THE YORK PROFESSIONAL AND ACADEMIC DEVELOPMENT SCHEME (YPAD)

Academic year 2016/17
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Welcome from the University of York

September 2016

Dear Colleague

The University of York is one of the UK’s foremost higher education teaching and research institutions, with an international reputation for excellence and quality. This is the result of the energy, the dedication and the innovation of the staff who have worked, and who continue to work, here. It is also a reflection of the collegiality which has always characterised York’s approach, contextualised by a genuine respect for disciplinary tradition.

It is essential that we maintain and build upon this foundation. Higher Education in the 21st century is very different from that which existed when the University was founded in 1963. It is increasingly international in nature, it is more accessible and more competitive. It is more accountable - to society and to the students who choose to take on loans to study within it – and it must engage with a rapidly changing and evolving world where employers demand graduates who are adaptable, flexible and creative and where technology is fundamentally changing the way people live their lives.

York employs some of the brightest and most promising researchers, teachers and professional staff. To continue to be successful, the University is committed to ensuring that these staff receive both the support and the recognition they deserve in keeping the University at the forefront of higher education teaching and research.

The York Professional and Academic Development scheme is one way that we are doing this. The University has always expected professionalism in its teachers and in those who support teaching and learning. YPAD provides staff with an opportunity to have this professionalism formally recognised with reference to the UK Professional Standards Framework, the foremost national framework for teaching and supporting learning in higher education. In doing this staff will be eligible to claim Fellowship of the Higher Education Academy, a form of recognition that is accepted by almost all UK higher education institutions as well as relevant Government agencies.

However, YPAD is not just a recognition framework. In keeping with York’s tradition of collegiality, it is also an opportunity to work with colleagues to develop practice, promoting the sharing of ideas within a multi-disciplinary forum, which can then be applied back into the disciplinary context.

Professor John Robinson
Pro-Vice-Chancellor Teaching, Learning and Students
Chair, University Teaching Committee
Section 1: INTRODUCTION

The York Professional and Academic Development (YPAD) scheme aims to support all University of York staff who teach and/or support teaching and student learning to develop their practice in accordance with both internal expectations (for example the University of York Statement on Teaching Performance Expectations) and external benchmarks, in particular the UK Professional Standards Framework (UKPSF). It has been developed to complement York’s tradition of collegiality, critical enquiry and scholarship and is founded on the principle that York staff are committed to ongoing development in order to provide a high quality learning experience for their students. Accordingly, the scheme draws heavily upon the underlying principles of the University’s Peer Support for Teaching Policy and engages participants in a process of investigative development of practice through facilitated and inter-disciplinary action-learning groups.

In engaging with the YPAD scheme, it is intended that participants will:

- Interpret the UKPSF in terms of their personal, departmental and university responsibilities for teaching and learning support
- Reflect upon the UKPSF and, at the Institutional level, the University of York’s Statement on Teaching Performance Expectations, to identify existing achievement in practice and to identify areas for improvement or enhancement of practice
- Engage in a process of considered professional development which combines an investigation into teaching / student support activity with interdisciplinary peer support in order to enhance personal practice
- Support others in the development of their teaching and support for student learning, and disseminate good practice and findings which result from their engagement with the YPAD scheme
- Secure Higher Education Academy (HEA) recognition for personal practice commensurate with achievement against all elements of an appropriate Descriptor of the UKPSF

As the latter outcome specifies, in addition to providing a mechanism by which individuals can critically explore ways to improve their teaching and support for student learning, the YPAD scheme also provides opportunities for participants to work towards securing personal and transferable recognition for the work they do by way of HEA fellowship. YPAD is recognised by the HEA as providing the opportunity for participants to benchmark their practice against all four descriptors that are defined in the UK Professional Standards Framework. The four UKPSF descriptors are primarily distinguished by the range and scope of responsibility that an individual has for teaching and learning support, as it relates to three broad dimensions of practice: Areas of Activity (in teaching and learner support), Core Knowledge and Professional Values (figure 1).

Please note: YPAD cannot be undertaken as a substitute for completing the Postgraduate Certificate in Academic Practice (PGCAP) where PGCAP has been identified as an expectation of employment. Where this is the case, staff should contact academic-practice@york.ac.uk to request information on registering for PGCAP.

1 https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf
2 https://www.york.ac.uk/staff/teaching/sharing/sharing-practice/peer-support/
THE YORK PROFESSIONAL AND ACADEMIC DEVELOPMENT SCHEME (YPAD)  

Section 1: Introduction

Areas of activity

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

Core knowledge

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

Professional values

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

Figure 1: Dimensions of the UKPSF

By differentiating in this way, the UKPSF is an inclusive framework, encompassing both individuals at the start of their careers and individuals who have an extensive range of experience and responsibility. The YPAD scheme, by aligning to the UKPSF, is therefore also inclusive of all staff at the University of York who teach or contribute towards the student learning experience.

The following table provides some initial guidance on what category of recognition might be appropriate for an individual to work towards. Further opportunity to discuss and consider this is provided in the YPAD Awareness Workshop (section 2.1).
<table>
<thead>
<tr>
<th>UKPSF Descriptor</th>
<th>HEA Fellowship</th>
<th>Description</th>
<th>Typical Individual Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor 1</td>
<td>Associate Fellow</td>
<td>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning</td>
<td>Postgraduates who teach, Research staff who teach, Learning and teaching support staff, Other staff with occasional or limited teaching responsibilities</td>
</tr>
<tr>
<td>Descriptor 2</td>
<td>Fellow</td>
<td>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning</td>
<td>Academic and teaching staff who have not been required to complete PGCAP or equivalent qualification, Support staff with substantive learning and teaching responsibilities</td>
</tr>
<tr>
<td>Descriptor 3</td>
<td>Senior Fellow</td>
<td>Demonstrates a thorough understanding of effective approaches to teaching and learning support, and uses this understanding to support others in their practice</td>
<td>Heads of Department or other senior departmental staff with particular responsibility for learning and teaching, Programme and other subject leaders, Experienced mentors, Support staff with responsibility for developing the teaching and student support practice of others</td>
</tr>
<tr>
<td>Descriptor 4</td>
<td>Principal Fellow</td>
<td>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.</td>
<td>Senior and experienced academic staff who have a significant remit for learning and teaching development and quality that has impact at the institutional level, Senior support staff responsible for significant strategic development of learning and teaching at the institutional level, Staff who have significant strategic impact in learning and teaching that extends beyond the institution</td>
</tr>
</tbody>
</table>
Section 2: STRUCTURE AND PROCESS

Although YPAD is not a formal, credit-bearing programme it does have registration, attendance and assessment requirements. This reflects both its HEA-accredited status and the underpinning philosophy of the scheme which highlights the benefits afforded by peer support in personal professional development and which, by implication, also highlights individual responsibility towards the professional development of colleagues.

The structure of the YPAD scheme, and the process by which individuals progress through it can therefore be envisaged as having three stages: Registration, Engagement, and Application for Recognition as represented diagrammatically in figure 2.
2.1 Registration

Staff will be able to attend without any obligation a YPAD scheme awareness workshop. This workshop, which will be delivered in the Autumn and Spring terms of each academic year, will outline the background and purpose of the scheme, its inter-relation with the UKPSF and University of York expectations for teaching as well as providing an opportunity for attendees to ask questions and clarify any points in advance of deciding whether to formally register.

In order to register, individuals will need to complete a YPAD Registration Form which can be obtained from the YPAD Administrator (section 7). There are two formal start dates for engagement with the scheme and in order to be considered registration forms must be received two weeks in advance of these:

<table>
<thead>
<tr>
<th>YPAD Registration Dates 2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
</tr>
<tr>
<td>Registration Form Deadline:</td>
</tr>
<tr>
<td>YPAD Start Date:</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Registration Form Deadline:</td>
</tr>
<tr>
<td>YPAD Start Date:</td>
</tr>
</tbody>
</table>

2.2 Engagement

There is a combination of core attendance requirements which all individuals who register upon the YPAD scheme will need to complete and optional attendance which is intended to support participants with their personal development and application for recognition (section 2.3).

2.2.1 Core attendance

Introductory workshop

At the start of their enrolment upon YPAD, participants will attend an introductory workshop on the scheme’s process and requirements. This provides a detailed run through of what engagement with the scheme involves, how the peer support groups operate, the deadlines that need to be met as well as the resources that are available to support them. It will also provide an opportunity for participants to fully consider the UKPSF and to benchmark their practice against it in order to begin to clarify what professional development they intend to engage in within the confines of the scheme and what they will include in an application for recognition at the end of the scheme to secure HEA fellowship.

Category of recognition consultation

All registered staff will need to have the category of recognition for which they wish to apply confirmed as appropriate by a member of the YPAD team. Where this is unproblematic, email confirmation will be provided. However, in the event that there is some uncertainty as to whether an applicant has selected an appropriate category of recognition, or where an applicant would like additional guidance, a meeting with a member of the YPAD team will be arranged. The purpose of this meeting will be to explore whether prior experience and current responsibilities will allow the applicant to engage both with activity that is appropriate to the relevant descriptor during the YPAD peer support activity (below), and to demonstrate achievement against the descriptor through the Application for Recognition process (Section 3).
Peer support for teaching action learning groups

Participants who are seeking Associate Fellow, Fellow or Senior Fellow recognition will be allocated to an interdisciplinary peer support group of between three and four individuals seeking the same category of recognition. Each of these groups will be facilitated by an academic or otherwise appropriate member of the YPAD team. In the event that a participant has put forward, and been approved, to engage with seeking Principal Fellowship, they will be allocated to work one-to-one with an appropriate member of the YPAD team.

The peer support groups will primarily operate according to the principles of action learning. This is where each member of the group is provided with an equal amount of time both to summarise their progress with relation to the development they are undertaking, and also to identify problems, issues or obstacles that they envisage may arise or which have arisen. The role of the remaining members of the group is then to support the presenter to investigate what they have summarised and for them to identify an effective way of progressing by asking open questions that are neutral and non-judgemental.

Each peer support group will meet a minimum of three times prior to submission of the application for recognition date (section 3.2). These meetings may take place virtually using Blackboard Collaborate and/or face-to-face, but for each group the facilitator will follow the general order of development below:

1. **Set-up meeting:** to reflect upon current standing against the relevant UKPSF Descriptor being applied for; to explore each individual member’s chosen area for investigation/development, how this relates to the category of recognition they are applying for and why they have chosen it; to identify potential problems / obstacles, and to set dates for future meetings.

2. **Progress meeting:** to report on progress and to explore whether the progress is in line with expectations; to identify any ongoing or anticipated issues / problems, how these might impact upon initial objectives and how they may be managed; to discuss ongoing engagement with activity relevant to the UKPSF Descriptor being applied for and how this can be evidenced in the application for recognition submission (section 3)

3. **Results meeting:** to summarise and discuss the results of the investigation and impact upon practice as well as the potential for wider dissemination; to discuss progress on compiling the application for submission (section 3)

Because individual YPAD participants, as well as benefiting from their colleagues’ engagement, have a responsibility towards their colleagues’ development through the peer support group process, they will not be able to submit an application for recognition to be assessed unless their engagement with at least the minimum of three meetings has been confirmed.

2.2.2 **Option / flexible attendance**

In addition to the resources provided in the YPAD VLE (section 7.3), there is a range of support and professional development in learning and teaching at York that is offered by various specialist units and departments. Details can be found on the University’s Learning and Teaching pages: [york.ac.uk/staff/teaching/develop](http://york.ac.uk/staff/teaching/develop)

Participants are encouraged to engage with these opportunities as a way of informing their peer support for teaching work whenever possible and appropriate.

Further to this, participants are invited to attend one or more of the ‘Application Clinics’ which are organised through the latter half of the Spring and the Summer Terms. These lunchtime sessions will allow participants to clarify any questions they have around the application for recognition process and requirements and will also provide an opportunity for participants to receive formative feedback on extracts of draft applications.

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3 An individual seeking Principal Fellowship recognition, given the necessary seniority of such an individual, must have their application approved by the Pro Vice Chancellor for Teaching, Learning and Students.
Section 3: APPLICATION FOR RECOGNITION

Once the required attendance as outlined in section 2.2.1 has been completed, participants are able to submit an application for recognition, which will be assessed by members of the Professional Development and Recognition Panel (section 3.5) against the published criteria (section 3.3). The application for recognition process is specifically designed to allow participants to demonstrate how their practice aligns with a particular UKPSF descriptor, thereby allowing them to be recognised as a fellow of the Higher Education Academy.

3.1 Application for recognition requirements

All applications for submission should use the template that is available on the VLE; they should be typed and contain a cover sheet (which can also be downloaded from the VLE). Full citations in the format most familiar to the participant should be given for referenced work.

It is essential that the names of any third parties that are referred to in the assessments are anonymised.

The precise requirement of the application itself will vary slightly according to the category of recognition being sought, but all will require a composite submission which should be organised as follows:

<table>
<thead>
<tr>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Position statement on the purpose of a higher education, contextualised against role and category of recognition sought and taking account of institutional and national context</td>
<td>Up to 250 words</td>
<td>Up to 350 words</td>
<td>Up to 400 words</td>
</tr>
<tr>
<td><strong>B.</strong> Teaching portfolio, comprising factual account of experience, explanation of effectiveness and corroborating evidence</td>
<td>Up to 1000 words (excluding evidence)</td>
<td>Up to 2500 words (excluding evidence)</td>
<td>Up to 4000 words (excluding evidence)</td>
</tr>
<tr>
<td><strong>C.</strong> Report on results of the Peer Support Activity</td>
<td>Up to 500 words</td>
<td>Up to 800 words</td>
<td>Up to 1000 words</td>
</tr>
<tr>
<td><strong>D.</strong> Statement on future professional development in learning and teaching</td>
<td>Up to 250 words</td>
<td>Up to 350 words</td>
<td>Up to 400 words</td>
</tr>
<tr>
<td><strong>E.</strong> References*</td>
<td>Two</td>
<td>Two</td>
<td>Two</td>
</tr>
<tr>
<td><strong>F.</strong> Interview with assessors on strategic learning and teaching role</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*One of the references to be written by someone who is an existing Fellow, Senior Fellow or Principal Fellow of the HEA.
This composite form of application is designed to allow participants the opportunity to demonstrate that they have achieved against all the elements of the UKPSF descriptor they are seeking HEA recognition against, as described in the UKPSF and the YPAD assessment criteria (section 3.3). It is also designed to provide the opportunity for participants to outline how they plan to meet the HEA’s expectations of good standing for individuals who are recognised as fellows (section 3.7). This mapping is summarised in the following table:

<table>
<thead>
<tr>
<th>A. Position statement</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor 1.IV (particularly V4)</td>
<td>Descriptor 2.III (particularly V4)</td>
<td>Descriptor 3.III (particularly V4)</td>
<td>Descriptor 4.I (particularly V4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Teaching portfolio</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor 1.I</td>
<td>Descriptor 1.II</td>
<td>Descriptor 2.I</td>
<td>Descriptor 3.I</td>
<td>Descriptor 4.I</td>
</tr>
<tr>
<td>Descriptor 1.III</td>
<td>Descriptor 2.I</td>
<td>Descriptor 2.II</td>
<td>Descriptor 3.II</td>
<td>Descriptor 4.II</td>
</tr>
<tr>
<td>Descriptor 1.IV (particularly V1-V3)</td>
<td>Descriptor 2.III (particularly V1-V3)</td>
<td>Descriptor 2.IV</td>
<td>Descriptor 3.III (particularly V1-V3)</td>
<td>Descriptor 4.III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Report on results of the Peer Support Activity</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor 1.VI</td>
<td>Descriptor 2.VI</td>
<td>Descriptor 3.VI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Statement on future professional development in learning and teaching</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to maintain Good Standing</td>
<td>Intention to maintain Good Standing</td>
<td>Intention to maintain Good Standing</td>
<td>Intention to maintain Good Standing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. References</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>Two</td>
<td>Two</td>
<td>Three (including one external)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Interview with assessors on strategic learning and teaching role</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Descriptor 4.I</td>
<td>Descriptor 4.II</td>
<td>Descriptor 4.III</td>
<td>Descriptor 4.IV</td>
</tr>
</tbody>
</table>

More generally, the position statement (A) is a reasoned and defendable statement on what the participant believes the role of higher education is or should be. This should be a personal and honest viewpoint, one which does not necessarily (though obviously may) conform with ‘received wisdom’ and one which may (though not necessarily) be critical of the status quo. Equally, the statement, though brief, should be credible, critical, supported and appropriately contextualised.

The teaching portfolio (B) should include a critical narrative which describes, analyses and explains how the participant engages with their teaching and learning support practice and how they know they are effective. This narrative should be supported with evidence drawn from actual practice (which is not included in the word count) and should be underpinned by reference to pedagogical research and literature as appropriate.
Section 3: Application for recognition

(C) relates to the personal and collegial professional development that has been undertaken on YPAD through the peer support for teaching process. It should be submitted using the template provided in the YPAD Yorkshare VLE. This is so that, where appropriate and with permission, good practice arising from engagement with YPAD can be disseminated in a consistent form across the University.

The statement on future professional development (D) will require participants to identify where they believe their practice would benefit from developing in the future and how they plan to undertake that development. This development may stem directly from, and represent a continuation of, their work in the peer support for teaching groups, or it may involve re-orientating upon a new area of practice and development. Either way, the purpose is to stress the notion of continuing professional development as a means of developing a culture of consistent and improving quality in learning and teaching.

All applications for recognition must be accompanied by two, or in the case of applications for Principal Fellow, three references (E); for the latter at least one of the three must be written by an individual not employed by the University of York. It is the responsibility of the participant to collect these references themselves and submit them with the rest of their application. The references should be written by individuals who are knowledgeable of the participant’s learning and teaching practice and should serve to confirm and, where appropriate, expand upon what has been written in the application. It is important that the referees are aware, and make reference to, the UKPSF as it is against this framework that applications for recognition will be assessed (section 3.3). Consequently, at least one of the references should be written by someone who is an existing Fellow, Senior Fellow or Principal Fellow of the HEA.

The interview (F) is applicable only to individuals applying to be recognised as Principal Fellow and follows submission of the written application. The interview itself will be between the participant applying for Principal Fellow and a panel of three other staff, one of whom, the Chair, will be the scheme’s external examiner. The interview will last for approximately 30 minutes and will orientate upon the content of the written submission and the criteria by which applications are assessed (section 3.3).

3.2 Application for recognition submission deadline

Whether a participant registers to begin YPAD in the Autumn or Summer Terms, there is just one submission date for applications for recognition per academic year. Participants must submit their applications within 12 months of commencing the YPAD scheme unless an extension has been approved (section 3.7). The deadlines for application of recognition submissions in the 2016/2017 academic year is:

- 5:00pm Friday 7th April 2017 (for two term option)
- 5:00pm Friday 6th April 2018 (for three term option)

All applications for recognition should be submitted via the submission point on the YPAD VLE.

3.3 Assessment criteria

The criteria by which judgments are made on whether to recommend the award of fellowship recognition are detailed in the table below. These criteria are drawn directly from the UKPSF Descriptors and, therefore, in applying them in the assessment of applications for recognition that have been submitted through the YPAD scheme, it can be assured that appropriate achievement has been demonstrated to warrant the award of HEA fellowship.
### THE YORK PROFESSIONAL AND ACADEMIC DEVELOPMENT SCHEME (YPAD)

#### Section 3: Application for recognition

<table>
<thead>
<tr>
<th>Role</th>
<th>Associate Fellow</th>
<th>Fellow</th>
<th>Senior Fellow</th>
<th>Principal Fellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will have demonstrated across the application for recognition:</td>
<td><strong>Successful engagement with at least two of the five Areas of Activity</strong></td>
<td><strong>Successful engagement across all five Areas of Activity</strong></td>
<td><strong>Successful engagement across all five Areas of Activity</strong></td>
<td><strong>Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</strong></td>
</tr>
<tr>
<td><strong>Successful engagement in appropriate teaching and practices related to these Areas of Activity</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Appropriate knowledge and understanding across all aspects of Core Knowledge</strong></td>
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<tr>
<td><strong>Appropriate Core Knowledge and understanding of at least K1 and K2</strong></td>
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<tr>
<td><strong>A commitment to all the Professional Values</strong></td>
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<tr>
<td><strong>A commitment to appropriate Professional Values in facilitating others’ learning</strong></td>
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</tr>
<tr>
<td><strong>Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</strong></td>
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</tr>
<tr>
<td><strong>Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Establishing effective organisational policies and/or strategies for supporting and promoting others (eg through mentoring, coaching) in delivering high quality teaching and support for learning</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.4 Assessment process

All applications for recognition are blind marked as follows:

<table>
<thead>
<tr>
<th>Recognition Applied For...</th>
<th>Internal Markers</th>
<th>External Monitor Involvement</th>
<th>Total Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Fellow</td>
<td>2</td>
<td>Samples to comment on standards only</td>
<td>2</td>
</tr>
<tr>
<td>Fellow</td>
<td>2</td>
<td>Samples to comment on standards only</td>
<td>2</td>
</tr>
<tr>
<td>Senior Fellow</td>
<td>3</td>
<td>Samples to comment on standards only</td>
<td>3</td>
</tr>
<tr>
<td>Principal Fellow</td>
<td>2</td>
<td>Marks work, chairs the interview</td>
<td>3</td>
</tr>
</tbody>
</table>

First-time applications for recognition are assessed on an ‘Accept’ / ‘Refer’ basis. Where a ‘refer’ is awarded, participants will be provided with detailed feedback explaining the refer grade with guidance on what work needs to be undertaken to address any weaknesses. In the unusual situation where the markers suspect the applicant is unlikely to be able to address the weaknesses sufficiently in a resubmission due to the nature of their role and responsibility, they may recommend resubmission at a different category of recognition.

On receiving their feedback, participants who have received a ‘refer’ grade will have six weeks to resubmit their application for assessment. In a situation where resubmission results in a further ‘refer’ grade this will be interpreted as meaning the applicant needs to develop their practice further before submitting an application for recognition again, and they will be asked to re-register and re-engage with YPAD from the start.

3.5 The Professional Development and Recognition Panel

Overall responsibility for the maintenance of standards of the YPAD scheme and for the final ratification of provisional recognition decisions, rests with the Professional Development and Recognition Panel (PDRP) which meets in the last week of the Summer term. The specific terms of reference for the PDRP are as follows:

- To assure that the quality and standards of the YPAD scheme are maintained and adhered to
- To inform and approve proposed developments / changes to the YPAD scheme
- To receive and duly address comments made in the annual report of the External Examiner
- To report annually, and more frequently when necessary, on the YPAD scheme to University Teaching Committee
- To receive and ratify all results of the assessment of applications for recognition
- To approve the appointment of internal examiners and to forward for approval to the University the appointment of External Examiners
- To approve the annual report made to the Higher Education Academy
- To ensure up-to-date familiarity with the UKPSF and engage in appropriate training to maintain competence in making judgements against the UKPSF
- To take due account of equality, diversity and accessibility issues in its work
Membership of the Panel comprises all staff who are involved in YPAD design, delivery and assessment as well as an External Examiner who is either a Senior or Principal Fellow of the Higher Education Academy, and who offers annual comment on the quality of the scheme vis-à-vis equivalent schemes in the sector. The External Examiner will review through representative sampling applications for recognition for Associate Fellow, Fellow and Senior Fellow in order to advise on standards both in terms of the applications themselves and the marking of those applications. S/he will be actively involved in the assessment of applications for recognition at Principal Fellow. The Professional Development and Recognition Panel is responsible for compiling and submitting an Annual Programme Review (non-credit bearing) for consideration by University Teaching Committee in November of each academic year.

### 3.6 Appeals

Although the YPAD scheme is not credit bearing, it follows the same university appeals process as that which is in operation for credit-bearing programmes. Accordingly, appeals can only be made on matters of process and procedure and not on the professional judgement made relating to the recognition decision. For further information, please see:

[link](york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-6/#6.7)

### 3.7 Extensions to application for recognition submission deadlines

Although it is expected that participants will operate to the deadlines of the programme, it is recognised that situations can arise which may on occasion make this difficult. In this situation, extensions to the published submission deadline are possible.

Where a participant does not feel they will be able to meet the YPAD submission deadline they should formally notify the YPAD Administrator with a proposed revised submission date using an Extension to YPAD Submission form. In the majority of cases we would not expect an extension of more than twenty working days to be requested, although equally understand there may be occasions when longer is required. However, participants should be aware that if an application for recognition is not received within twelve months of the original submission date, then the work undertaken on YPAD will be deemed to have lost currency and participants wishing to continue to pursue HEA recognition through YPAD will need to commence the scheme from the beginning.

All provisionally approved applications for recognition that are submitted to deadline will be ratified at the Professional Development and Recognition Panel meeting in the first week of the Summer vacation. Applications that are submitted after deadline will be submitted to the next available Panel after the assessment process has been conducted.
Section 4: GOOD STANDING

The award of HEA fellowship recognition carries with it an assumption that individuals will remain in good standing with regard to their practice as it relates to the UKPSF and the descriptor they have been recognised against. The HEA expects those individuals that have received HEA recognition to be 'continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF'.

The HEA also expects institutions to develop processes that allow individuals to actively engage in personal and continuing development for the purposes of remaining in good standing. York has a range of opportunities available which are detailed on the University’s Learning and Teaching pages: york.ac.uk/staff/teaching/develop
Section 5: SUPPORT

5.1 YPAD core staff
YPAD is co-ordinated by the following staff in the Academic Support Office:

Dr Duncan Jackson (SFHEA)
Head of Academic Practice, Academic Support Office
duncan.jackson@york.ac.uk
Ext: 4843

Dr Maeve Pearson (SFHEA)
Academic Practice Adviser, Academic Support Office
maeve.pearson@york.ac.uk
Ext: 2920

Dr Phil Robinson-Self
Academic Practice Project Officer
phil.robinson-self@york.ac.uk
Ext: 2109

Lesley Catt
YPAD Programme Coordinator and Secretary to the Professional Recognition and Development Panel, Academic Support Office
lesley.catt@york.ac.uk
Ext: 4844

5.2 YPAD team
All participants of YPAD will engage with a peer support group which will be facilitated by an experienced member of staff. The group facilitator will also be involved in the assessment of YPAD applications for recognition (although any one facilitator will not be involved in the assessment of submissions from his/her peer support group).

Current contributors to the YPAD scheme are:

Dr Helen Bedford (SFHEA)
Department of Health Sciences

Lesley Booth (PFHEA)
Head of the Centre for Lifelong Learning

Dr Jude Brereton (SFHEA)
Department of Electronics
THE YORK PROFESSIONAL AND ACADEMIC DEVELOPMENT SCHEME (YPAD)

Section 5: Support

Jo Fagan (SFHEA)
Department of Education

Dr Sam Hellmuth (SFHEA)
Department of Language and Linguistics

Professor Andy Hunt (SFHEA)
Deputy Head of Department, Department of Electronics

Victoria Jack (SFHEA)
Department of Education

Dr Phil Lightfoot (SFHEA)
Department of Physics

Cecilia Lowe (SFHEA)
Head of Learning Enhancement Team, Academic Support Office

Dr Mark Nicholson (SFHEA)
Senior Research and Teaching Fellow, Department of Computer Science

Professor Ellen Roberts (SFHEA)
Director of Online MA Programmes, Department of Social Policy and Social Work

Professor John Robinson (PFHEA)
Pro-Vice-Chancellor Teaching, Learning and Students

Dr Mark Roodhouse (SFHEA)
Department of History

Anita Savage-Grainge (SFHEA)
Department of Health Sciences

Dr Richard Walker (SFHEA)
E-Learning Development Team Manager, Academic Support Office

5.3 Yorkshare Virtual Learning Environment

The University’s virtual learning environment is used to support participants on YPAD through the provision of resources and, where appropriate by allowing peer support groups to convene virtually and synchronously via the Blackboard Collaborate tool. In addition the YPAD Yorkshare site enables the electronic submission of applications for recognition.
Contact details
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The York Professional and Academic Development (YPAD) Scheme
Academic Support Office
Heslington Hall
Heslington
York YO10 5DD

**Dr Duncan Jackson:** Head of Academic Practice
**Dr Maeve Pearson:** Senior Academic Practice Adviser
**Dr Phil Robinson-Self:** Academic Practice Project Officer
**Lesley Catt:** YPAD Programme Coordinator
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