

Title: **Am I qualified yet? Investigating consistency in practice of institutions' APL and APEL provision and probationary requirements for teaching in higher education.**

Presenters: **Rachael Carkett and Lynnette Matthews**
University of Bath and University of Leicester

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Compare their APL provision with the findings of the study
- Reflect on how their APL provision utilises the UKPSF
- Contribute to the discussion on different perspectives of what it means to be 'qualified'

Session Outline

This session will outline the findings of a pilot study funded by a SEDA small grant to contribute to the discussion on developing excellent teachers. This was a joint venture between the Universities of Leicester and Bath. It explored professional development for teaching and supporting learning with particular focus on probationary training requirements and provision for the Accreditation of Prior Learning (APL) across institutions from two regional academic practice network groups in the Midlands and South-West of England. The findings from the study would indicate that there are inconsistencies which present a number of issues for lecturing staff when they join a new institution in terms of the portability of their experience and achievements.

Background and rationale

Following publication of the Browne Report (2010), 'Students at the Heart of the System' (BIS, 2011), and the inclusion of teaching qualifications and expertise in the data collected by the Higher Education Statistics Agency for 2012/13, more staff will be encouraged to gain accreditation for their teaching in the drive to raise teaching standards. Many professional development programmes offered in institutions are mapped against the UK Professional Standards Framework (UKPSF), but since 'HE institutions determine their own criteria in the application of the standards framework' (HEA, 2006), inconsistencies can arise in how they are recognised across the sector. Eighteen institutions, from the Russell and 1994 Group, Million+ and the University Alliance, took part in the study to ascertain the type of qualifications recognised for prior certified learning (APCL) and experiential learning (APEL). The extent to which Fellowships with the Higher Education Academy (HEA) affect probationary training requirements was also investigated.

The purpose of this session is to discuss the findings with delegates with the aim of collecting more data for a journal publication to inform and support institutional policies and procedures.

Session Activities and Approximate Timings

- 1 Outline findings of the study (10 minutes)
- 2 In small groups (3-4 delegates) discuss:
 - How does APL provision in your institution compare with the findings?
 - To what extent does your institution recognise Associate, Fellow and Senior Fellow of the HEA accredited through the independent route? (15 minutes)
- 3 Plenary feedback to identify commonalities and differences between institutions and to discuss the implications for recognition and reward for teaching. (20 minutes)

Delegates will be issued with a copy of the survey questionnaire and invited to contribute to the study.

References

BIS (2011) *Higher Education: Students at the Heart of the System* available at: www.bis.gov.uk/HEreform [accessed 31/7/2011]

Browne Report (2010) *Securing a Sustainable Future for Higher Education: An independent Review of Higher Education Funding and Student Finance*, 12 October 2010 available at: <http://hereview.independent.gov.uk/hereview/report/> [accessed 10/11/2010]

HEA (2006) *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education* available at www.heacademy.ac.uk [accessed 10/11/2010]

HEA (2011) *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (Revised)* available at www.heacademy.ac.uk/ukpsf [accessed 21/04/12]