



# **GUIDE TO THE COVENTRY UNIVERSITY FRAMEWORK FOR PROFESSIONAL ACCREDITATION**

## **PRINCIPAL FELLOW**



# Principal Fellow – Guide to the Coventry University Framework for Professional Accreditation

## Introduction

This guide should be read in conjunction with the Handbook for the Coventry University Framework for Professional Accreditation. This guide gives specific guidance in respect of your application for Principal Fellow of the Higher Education Academy. It consists of the following key documents:

1. The Descriptor for D4, Principal Fellow
2. The UKPSF Dimensions of Practice
3. Submitting your application for Principal Fellow
4. Guidance notes for Advocates providing Advocate Statements to support application for Principal Fellow
5. Mentor Support
6. Communicating the outcome
7. The Dialogic Route
8. Key links
9. *Additional support / Answers to typical Questions?*

**1. The Descriptor 4 (D4), Principal Fellow – Mapping the Coventry University Framework for Professional Accreditation D4 requirements against the UKPSF Descriptor D4, Principal Fellow**

UKPSF D4		
Descriptor Requirement	Where Evidenced in CU Framework Application	Evidence that might be cited
I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments	Principal Fellow Application Form: Evidence of a sustained track record of effective strategic leadership.  Case Studies  CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document	<p>Leading an institutional change programme across the institution with a focus on learning and teaching or enhancing the student experience.</p> <p>Working in a strategic cross institutional role engaging with demonstrating strategic engagement with significant stakeholders</p> <p>Internal and external metrics of effectiveness (e.g. NSS, DLHE, League table position, feedback)</p> <p>Significant career milestones and achievements.</p> <p>Pedagogic and disciplinary research evidence.</p> <p>Evidence of scholarship in professional practice.</p> <p>Strategic engagement with TNE partnership operation and development.</p> <p>Leadership and of a student service provision (e.g. Library, student services)</p> <p>Leadership of staff development policy and practice</p> <p>360° Feedback</p>

UKPSF D4

Descriptor Requirement	Where Evidenced in CU Framework Application	Evidence that might be cited
<p>II. 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</p>	<p>Principal Fellow Application Form: Evidence of a sustained track record of effective strategic leadership.</p> <p>Case Studies</p> <p>CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document</p>	<p>Leading an institutional change programme across the institution with a focus on learning and teaching.</p> <p>Leadership and input into reviews of strategy, policies and procedures</p> <p>Committee chairing</p> <p>Leadership of specific institutional strategies related to teaching and learning and the student experience</p> <p>Chairing and contribution to quality review panels.</p> <p>Leadership of a student service provision (e.g. Library, student services)</p> <p>Leadership of staff development policy and practice</p>

UKPSF D4		
Descriptor Requirement	Where Evidenced in CU Framework Application	Evidence that might be cited
III. 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	Principal Fellow Application Form: Evidence of a sustained track record of effective strategic leadership.  Case Studies  CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document	Leading policy reviews and procedures  Engaging in external networks including external panel membership  Contribution to professional bodies at a strategic level.  Committee chairing and leadership  Contribution to coaching and mentoring support.

UKPSF D4		
Descriptor Requirement	Where Evidenced in CU Framework Application	Evidence that might be cited
IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)	Principal Fellow Application Form: Evidence of a sustained track record of effective strategic leadership.  Case Studies  CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document	Achieving Recognition externally nationally and internationally for contribution to conferences or publication of research.  Significant contribution to the development and innovation in teaching learning and assessment at a strategic level.  Significant contribution to the development of teaching and learning.  Participation in quality review and audit.

**UKPSF D4**

Descriptor Requirement	Where Evidenced in CU Framework Application	Evidence that might be cited
<p>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</p>	<p>Principal Fellow Application Form: Evidence of a sustained track record of effective strategic leadership.</p> <p>Case Studies</p> <p>CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document</p>	<p>Chairing validation panels internally</p> <p>Engaging in external networks including external panel membership</p> <p>Contribution to professional bodies</p> <p>Invitations and contribution to international conferences on teaching and learning.</p> <p>Leadership in the development of others - e.g. introduction of staff development programmes.</p>

**\*\*These examples are illustrative and not exhaustive**

## 2. The UKPSF Dimensions of Practice – UK Professional Standards Framework Dimensions of Practice (2011)

### Areas of activity (HEA Code)

1. Design and plan learning activities and/or programmes of study (A1)
2. Teach and/or support learning (A2)
3. Assess and give feedback to learners (A3)
4. Develop effective learning environments and approaches to student learning, educational support and guidance (A4)
5. Engage in continuing professional development in subject/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

### Core knowledge (HEA Code)

1. The subject material (K1)
2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme (K2)
3. How students learn, both generally and in the subject/disciplinary area(s) (K3)
4. The use and value of appropriate learning technologies (K4)
5. Methods for evaluating the effectiveness of teaching (K5)
6. The implications of quality assurance and quality enhancement for academic and professional practices with a particular focus on teaching (K6)

### Professional values (HEA Code)

1. Respect for individual learners and diverse learning communities (V1)
2. Promote participation in higher education and equality of opportunity for learners (V2)
3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)
4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)

### **3 - Submitting your application for Principal Fellow (please follow the instructions for submission carefully)**

Submit your Principal Fellowship application with the following documentation attached as six separate files by the relevant closing date:

- Principal Fellowship Application Form (Endorsed by your Deputy Head or Head of School or Head of department) for either the written route or dialogic route. An electronic signature is encouraged to be used on a word document for ease of submission.
- UKPSF Descriptor D4 (Principal Fellow) Dimensions Mapping document;
- Three Advocate Statements. This should include one from an individual who is external to the University and at least one of the statements must be a person who has HEA professional accreditation.
- Curriculum Vitae.

Please note that no other attachments will be opened.

Please submit your application on-line, via Moodle, at the Professional Recognition Framework and Accredited Courses section of the Academic Development website <https://acdev.Coventry.domains>

[www.coventry.domains.ac.uk](http://www.coventry.domains.ac.uk)), where you will find the code for submission. Then follow the links to submission.

Please make sure that you adhere to the word count within 10% either way.

Please note that if any of this documentation is missing your application will not proceed to the current Panel.

### **4 - Guidance notes for Advocates providing Advocate Statements to support application for Principal Fellow**

#### **Advocate selection**

The advocate should be a colleague who is in a position to comment, from first-hand experience, on your sustained record of effectiveness in relation to leading learning and/or mentoring and supporting others as well as your sustained record of effectiveness in your own learning and teaching practice. They should be experienced staff, familiar with the UKPSF but it is not mandatory that all three of the advocates have HEA professional recognition themselves.

#### **Guidance notes for referees to help them in the preparation of the Advocate Statement**

##### **Who is this guidance for?**

This guidance is for advocates and is designed to help you prepare your advocate statement. If you have any questions, please do not hesitate to contact Susan Bray, Academic Developer (Professional Recognition), and email: [susan.bray@coventry.ac.uk](mailto:susan.bray@coventry.ac.uk).

##### **What is the function of the Advocate Statement?**

The function of the advocate statement is to provide a *peer review* of the applicant's



experience and to support and supplement the information given in their application form and dimensions mapping document. It is important that you are able to comment, from first hand experience, on the applicant's most recent role and responsibilities. Please take time to read your colleague's full application form and dimensions mapping document giving their account of professional practice, before composing your advocate statement. You may also wish to refer to the relevant section of the HEA website <http://www.heacademy.ac.uk/ukpsf> for more information about The Higher Education Academy and the UKPSF.

### **What information do I need to provide?**

Your statement should primarily refer to the applicant's experience. Please base your reference on how the applicant meets the Dimensions of the UKPSF at D4 for Principal Fellow including how their practice is underpinned by the **core knowledge** and **professional values** of the UKPSF, using your knowledge of his/her work, experience in organisational, leadership/and or management of specific aspects of teaching and learning provision in the context within which the applicant works. Please provide practical examples to support your comments wherever possible. Similarly, please comment on any innovative practice, mentoring, contribution to developments in teaching and learning at institutional level. Comment on the applicant's contribution to national initiatives in developing approaches to teaching and learning within the discipline in which the applicant is involved.

### **Is there a standard Advocate Statement format?**

There is no standard form for advocate statements but it must make direct reference to the evidence and claims made in the completed application form and dimensions mapping document. A word count in the region of 400-500 would be appropriate. Please provide an electronic copy to the applicant and ensure that it includes your name, job title, organisation (including department where applicable) and email address.

It is the applicant's responsibility to obtain the statement from you.

If possible, please submit your advocate statement on appropriate headed note paper.

We may wish to contact you to clarify points in your advocate statement.

### **5 - Mentor support**

Mentor support is available from peers who have become recognised at D4 via the Coventry University Framework for Professional Accreditation.

If you would like a mentor to offer support while you compile your application the HEA Professional Recognition Lead will be able to support you in the process. They can provide you with a list of those who have D4 within the University and is in a position to act as your mentor. In conjunction with the HEA Professional Recognition Lead you may then decide from this list who you would like to mentor you.

- It is very important that the HEA Professional Recognition Lead knows which member of staff with PF recognition within the University has been your mentor, so that we may insure they do not assess your application.

The mentor support will be on an informal basis and the number of times you meet with your mentor is between the two of you to decide. Your mentor may also support you whilst you to prepare your presentation for the Dialogic Route.

## **6 – The Dialogic Route**

Principal Fellow applicants are required to demonstrate a sustained record of effective strategic leadership in academic practice and academic development. Participants are asked to demonstrate this particularly through the use of two case studies. Feedback from staff in the University has identified that they would welcome the opportunity to do this through dialogue, creating a space where the participants can interact with colleagues in putting forward their case rather than it being purely two written case studies. As highlighted by Pilkington (2017) providing a dialogic route would create an opportunity for '*reflection, exchange, exploration and recognition of practice through formalised conversation*'.

This option, which is being piloted initially, is therefore available to D4 participants who would prefer to engage in such a formal conversation to make their case for recognition.

### **The dialogic route process**

The dialogic route will combine written and dialogue. Participants will be encouraged to engage with a mentor to ensure that their application is developed sufficiently and they are aware of the expectations for the 'formal conversation'. This will include guidance on what additional materials they need to use.

As the first step in the process participants will submit written evidence that will be used to inform the formal conversation. This written element will be submitted via the HEA Support Moodle site as used for all other applications. Based upon the full written Principal Fellow application the written evidence for the dialogic route consists of the following sections:

1. Demonstrating evidence of sustained track record of your effective strategic leadership (1500 words)
2. Outline of two Case studies (500 words) – to include quantitative and qualitative evidence which can be explored during the conversation
3. CU Framework for Professional Accreditation: Principal Fellow (UKPSF D4) Mapping Document
4. Engagement in Continuing Professional Development (1000 words)

Following submission of the written evidence this will be reviewed by the three assessors in preparation for the formal conversation. If the written evidence requires further development participants will be notified at this point.

### ***Setting up the formal conversation***

Participants will be contacted by the Academic Development team to set up a date convenient to them and the assessors. Submissions are submitted to four panels which are convened through the year. Provisional dates with assessors will be identified in advance to help manage the logistics of setting up the conversations; where necessary use of Skype or other online tool will be utilised to facilitate.

### ***What is the ‘formal conversation?’***

This is comprised of a 15 minute presentation followed by a 30 minute ‘formal conversation’. The panel of assessors will have reviewed the applicant’s written submission and will focus on D4.II and D4.III, informed by the overview of the two case studies. The conversation will be open to explore other aspects relating to the content of the submission. The discussion will be **video recorded** for moderation purposes and for the External Examiner.

*NOTE: if you do not wish to be video recorded then please do not choose the dialogic route.*

### ***What can I expect at the formal conversation?***

The assessors will use a range of questions that will encourage you to describe and present evidence of you leading learning. The main aim of the questions and following discussion will be to focus on D4.II and D4.III. Examples of possible questions could include:

- What strategies were employed in these case studies for leadership and supporting others?
- What has been the lasting impact of your two selected case studies?
- How have these experiences informed your on-going practice? How have ideas been transferred and incorporated more widely?
- What is the evidence for sustained impact on your development?

During the conversation notes will be taken by the assessors.

## **7 - Communicating the outcome**

The final decision on whether the participant has been recognised at D4 will be made at the CUPAAP. Participants will be contacted after the Panel by the HEA Professional Recognition Lead to be notified of the outcome and to set up one-to-one feedback sessions. Feedback will be available to all participants, whether recognised or requiring further development.

### **Re submission of your application**

In the eventuality that you are required to re-submit your application, you will be required to re-submit all the paperwork and potentially undertake another formal conversation. However, through the feedback and support available you will be guided as to the areas for development, either in the paperwork or the conversation. With respect to the conversation this may for example be focused just on one out of the two case studies.

## **Support given**

Support given	Assessor	Participant
<b>Stage 1</b>	<p>Step 1: Induction training workshop on reviewing dialogic applications for PFHEA; exploring good practice for the creation of a safe and conversational panel but one that still holds rigour in terms of eliciting answers that evidence D4 criteria</p>	<p>Step 1: Workshop on the process and introduction to material (VLE &amp; Handbook); exploring the dialogic from the written route; discussing questions the assessors will focus upon to judge alignment with D4 criteria</p> <p>Step 2: A mentor is available to; examine the participants evidence of sustained impact to D4 criteria; exploring expectations and advice on how the 'panel' conversation will be conducted</p>
<b>Stage 2</b>	<p>Step 1: Assessors meeting to read through application documents and discuss appropriate panel questions</p> <p>Step 2: 15-minute presentation and 30 minute 'formal conversation' is held.</p> <p>Participant presents case studies (15 minutes) and Q&amp;A in conversational style takes place for 30 minutes. '</p> <p>Formal conversation' is video recorded for moderation purposes and</p>	<p>Step 1: Opportunity for participant to request mock conversation with mentor before panel</p> <p>Step 2: Participant presents two case studies aligned to D4 criteria (15 minutes maximum) and then opens Q&amp;A conversation (30 minutes)</p>

	for the External Examiner to view.	
<b>Decision</b>	Accreditation Panel (CUPAAP) makes decision.  After the Panel feedback is provided by the HEA Professional Recognition Lead.	Participant offered feedback where appropriate and support for resubmission based on panel advice.
<b>360 feedback post-panel</b>	As this is a pilot all panel members will take part in semi-structured focus group to discuss 'lessons learned' and to capture what worked well and what could be improved	Participant will be asked to give feedback on the process from start to completion
<b>Evaluation</b>	Evaluation will be ongoing and inform good practice, particularly as the pool of assessors grows so that staff can benefit from each stage of this process. D4 standardisation meetings are held during the year for assessors.	Evaluation will be part of the process through all stages and areas of good practice identified

*Table 1: concept created with reference to Pilkington (2016:17)*

## 8 - Key Links

**Link to book on to a Professional recognition workshop for Principal Fellowship (workshops run throughout the year)**

<https://share.coventry.ac.uk/staff/Pages/Default.aspx>

The Academic Development website where you will find all the information you need relating to your application under 'Professional Recognition' tile

(<https://acdev.coventry.domains>)

[UKPSF Dimensions of the Framework – staff in learning support roles](#)

[UKPSF Dimensions of the Framework for Doctoral Supervisors](#)

## 9 - Additional support / Answers to typical Questions?

- If you have received advice and guidance from a member of staff with Principal Fellow recognition; It is very important that you inform the HEA Professional Recognition Lead which member of staff with PF recognition within the University has mentored, you so that we may insure they do not assess your application.
- Please ensure that your case study covers a particular project that you have initiated and led.