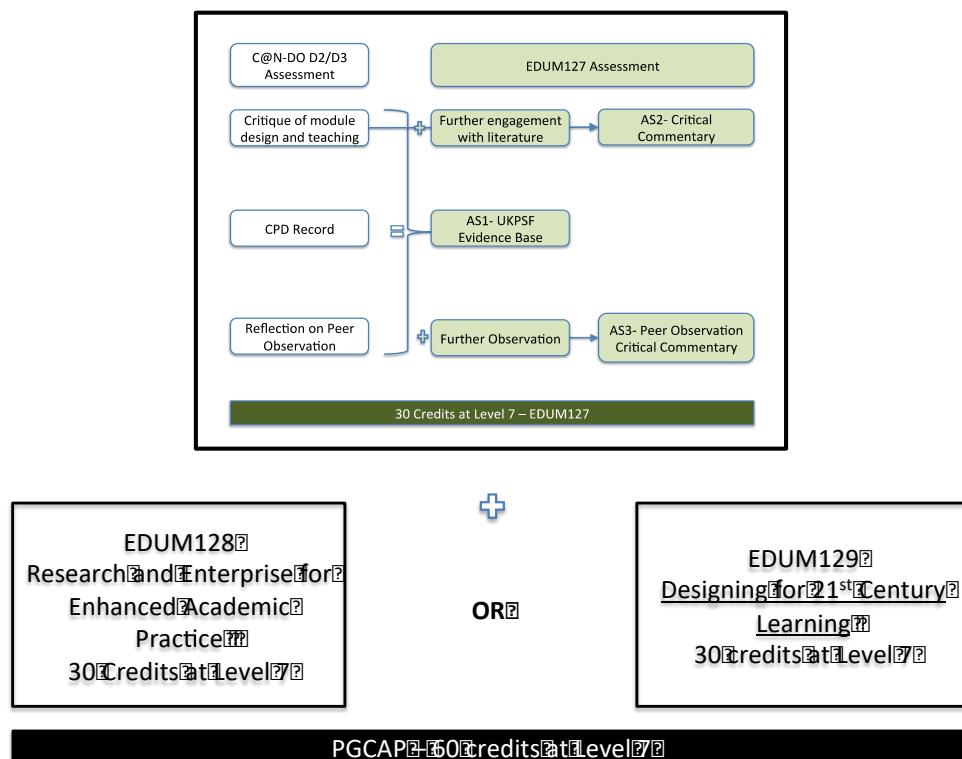
7. Further Development

Post-Graduate Certificate in Academic Practice

Staff who are interested to gain academic credit in addition to professional recognition can progress from recognition as a Fellow or Senior Fellow of the HEA (D2 or D3) to gain a Post Graduate Certificate in Academic Practice (PGCAP); this replaces the old PGCTHE.

Overall Structure

The overall structure of the PGCAP will comprise one core 30 credit Level 7 module (EDUM127) and a further two 30 credit Level 7 modules, offered as options (EDUM128 and EDUM129):



Core Module

The assessments for EDUM127 (30 Credits at Level 7), the core module of the PGCAP, have been designed to build upon, consolidate and extend the work done for C@N-DO assessments at FHEA or SFHEA.

The Assessment Structure for EDUM127 (30 Credits at Level 7) is as follows:

- AS1- UKPSF Evidence Base - the successful C@N-DO assessment submission itself (Pass at FHEA or SFHEA) is carried forward from C@N-DO
- AS2 - Critical Commentary related to Peer Observation and the UKPSF (5000 wds) – this will involve Masters level critical engagement with aspects of practice development emerging through peer observation and your practice in relation to the UKPSF.

Additional Modules

Participants then take ONE additional module, choosing from:

- EDUM128 - Research and Enterprise for Enhanced Academic Practice (30 Credits at Level 7) – this module enable participants to employ insights from enquiry-based learning & scholarship so as to inform and develop teaching and learning practice.
- EDUM129 - Designing for 21st Century Learning (30 Credits at Level 7) - This module offers a unique, state-of-the-art review of the field of Technology-Enhanced Learning (TEL) and provides learners with both theoretical underpinnings and practical hands-on applications of the technologies in different learning contexts.

F.A.Q.

How can I a PGCTHE?

Award of the PGCAP, which replaces the old PGCTHE (60 credits @ Level 7) builds on professional recognition as a Fellow of the HEA (D2). The work completed for successful award of Fellowship (D2) or Senior Fellowship (D3) within C@N-DO can be submitted as an element of the work which forms the assessment for EDUM127, the core 30 credit module of the PGCAP (some additional work will be required to ensure the level of critical engagement with theory and scholarship required for the award of Level 7 credit). You will then be supported to undertake another module for a further 30 Level 7 credits. (See Section 6 above).

I have been teaching in HE for years! Do I really have to work my way through every course within C@N-DO?

The award of Professional Recognition against the UKPSF is made on the basis that an individual can demonstrate that they meet the requirements of the relevant Descriptor within their own Learning & Teaching practice and can provide evidence of successful engagement with the Dimensions of the UKPSF. Gaining Fellowship is not gained as a result of ‘clocking up’ hours attending particular workshops. That is the principle underpinning the opportunity to gain Fellowship through direct submission of a claim for recognition.

Therefore, within C@N-DO, if you have the experience and expertise to move directly to completion of the assessment for a particular category of Fellowship, you can do exactly that, without the need to first attend particular workshops.

However, the following workshops are specifically designed to support staff in making a successful application for Fellowship and staff are strongly advised to participate if possible:

- [Introduction to C@N-DO and the UKPSF](#) – this workshop will introduce C@N-DO, Fellowship and the UKPSF and help staff review their existing skills and experience against the UKPSF, creating a Self-Audit as the basis for planning their Professional Development and/or Fellowship application.
- [Peer Observation for Development](#) – this workshop will help staff ensure maximum development from engagement in peer-to-peer observation, towards the observation-related element of assessment for Fellowship (D2, D3).
- [Writing C@N-DO Submission Writing Retreat](#) - this workshop will give staff a chance to make space in your busy schedule to reflect on your practice and collaborate with others to develop a successful HEA Fellowship application through C@N-DO.

I have already taken part in a CAleRO, do I have to do that again?

One of the things you will do as part of the Introductory Workshop and/or in working with your C@N-DO Mentor is identify whether you have already taken part in some of the workshops which form part of C@N-DO. If you have already fully participated in a two-day CAleRO, this can be entered within your personal CPD record. However, if you were only able to partially attend in the past, perhaps only having a one-day CAleRO experience, you will be encouraged to take part in another. Indeed, you will be welcome to take part in any of our workshops more than once if you feel that would be valuable to your development.

I have only just started working at Northampton, but have been teaching at another university – can I still apply for Fellowship through C@N-DO?

Yes, you can. The award of HEA Fellowship is made with respect to your demonstration of the UKPSF criteria within any HE context, not only within Northampton. You can therefore, for example, focus on your experience and practice in your previous institution within the module

critique element of an application for FHEA. However, as annual engagement in peer observation is an expectation within the university Code of Practice, it probably makes sense to arrange observation here as the basis for the peer observation element of the assessment.

I have been looking at the HEA task for a direct application for Fellowship. Can I submit that format through C@N-DO?

No. HEA Accreditation of C@N-DO is awarded specifically with respect to the assessment processes and assessment tasks as submitted to the HEA in our accreditation application. It is not possible to award Fellowships through C@N-DO except on the basis of these assessment tasks. Candidates should ensure they read the assessment tasks carefully and follow the instructions given.

I did Module 1 of the old PGCTHE some time ago. What are my options for completing it?

The old PGCTHE is no longer available. However, the work previously undertaken will help you complete your professional recognition assessment at Fellow (D2) within C@N-DO. The work completed for successful award of Fellowship (D2) or Senior Fellowship (D3) within C@N-DO can then be submitted as an element of the work which forms the assessment for EDUM127, the core 30 credit module of the PGCAP (some additional work will be required to ensure the level of critical engagement with theory and scholarship required for the award of Level 7 credit). You will then be supported to undertake another module for a further 30 Level 7 credits. (See Section 6 above).

I did part of a PGCTHE or PGCAP elsewhere and have accrued credits. What are my options for completing it?

As many PGCert programmes are aligned to the UKPSF, the work undertaken elsewhere will help you complete your professional recognition assessment at Fellow (D2) within C@N-DO. The work completed for successful award of Fellowship (D2) or Senior Fellowship (D3) within C@N-DO can then be submitted as an element of the work which forms the assessment for EDUM127, the core 30 credit module of the PGCAP (some additional work will be required to ensure the level of critical engagement with theory and scholarship required for the award of Level 7 credit). You will then be supported to undertake another module for a further 30 Level 7 credits to gain the full PGCAP. (See Section 7 above).

What are the benefits of obtaining Fellowship via the new CPD Scheme, as opposed to applying directly to the HEA?

C@N-DO is not the only way to achieve HEA Fellowship. Applications can also be made directly through the HEA, in which case they are assessed by members of a national team of accreditors.

However there are a number of institutional and person benefits to applications being made through C@N-DO.

Cost: Applications made directly through the HEA incur a charge per person – for staff at subscribing institutions these are currently £100 for D1, £200 for D2, £300 for D3. Applications from staff employed by the University of Northampton made through C@N-DO are covered within our annual institutional fee and are therefore free.

UN's status as a Global Partner of the HE Academy is the most expensive option available (approx. £31k per annum). This means that among other services, we are paying the Academy for the privilege of having C@N-DO, our CPD scheme, accredited for the internal award of

Fellowships at D1, D2 and D3. Paying the HEA for direct submissions for AF, F or SF equates to paying them twice.

HEA fees, at a reduced rate, will be payable for Fellowship applications made through C@N-DO where the applicant is not employed by the University of Northampton, and where the applicant's employer is not a subscribing institution. For clarification, any applicant should contact Shirley.Bennett@northampton.ac.uk or contact the HEA directly.

Equivalence of standards: Fellowships gained through an accredited scheme are directly equivalent to Fellowships gained through direct submission to the HEA. The assessment tasks differ, but the criteria for Award are identical. Both are assessed in line with the criteria set in the UKPSF. Equivalence of standards is assured through the accreditation process and for UN is strengthened by the fact that our Scheme is run by a member of the HEA national accreditation team and the panel includes further members of the HEA national accreditation team. Oversight of standards and process is undertaken by a national accreditor who holds a similar role at another university.

Institutional Relevance: The HEA accreditation scheme enables institutions to design locally-relevant provision, and ensures that it is aligned to the UKPSF. The assessment tasks within C@N-DO have been tailored to reflect institutional priorities (e.g. helping to develop 'Waterside readiness').

Will anyone help or mentor me as I apply for Fellowship?

Within C@N-DO, a facilitated programme of mentoring, scholarship and structured peer observation is provided (online and face-to-face) to help you identify your interests, needs and development priorities. You also have access to a dedicated and facilitated NILE site and information via the ILT website.

Who will assess me and how?

Assessment for professional recognition will be undertaken by a panel of staff who themselves hold HEA Senior Fellowship and who have taken part in a structured development and training process designed to ensure fair and rigorous assessment against the UKPSF. The panel is led by the Head of Academic Practice who is a national HEA Accreditor, regularly sitting on HEA Recognition and Accreditation panels. The assessment tasks relate directly to the work of teaching and student support staff and can be done alongside existing workload; details can be found from the ILT website at: <https://www.northampton.ac.uk/ilt/academic-development/cn-do-assessment-for-fellowship/>.

Appendices

Appendix 1 – Forms for Collaborative or Peer Observation

C@N-DO Peer-to-Peer Observation amongst Teaching and Learning Support Staff

C@N-DO Peer-to-Peer Observation is a three-stage developmental process designed to help you to learn with and from fellow professionals and to develop and enhance your practice. Participants can choose to focus on a variety of aspects of their practice: peer observation of teaching online or in the classroom (A2, K4), provision of feedback on assessment (A3), support for individual student needs (V1, V2), etc.

C@N-DO Peer-to-Peer Observation can be undertaken online as well as in the classroom. Forms are provided to guide each stage of the process:

- Preparation for Observation
- Observation
- Discussion and action planning.

(These three reflect the steps typically known as Pre-Observation, Observation & Post-Observation.)

Please ensure that students know that the observation is taking place, as part of staff professional development & to enhance their learning experience.

Stage 1 : Preparation for Observation

Within effective Peer-to-Peer observation, preparation is vital - to help clarify the learning goals for the process & to ensure the observer has key information to understand what they observe.

1. Think about the following questions:

- What aspects of student learning would be most interesting for you to explore or investigate? (Note: this might be to understand better why something works well as much as something that is not working successfully.)
- Is there an aspect of your teaching / support / assessment practice (face-to-face or online) which you would like to change or develop?
- What are your goals in your subject teaching / support work? Are they being achieved?

¹The questions taken from Gosling and O'Connor 2006 and slightly adapted.

2. Please take your own notes.

3. Select 3-4 issues which you would like to explore as the focus for Peer Observation of your practice.

4. Decide what the observer will need to know about the context of observation.

Now, complete the form below ready for the observer:

- Complete all the sections shaded in grey on the next page.
- The white areas are for the observer to complete.

- Expand boxes as necessary.

Who will observe and be observed?	
Practitioner:	Department/School:
Observer:	Department/School:
Observation Agenda	Context observed (e.g. lecture, seminar, online discussion, lab)
Issues selected as observation focus: ObserveE choice of focus: 1. 2.	
ObserveR choice of focus: 3. 4.	
What will the observer need to know about the context they will observe?	
Course / Module – e.g. Title, Level and any other key information	
Topic of the session/element of the course to be observed And where does this fit into the overall learning / teaching process on the module?	
Teaching aims / focus:	
The group: Size/nature of the group; are there any particular factors which the observer should be aware of?	
Material: What handbooks and/or learning/teaching material will you provide for the observer?	
If the observation is to take place online, which elements of the NILE site (or other tool) will the observer need to look at? e.g. a particular forum? part of the wiki? eTivity instructions?	

Stage 2 : Observation

Write the issues selected as the observation ‘agenda’ in the area shaded in grey on this page; the white areas are for observer comments.

Observation Agenda	
Aspects of practice agreed as observation focus:	Observer Thoughts / Comments (expand boxes as necessary)
1.	
2.	
3.	
4.	

Good Practice:

You could use the following section to note any other general points arising from the review. You will have built a collaboration with your colleague that should result in benefit to both of you. In any observation there will be aspects or practices that worked well and less well. In your feedback, try to be empathetic without passing judgment on what you have noticed.
During the observation

I noticed

and I thought

I noticed

and I wondered

I noticed

and I wanted to ask you ...

Adapted from Scrivener, J. *Learning Teaching Task 9*, p.211

Stage 3 : Discussion and action planning

We recommend that each observation should be followed by

- Written feedback from the Observer
- Discussion between the Practitioner and the Observer
- Written summaries of learning gained & future plans – suggested format below

Following this peer-to-peer observation process, I plan to:			
	Stop ...	Start ...	Continue ...
On the basis of my role as observee			
On the basis of my role as observer			
Overall insights and thoughts in relation to my professional practice & development ...			

Appendix 2 – C@N-DO Application Forms

(These can be downloaded from <https://www.northampton.ac.uk/ilt/academic-development/cn-do-assessment-for-fellowship/>)

C@N-DO Application for Associate Fellowship

Applicant Details – all required

Personal

Title	
Given names:	
Family name:	
Email address:	

Employment

School (or Institution)	
Department	
Job Title	

Professional information

How many years have you been teaching or supporting learning?		
How many years have you been teaching or supporting learning in higher education?		
Please briefly detail your learning and teaching related roles in higher education, focusing on the last 1-3 years. List up to five in the table provided.		
Learning and Teaching related role	From	To
Are you a member of any professional bodies or subject associations? – if so, list below		

Referee Details

(It is not essential for referees to hold HEA Fellowship, but they should know your practice and be able to comment on your work in relation to the UKPSF.)

	Referee 1	Referee 2
Name		
Position		
Contact Details – including email address		

Declaration:

Please check the boxes below to indicate that you have read and agree to the following statements:	
	Please tick below
• the information I have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and	
• if I am successful in this application, I will commit to: o upholding the HEA Code of Practice; o remaining in good standing with HEA by continuing my professional development and enhancement of my teaching skills, knowledge and practice;	

In completing your application remember that

- Your application is a personal account so you should focus throughout on your own professional practice and decision-making
- You will need to incorporate relevant subject and pedagogic research and/or scholarship in your approaches
- The award of Associate Fellowship (D1) requires you to demonstrate achievement against the UKPSF Associate Fellow assessment criteria. You will need to demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning and to provide evidence of:

D1i Successful engagement with at least two of the five Areas of Activity

D1ii Successful engagement in appropriate teaching and practices related to these Areas of Activity

D1iii Appropriate Core Knowledge and understanding of at least K1 and K2

D1iv A commitment to appropriate Professional Values in facilitating others' learning

D1v Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

D1vi Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.

Thus, where addressing Areas of Activity indicated you should aim to include example(s) of your use of each element of Core Knowledge and your commitment to relevant Professional Values.

For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at:

http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2012_v2_050912_1044.pdf

Please adhere to the indicated word count and remember that only the written submission will be considered alongside the referee statements. No other information will be considered by the panel members, therefore do not include footnotes or appendices in your application. Applications that exceed word limits will not be forwarded to the assessment panel.

Complete all three parts of the application.

Part 1 : Evaluation of the effectiveness of your role in ONE of the UKPSF Areas of Activity (1-4) focusing on one selected area of your work.

(c.600-700 words)

Select **ONE** particular area of your practice to focus on. You could choose

- One particular module that you work on
- Your work in teaching or supporting students at a particular academic level
- One area of learner support or development activity that you are involved with
- One particular student group that you work closely with, for example a group of international students or students with a particular support need.

Using the appropriate box below, write about **ONE** of the following Areas of Activity in relation to your chosen this area of work, explaining **your role** in enabling an effective Learning and Teaching process, providing examples evidencing the effectiveness of your approach, and providing reasons for the choice of activities you discuss.

(Please delete the boxes relating to the other Areas of Activity.)

Remember to also explain the Core Knowledge (at least K1 and K2 must be addressed), Professional Values and scholarship (D1v) which influence your practice.

A1 Design & planning of learning activities
A2 Teaching &/or supporting learning
A3 Assessment & feedback
A4 The development of effective learning environments & approaches to student support and guidance.

--

Part 2 - Account of the Observation of your practice in relation to ONE of the UKPSF Areas of Activity 1-4. (A5, D1vi)
(c.600-700 words)

The observation chosen should have taken place within 2 years of making your Fellowship application.

You should choose **ONE** of the following UKPSF Areas of Activity to explore through the observation:

A1 Design & planning of learning activities

A2 Teaching &/or supporting learning A3:

A3 Assessment & feedback

A4 The development of effective learning environments & approaches to student support and guidance.

Choose a DIFFERENT Area of Activity from that discussed in Part 1 of your application.

The observation should be undertaken using the C@N-DO observation forms (See Appendix 1 of the C@N-DO Participant Handbook), which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain your ‘property’ and confidential between observer and observee. However, the discussion should discuss the learning gained through the observation process and address similar aspects as those included in the form.

Typically you would include discussion of the following in relation to your chosen UKPSF Area of Activity:

the issue(s) selected as the ‘agenda’ for the observation & the reasons why they were selected – explain your learning goals
the learning actually gained through the observation & related discussion
the implications this learning has for the development of your future learning & teaching practice – what will you start doing, stop doing and/or keep doing?

Remember to also explain the Core Knowledge (at least K1 and K2 must be addressed), Professional Values and scholarship (D1v) which influence your practice.

We suggest the following format for this section of your application:

The observation context (e.g. who observed who, and brief information about the context that was observed e.g. Course / Module, Level, Topic and/or Aims of the session, the size/nature of the group etc.)

<p>(<25-40 words)</p> <p>The issue(s) selected as the ‘agenda’ for the observation & the reasons why they were selected (What did you want to learn, and why?)</p>
<p>(c.60 words)</p> <p>Outline of what was observed (What happened in the session, what methods were used, and why, student response)</p>
<p>(c.100 words)</p> <p>What was learned through the process (including observer feedback, the discussion of issues selected as the ‘agenda’ for the observation, other issues discussed arising from what was observed)</p>
<p>(c.250 words)</p> <p>The implications of this learning for the development of your future learning & teaching practice (e.g. What you will start doing, stop doing and/or keep doing)</p>
<p>(c.150 words)</p>

Part 3 : Record of engagement in CPD showing learning & application to practice (3-6 examples within the last 3 years.) (A5, D1v, D1vi)

Participation in L&T CPD	Date	Led by	Key Learning gained & links to UKPSF	Implementation & Extension	Further action planned
e.g. CAleRO for the Masters in Integrated Urbanism	June 2013	SB & AA	- New appreciation of the need to plan for student LEARNING rather than concentrating on the	e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism.	Obtain student evaluation of new approach to Blended Learning Arrange peer observation with

			<i>design of teaching. (A1)</i> - New strategies for planning for OL/BL delivery (K2, K4)	<i>A minimum of one etivity introduced into each module.</i>	<i>focus on my management of online discussion. Obtain support to rollout CAleRO process with 2 departmental UGrad programmes</i>

(Extend as needed – 3-6 examples, within the last 3 years (150 words minimum)

Reference 1

	Referee 1
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>
Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Associate Fellowship of the HEA:	
Associate Fellowship Assessment criteria Claims for Associate Fellowship should demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning and should provide evidence of:	
D1 I. Successful engagement with at least two of the five Areas of Activity	
D1 II. Successful engagement in appropriate teaching and practices related to these Areas of Activity	
D1 III. Appropriate Core Knowledge and understanding of at least K1 and K2	

D1 IV. A commitment to appropriate Professional Values in facilitating others' learning	
D1 V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	
D1 VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	

Reference 2

	Referee 2
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>
Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Associate Fellowship of the HEA:	
Associate Fellowship Assessment criteria	

<p>Claims for Associate Fellowship should demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning and should provide evidence of:</p>	
D1 I. Successful engagement with at least two of the five Areas of Activity	
D1 II. Successful engagement in appropriate teaching and practices related to these Areas of Activity	
D1 III. Appropriate Core Knowledge and understanding of at least K1 and K2	
D1 IV. A commitment to appropriate Professional Values in facilitating others' learning	
D1 V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	
D1 VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	

C@N-DO Application for Fellowship

Applicant Details – all required

Personal

Title	
Given names:	
Family name:	
Please indicate clearly how would you like your name to appear on your certificate:	
Email address:	

Employment

School (or Institution)	
Department	
Job Title	

Professional information

How many years have you been teaching or supporting learning?		
How many years have you been teaching or supporting learning in higher education?		
Please briefly detail your learning and teaching related roles in higher education, focusing on the last 1-3 years. List up to five in the table provided.		
Learning and Teaching related role	From	To
Are you a member of any professional bodies or subject associations? – if so, list below		

Referee Details

(Referees do not have to hold HEA Fellowship, but should know your practice and be able to comment on your work in relation to the UKPSF.)

	Referee 1	Referee 2
Name		
Position		
Contact Details – including email address		

Declaration:

Please check the boxes below to indicate that you have read and agree to the following statements:

	Please tick below
<ul style="list-style-type: none"> • the information I have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and 	
<ul style="list-style-type: none"> • if I am successful in this application, I will commit to: <ul style="list-style-type: none"> o upholding the HEA Code of Practice; o remaining in good standing with HEA by continuing my professional development and enhancement of my teaching skills, knowledge and practice; 	

In completing your application remember that

- Your application is a personal account so you should focus throughout on your own professional practice and decision-making
- You will need to incorporate relevant subject and pedagogic research and/or scholarship and the impact of CPD within your approaches.
- The award of Fellowship (D2) requires you to demonstrate achievement against the UKPSF Fellow assessment criteria. You will need to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and to provide evidence of:

D2i Successful engagement across all five Areas of Activity

D2ii Appropriate knowledge and understanding across all aspects of Core Knowledge

D2iii A commitment to all the Professional Values

D2iv Successful engagement in appropriate teaching practices related to the Areas of Activity

D2v Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice

D2vi Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

Thus, when addressing the Areas of Activity indicated you should aim to include example(s) of your use of relevant elements of Core Knowledge and your commitment to relevant Professional Values.

For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at:
http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2012_v2_050912_1044.pdf

Please adhere to the indicated word count and remember that only the written submission will be considered alongside the referee statements. No other information will be considered by the panel members, therefore do not include footnotes or appendices in your application. Applications that exceed word limits will not be forwarded to the assessment panel.

Complete all three parts of the application.

Part 1 : Critique of the effectiveness of your role in ONE selected area of your work.

(1500-1800 words)

Select **ONE** particular area of your practice to critique through the lenses of UKPSF Areas of Activity 1-4 and the relevant aspects of Core Knowledge and Professional Values, using your critique of this selected area to explain **your role** in enabling an effective L&T process.

You could choose

- One particular module that you lead or are closely involved with
- Your work in teaching or supporting students at a particular academic level
- One area of learner support or development activity that you lead or are closely involved with
- One programme of study, explaining your role across different academic levels
- One particular student group that you work closely with, for example a group of international students or students with a particular support need.

Against each of the Areas of Activity listed below explore the detail of your contribution, including your use of digital and learning technologies, providing examples evidencing the effectiveness of your approach to both design & delivery, and providing reasons for the choice of activities you discuss.

Remember that when addressing the Areas of Activity indicated you should also explain your use of relevant elements of Core Knowledge, your commitment to relevant Professional Values and how your research, scholarship (D2v) and CPD (D2vi) influence your practice.

Design and plan learning activities and/or programmes of study (A1)
Word Count:
Teach and/or support learning (A2)
Word Count:
Assess and give feedback to learners (A3)
Word Count:

Develop effective learning environments and approaches to student support and guidance (A4)

Word Count:

Part 2 : Discussion of the learning gained from a peer-to-peer observation undertaken of your teaching or student support work (face-to-face or online) (1300-1600 words) (A5)

The observation chosen should have taken place within 2 years of making your Fellowship application.

The observation should be undertaken using the C@N-DO observation forms (See Appendix 1 of the C@N-DO Participant Handbook), which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain the ‘property’ of the person observed and confidential between observer and observee. However, the discussion should discuss the learning gained through the observation process and address similar aspects as those included in the form. Typically you would include discussion of:

- the issues selected as the ‘agenda’ for the observation & the reasons why they were selected – explain the learning goals
- the learning actually gained through the observation & related discussion
- the implications this learning has for the development of your future learning & teaching practice – what will you start doing, stop doing and/or keep doing?

Throughout the discussion you it will be useful to relate this learning through engagement in the peer observation to your wider Learning & Teaching work, the ways in which the observed practice is or is not representative of other areas of your work with students, how this has developed through your career and the knowledge, values and scholarship which influence the way you work.

Remember to indicate where you feel there is evidence relevant to your demonstration of UKPSF Areas of Activity, Core Knowledge and Professional Values, and to explain how your research, scholarship (D2v) and CPD (D2vi) influence your practice.

We suggest the following format for this section of your application:

The observation context (e.g. who observed who, information about the context that was observed e.g. Course / Module, Level, Topic and/or Aims of the session, where it fits into the wider learning / teaching process, the size/nature of the group etc.)
(<100 words)
The issues selected as the ‘agenda’ for the observation & the reasons why they were selected (What did the person observed want to learn, and why? What did the observer want to learn, and why?)
(c.300-400 words)
Outline of what was observed (What happened in the session, what methods were used, and why, student response)
(c.150-200 words)
What was learned through the process (including observer feedback, the discussion of issues selected as the ‘agenda’ for the observation, other issues discussed arising from what was observed)
(c.550-600 words)
The implications of this learning for the development of your future learning & teaching practice (e.g. What you will start doing, stop doing and/or keep doing, any implications for other areas of your teaching and/or student support work)
(c.250-300 words)

Part 3 : Record of engagement in CPD showing learning & application to practice (5-10 Examples, within the last 3 years.) (**A5, D2v, D2vi**)

Examples might include (but are not limited to) participation in academic development workshops internal to the university (e.g. C@N-DO workshops) or external to the university (e.g. HEA workshops), conferences, roles within or external to the university e.g. panel membership, committee involvement, external examining etc. The key thing is that you can identify learning gained, and how this has been implemented and extended within your practice.)

Participation in L&T CPD	Date	Led by	Key Learning gained & links to UKPSF	Implementation & Extension	Further action planned
e.g. CAleRO for the Masters in Integrated Urbanism	June 2013	SB & AA	<ul style="list-style-type: none"> - New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1) - New strategies for planning for OL/BL delivery (K2, K4) 	<ul style="list-style-type: none"> e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism. A minimum of one activity introduced into each module. 	<ul style="list-style-type: none"> Obtain student evaluation of new approach to Blended Learning Arrange peer observation with focus on my management of online discussion. Obtain support to rollout CAleRO process with 2 departmental UGrad programmes

(Extend as needed – 5-10 Examples, within the last 3 years (300 words minimum)

Reference 1

	Referee 1
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaratio	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>
Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Fellowship of the HEA:	
Fellowship Assessment criteria Claims for Fellowship should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should provide evidence of:	
D2 I. Successful engagement across all five Areas of Activity	
D2 IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	
D2 II. Appropriate knowledge and understanding across all aspects of Core Knowledge	

D2 III. A commitment to all the Professional Values	
D2 V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice	
D2 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.	

Reference 2

	Referee 2
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>
Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Fellowship of the HEA:	
Fellowship Assessment criteria	

<p>Claims for Fellowship should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should provide evidence of:</p>	
D2 I. Successful engagement across all five Areas of Activity	
D2 IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	
D2 II. Appropriate knowledge and understanding across all aspects of Core Knowledge	
D2 III. A commitment to all the Professional Values	
D2 V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice	
D2 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.	

C@N-DO Application for Senior Fellowship

Applicant Details – all required

Personal

Title	
Given names:	
Family name:	
Please indicate clearly how would you like your name to appear on your certificate:	
Email address:	

Employment

School (or Institution)	
Department	
Job Title	

Professional information

How many years have you been teaching or supporting learning?		
How many years have you been teaching or supporting learning in higher education?		
Please briefly detail your learning and teaching related roles in higher education, focusing on the last 1-3 years. List up to five in the table provided.		
Learning and Teaching related role	From	To
Are you a member of any professional bodies or subject associations? – if so, list below		

Referee Details - for Senior Fellow, at least one should be someone external to the institution

(e.g. The External referee could be an External Examiner, a colleague you collaborate with in another institution, an employer in an organisation impacted by work experience during your programme – the key is for it to be somebody who knows some aspect of your work.)

	Referee 1	Referee 2
Name		
Position		
Contact Details – including email address		

Declaration

Please check the boxes below to indicate that you have read and agree to the following statements:	
	Please tick below
• the information I have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and	
• if I am successful in this application, I will commit to: o upholding the HEA Code of Practice; o remaining in good standing with HEA by continuing my professional development and enhancement of my teaching skills, knowledge and practice;	

In completing your application remember that

- Your application for Senior Fellowship is centred round the processes of continuing professional learning and development, including appropriate research and scholarly activity in relation to learning and teaching and the leadership, management and administration of academic provision and support.
- You should focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, facilitator of learning and academic leader within Higher Education. This might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.
- Your application is a personal account so you should focus throughout on your own professional practice and decision-making.
- The award of Senior Fellowship (D3) requires you to demonstrate achievement against the UKPSF Senior Fellow assessment criteria. You will need to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and to provide achievement and success in all the Dimensions of the Framework, addressing the Areas of Activity, Core Knowledge and commitment to the Professional Values in a way which goes beyond mechanistic coverage and which reflects the complex and integrative nature of professional practice at this level:

D3i Successful engagement across all five Areas of Activity

D3ii Appropriate knowledge and understanding across all aspects of Core Knowledge

D3iii A commitment to all the Professional Values

D3iv Successful engagement in appropriate teaching practices related to the Areas of Activity

D3v Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice

D3vi Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

D3vii Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at:

http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2012_v2_050912_1044.pdf

Please adhere to the indicated word count and remember that only the written submission will be considered alongside the referee statements. No other information will be considered by the panel members, therefore do not include footnotes or appendices in your application. Applications that exceed word limits will not be forwarded to the assessment panel.

Complete all four parts of the application.

Part 1 : Case study illustrating your impact and influence on the Learning & Teaching Practice of Other(s) (D3vii)

(1500-2000 words)

Using a format of your choice, use a case study to illustrate how your own teaching experience, practice and scholarship have informed your impact and influence on the Learning & Teaching Practice of other colleagues within Higher Education. Examples of relevant case studies might include (but are not limited to)

- Supporting others starting out in HE teaching
- Impact on others in relation to the move to Active Blended Learning (ABL) or the use of digital practices in teaching
- Leadership of others in embedding Changemaker in the curriculum
- Influence on others in relation to practices to enhance inclusion, retention and/or progression and meeting the needs of diverse groups of students.

Remember to indicate where you feel there is evidence relevant to your demonstration of UKPSF Areas of Activity, Core Knowledge and Professional Values, and to explain how your research, scholarship (D3v) and CPD (D3vi) influence your practice.

Part 2 : Case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through peer-to-peer review of teaching (face-to-face or online) (2000 words) (D3vii; A5)

In this part you should discuss a case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through your peer-to-peer observation of their teaching or support practice, whether of face-to-face or online teaching.

Your discussion should show

- how you supported your peers
- what they learned through the process &
- what you have learned through the process.

The observation should be undertaken using the C@N-DO observation forms (See Appendix 1 of the C@N-DO Participant Handbook) which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain the ‘property’ of the person observed and confidential between observer and observee. However, the discussion should discuss the learning you both gained through the observation process and address similar aspects as those included in the form.

Typically you would include discussion of:

- the issues selected as the ‘agenda’ for the observation and why they were chosen
- the learning gained through the observation
- the implications for the development of future practice.

Remember to indicate where you feel there is evidence relevant to your demonstration of UKPSF Areas of Activity, Core Knowledge and Professional Values, and to explain how your research, scholarship (D3v) and CPD (D3vi) influence your practice.

Part 3 - Discussion relating the above to your sustained evolution as an effective HE L&T practitioner and educational leader

(2000 words)

Using a format of your choice, you should draw together issues from each of the assessment elements above to contextualise them in relation to your sustained evolution as an effective Higher Education Learning &Teaching practitioner and educational leader and to evidence your sustained contribution to scholarship, practice and the realisation of professional values.

You should focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as Higher Education teacher, mentor, facilitator of learning and academic leader. This might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others, and should ensure that you demonstrate achievement and success in all the Dimensions of the Framework, addressing the Areas of Activity, Core Knowledge and commitment to the Professional Values.

This is a personal account so you should focus throughout on your own professional practice and decision-making, but also make reference to appropriate research and scholarly activity in relation to learning and teaching.

Remember to indicate where you feel there is evidence relevant to your demonstration of UKPSF Areas of Activity, Core Knowledge and Professional Values, and to explain how your research, scholarship (D3v) and CPD (D3vi) influence your practice.

Part 4 : Record of engagement in CPD showing learning & application to practice (7-12 examples, within the last 5 years) (A5, D3v, D3vi)

Examples might include (but are not limited to) participation in academic development workshops internal to the university (e.g. C@N-DO workshops) or external to the university (e.g. HEA workshops), conferences, roles within or external to the university e.g. panel membership, committee involvement, external examining etc. The key thing is that you can identify learning gained, and how this has been implemented and extended within your practice.)

Participation in L&T CPD	Date	Led by	Key Learning gained & links to UKPSF	Implementation & Extension	Further action planned
e.g. CAleRO for the Masters in Integrated Urbanism	June 2013	SB & AA	- New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1) - New strategies for planning for OL/BL delivery (K2, K4)	e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism. A minimum of one activity introduced into each module.	Obtain student evaluation of new approach to Blended Learning Arrange peer observation with focus on my management of online discussion. Obtain support to rollout CAleRO process with 2 departmental UGrad programmes

(Extend as needed – 7-12 examples, within the last 5 years (minimum 500 words)

Reference 1

	Referee 1
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>
Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Senior Fellowship of the HEA:	
Senior Fellowship Assessment criteria Claims for Senior Fellowship should demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and should provide evidence of:	
D3 I. Successful engagement across all five Areas of Activity	
D3 IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	
D3 II. Appropriate knowledge and understanding across all aspects of Core Knowledge	
D3 III. A commitment to all the Professional Values	
D3 V. Successful incorporation of	

subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	
D3 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices	
D3 VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	

Reference 2

	Referee 2
Name	
Institution / Department / other	
Email address	
Position	
Your HEA Fellowship Status (if appropriate)	
In what capacity do you know the work of the applicant?	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration.</p> <p>Date:</p>

Drawing on your knowledge and experience of the applicant's work, please comment on their demonstration of the criteria for the award of Senior Fellowship of the HEA:

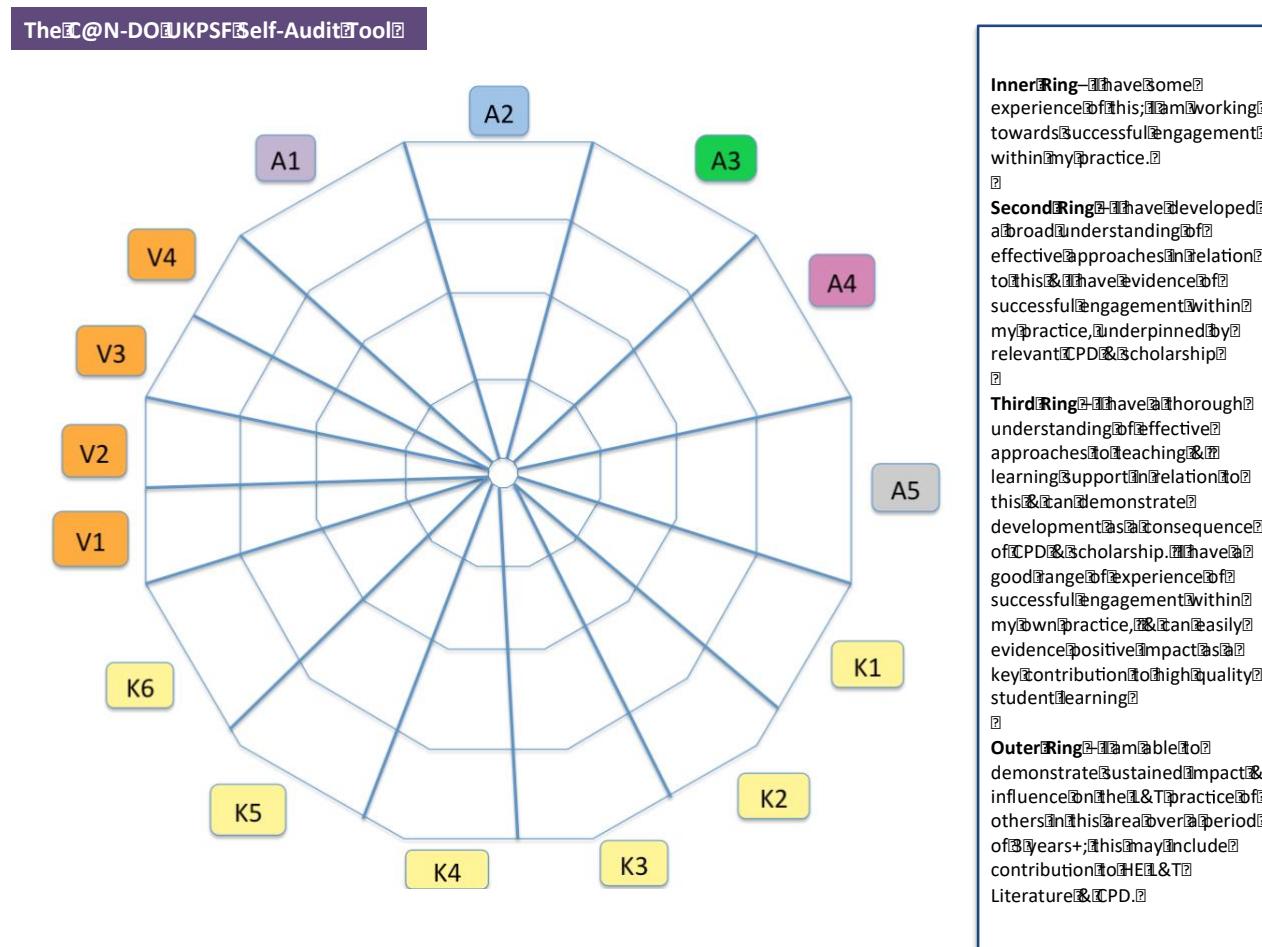
Senior Fellowship Assessment criteria

Claims for Senior Fellowship should demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and should provide evidence of:

D3 I. Successful engagement across all five Areas of Activity

D3 IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	
D3 II. Appropriate knowledge and understanding across all aspects of Core Knowledge	
D3 III. A commitment to all the Professional Values	
D3 V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	
D3 VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices	
D3 VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	

Appendix 3 – UKPSF Self-Audit Tool



How to use the UKPSF Self-Audit Tool

The Self-Audit tool aims to help you map your skills & experience in relation to each of the UKPSF Dimensions of Practice.

Steps:

1. Make sure you understand the dimensions – UKPSF workshops help with this
2. Start with the Areas of Activity (A1-A5) and make notes of examples in each area from your own practice. Note down other dimensions which these examples illustrate (e.g. A1 - Module Design (K1, V4) – again UKPSF workshops help with this
3. For each Dimension on the wheel, use this analysis & the criteria in the right hand panel to rate your practice by placing an X in the relevant band (e.g. A2 X in Third Ring; K4 X in Inner Ring)
4. Bring this to your Guidance & Support Interview to inform your development plan.

UKPSF Dimensions

Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	K1 The subject material K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K4 The use and value of appropriate learning technologies K5 Methods for evaluating the effectiveness of teaching K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

UKPSF	Examples from my practice	Core Knowledge						Professional Values			
		K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
	Areas of Activity										
A1											
A2											
A3											
A4											
A5											

UKPSF Dimensions	Examples from my practice (if you prefer, write examples for each dimension)
A1	
A2	
A3	
A4	
A5	
K1	
K2	
K3	
K4	
K5	
K6	
V1	
V2	
V3	
V4	
NOTES:	

Appendix 4 – PDR Tool

CPD integration with PDR

The development of a CPD scheme, validated by the HEA, aligned with the UKPSF and with the Ashoka values, and fully integrated into the PDR process, is integral to our planning and essential to ensure qualified and accredited teaching staff able to deliver excellent L&T and sustained and responsive innovation towards a quality student experience.

Participation in L&T CPD	Date	Led by	Key Learning gained & links to UKPSF	Implementation & Extension	Further action planned
e.g. CAleRO for the Masters in Integrated Urbanism	June 2013	SB & AA	<ul style="list-style-type: none"> - New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1) - New strategies for planning for OL/BL delivery (K2, K4) 	<p>e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism. A minimum of one etivity introduced into each module.</p>	<p>Obtain student evaluation of new approach to Blended Learning Arrange peer observation with focus on my management of online discussion. Obtain support to rollout CAleRO process with 2 departmental UGrad programmes</p>

Appendix 5 – Glossary

Term	Meaning
A1, A2, A3 etc	Areas of Activity 1-6 – Dimensions within the UKPSF
APL P.18	Accreditation of Prior Learning – credits granted on the basis of previous achievements
AshokaU p.3	The University of Northampton has the status of a ChangeMaker campus – see http://ashokau.org/
C@N-DO P.1	Changemaking @ Northampton – Development Opportunities (C@N-DO) is a professional development scheme for enabling positive change across all academic and support staff at the University of Northampton.
CAleRO	The University of Northampton name for a course design and review initiative based on previous Carpe Diem development and research
CPD	Continuing Professional Development
D1, D2, D3, D4	The Descriptors within the UKPSF – D1 = Associate Fellow, D2 = Fellow, D3 = Senior Fellow and D4 = Principal Fellow
HE	Higher Education
HEA	Higher Education Academy
HEIs	Higher Education Institutions
ILT	Institute for Learning and Teaching at the University of Northampton
L&T	Learning and Teaching
L7	Level 7 – academic study at Masters level
MOOC	Massive Open Online Course
NILE	The Virtual Learning Environment at the University of Northampton
PGCAP	Post-Graduate Certificate in Academic Practice
PGCTHE	Post-Graduate Certificate in Teaching in Higher Education (old)
POOL	Peer Observation On-Line

POT	Peer Observation of Teaching
UKPSF	UK Professional Standards Framework