**Practitioners as university teachers: building communities of practice through accreditation**

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The majority of tuition within the Open University is delivered by part-time Associate Lecturers. On vocational courses these colleagues’ primary professional identity is often that of ‘practitioner’, rather than ‘academic’. Building communities of educational practice in these circumstances can be challenging. This project investigates the impact of undertaking an application for professional accreditation to the Higher Education Academy on these colleagues’ professional identity. The research will be contextualised in terms of the Browne Review recommendation that all newly appointed HE teachers become qualified, as well as the current review of the Professional Standards Framework (PSF).