The University of Liverpool
Teaching Recognition and Accreditation Framework
ULTRA
Guidance for staff 2016/17
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The appendices for this document can be found on the ULTRA website -
https://www.liverpool.ac.uk/eddev/ultra-cpd/
1. Introduction

1.1. Welcome to ULTRA

Welcome to ULTRA - The University of Liverpool Teaching Recognition and Accreditation Framework. ULTRA has been developed for experienced teaching staff and forms part of the University’s strategy towards a professional approach to teaching in Higher Education to ensure that all those who teach and support learning at Liverpool have the opportunity to engage in effective and appropriate continuing professional development (CPD), and gain recognition for their contribution to the student experience. The ULTRA Framework is closely aligned with the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)\(^1\), which is the nationally recognised framework for benchmarking success within HE teaching and learning support. ULTRA, alongside the university’s other accredited programmes for learning and teaching, is externally accredited by the Higher Education Academy (HEA)\(^2\). This means that any member of staff who completes ULTRA will receive nationally recognised HEA Fellowship in the appropriate category.

The University is keen to support you to gain professional recognition for teaching in higher education. ULTRA provides opportunities for you to do this, building on your skills and expertise, as well as enhancing the reputation of the University for excellent teaching.

1.2. What is ULTRA?

The ULTRA Framework supports you to review your experience and current expertise in learning and teaching, and to plan further development. It provides opportunities for you to engage in relevant CPD, and ultimately to make a claim for Fellowship, that will recognise your contribution to learning and teaching in the University in one of four categories:

- Descriptor 1  Associate Fellow
- Descriptor 2  Fellow
- Descriptor 3  Senior Fellow
- Descriptor 4  Principal Fellow

ULTRA provides opportunities for you to engage in discussion and debate on learning and teaching and share of good practice with Liverpool colleagues through:

- Professional dialogue and peer observation of teaching
- The scholarship of teaching
- Critical engagement with the literature on Higher Education
- Collegial debate with colleagues

In addition, by engaging with ULTRA, you will be able to reflect on your practice across the dimensions of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

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\(^1\) [https://www.heacademy.ac.uk/recognitation-accreditation/uk-professional-standards-framework-ukpsf](https://www.heacademy.ac.uk/recognitation-accreditation/uk-professional-standards-framework-ukpsf)

\(^2\) [https://www.heacademy.ac.uk/recognitation-accreditation](https://www.heacademy.ac.uk/recognitation-accreditation)
1.3. Who is ULTRA for?

The ULTRA Framework is designed to provide an experience-based route to professional recognition of learning and teaching. It is only available if you are an experienced teacher i.e. you have three or more years’ experience of supporting learning and teaching in higher education.

This includes staff:

- on research/teaching role profiles
- on teaching/scholarship role profiles
- with HE teaching experience outside of the UK
- who are involved in professional practice-based teaching e.g. medical/clinical teaching
- employed in professional services including
  - laboratory based technical staff
  - library and computer services staff
  - careers officers
  - learning technologists
  - educational development staff

If you are an experienced member of University staff who also has leadership roles in teaching and learning at either strategic or operational level you may wish to consider applying for HEA Fellowship in the Senior or Principal categories.

Staff that hold a professional qualification in learning and teaching in higher education, but who have not had the opportunity to gain Higher Education Academy recognition, should contact Educational Development for advice on how to make a claim for HEA Fellowship via ULTRA.

Advice about which category of Fellowship is appropriate to your experience and skills can be found on the Educational Development website [https://www.liverpool.ac.uk/eddev/ultra-cpd/] or by attending an ULTRA Information and Guidance workshop. You can also contact a member of Educational Development staff, or speak with your ULTRA School Lead.

All academic staff new to teaching and staff who wish to pursue an academic qualification in learning and teaching should undertake one of Liverpool’s accredited programmes in Learning and Teaching in Higher Education (LT HE) (see section 3 below).

2. The benefits of ULTRA

ULTRA provides many benefits for the University as a community as well as its staff and students. As staff engage with the Framework, Liverpool University students will continue to be supported in their learning by University teachers who are skilled and knowledgeable, and hold professional values explicitly linked to national standards.

2.1. Benefits for staff & students

ULTRA is a CPD Framework that supports you to:

- Demonstrate skills, knowledge and professional values in learning and teaching in HE
- Have these recognised against national standards
- Participate in CPD to further enhance your skills
- Engage with the HE literature within your discipline and with the scholarship of teaching and learning
- Provide evidence that will support your applications for promotion, teaching awards, or for specific L&T roles within University of Liverpool
- Become an excellent teacher
Because the framework is aligned to the four categories of HEA fellowship, whichever way you are contributing to student learning in the University you have an opportunity to demonstrate your professional activity. In this way, the ULTRA Framework allows you to provide evidence of excellence in learning and teaching in a range of contexts. As a result, Liverpool students can benefit from teaching that is skilled, knowledgeable and evidence-based.

2.2. Benefits for the University

Through its commitment to the ULTRA Framework, the University is actively demonstrating its support for the professional development of its staff. As the numbers of University of Liverpool staff that hold a recognised professional qualification in higher education increase, the University’s reputation for excellent teaching as well as research will be enhanced. In addition, the university is committed to the building of a community of practitioners through ULTRA and the other accredited programmes in LTHE who can more effectively work together in shared understanding to continually enhance the learning experience and environment for students and staff.

3. ULTRA and other accredited routes to recognition of learning & teaching at Liverpool

In addition to ULTRA for more experienced staff, the University of Liverpool offers a range of taught programmes on teaching and learning in HE. These programmes are open to all teaching staff whatever your length of experience, and these too are aligned with the UKPSF and externally accredited by the HEA, providing the opportunity for attainment of HEA Associate Fellow and Fellow.

Fees (or part fees) are waived for these programmes where individuals are recognised as having a role that includes a substantial amount of teaching. The Teaching for Researchers programme and the Certificate in Professional Studies in Learning and Teaching in Higher Education (CPS) are designed for colleagues who are new to teaching. Completion of CPS or, in some cases, PG Certificate is a requirement for academic staff on probationary contracts. The table below shows a summary of ULTRA and the other University of Liverpool accredited courses (see also Appendix G). Further details can be found at: http://www.liv.ac.uk/eddev/supporting-teaching/
3.1. ULTRA at a glance

Who is ULTRA for?

All staff at UoL who have 3 or more years' experience of teaching and supporting learning in higher education GTAs who have undertaken the GTA support programme (Associate Fellow only)

Awards made

There are four categories of HEA fellowship via ULTRA you may apply for.

Associate Fellow

Staff and GTAs who contribute to teaching but for whom teaching is not a substantial part of their role

Fellow

Academic and professional services staff with a substantial teaching and learning component in their role

Senior Fellow

Experienced teaching staff who also have evidence of sustained and successful leadership and/or mentoring of staff

Principal Fellow

Experienced and/or senior staff who have strategic leadership and policymaking responsibilities.

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Learning and teaching taught provision available at UoL

A number of these programmes lead to Fellowship of HEA recognition

Teaching for Researchers

This programme is available only to research staff and PGRs

Certificate in Professional Studies [CPS]

This programme is mandatory for all new probationary academic staff

Postgraduate Certificate [PGCert]

This programme is available to more experienced teaching staff

PGDip/ MA in L&T

This programme is available to staff who wish to pursue L&T issues in depth

Doctorate in Education

A professional doctorate programme focused on HE

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Not currently HEA accredited but could provide evidence in support of an ULTRA application

Not currently HEA accredited – see PG Dip above
4. The UK Professional Standards Framework

The ULTRA Framework is based on the dimensions of practice of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. The Framework encompasses three inter-related dimensions of HE professional practice: Areas of Activity, Core Knowledge, and Professional Values as summarised in the diagram below.

**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
4.1. Categories of Fellowship

There are four categories of HEA Fellowship via ULTRA, distinguished in each descriptor below, based on engagement with the UKPSF Areas of Activity, Core Knowledge and Professional Values (see diagram on previous page).

These categories are not defined by contractual jobs, but more by someone’s activities, experiences and approaches underpinned by knowledge and values in teaching and learning in HE.

More details about eligibility for each category of fellowship can be found in Appendix A.

Case studies to help guide your decision about which category of fellowship to apply for can be found in Appendix B.

<table>
<thead>
<tr>
<th>Descriptor 1: Associate Fellowship</th>
<th>Individuals should be able to provide evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This category of Fellowship is awarded to staff who can demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning.</td>
<td>I. Successful engagement with at least two of the five Areas of Activity</td>
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<tr>
<td></td>
<td>II. Successful engagement in appropriate teaching practices related to these Areas of Activity</td>
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<tr>
<td></td>
<td>III. Appropriate Core Knowledge and understanding of at least K1 and K2</td>
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<td></td>
<td>IV. A commitment to Professional Values in facilitating others’ learning</td>
</tr>
<tr>
<td></td>
<td>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
</tr>
<tr>
<td></td>
<td>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptor 2: Fellowship</th>
<th>Individuals should be able to provide evidence of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This category of Fellowship is awarded to staff who can demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.</td>
<td>I. Successful engagement across all five Areas of Activity</td>
</tr>
<tr>
<td></td>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
</tr>
<tr>
<td></td>
<td>III. A commitment to all the Professional Values</td>
</tr>
<tr>
<td></td>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
</tr>
<tr>
<td></td>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
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<tr>
<td></td>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
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</tbody>
</table>
### Descriptor 3: Senior Fellowship

This category of Fellowship is awarded to staff who can demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning, and in addition can provide evidence of sustained and successful leadership and/or mentoring of staff to support learning and teaching.

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

### Descriptor 4: Principal Fellowship

This category of Fellowship is awarded to staff who can demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning within the University of Liverpool and/or national or international settings.

**Individuals should be able to provide evidence of:**
- I. Active commitment to and championing of **all Dimensions of the Framework**, through work with students and staff, and in institutional developments
- 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
- 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
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices
5. Preparing for HEA Fellowship via ULTRA

The University takes the need to ensure, recognise and reward quality in learning and teaching very seriously. ULTRA is designed to support that aim, and therefore it is important that the Framework reflects high standards. The process of applying for Fellowship has been made as straightforward as possible. It has at its core the Areas of Activity, Core knowledge and Professional Values of the UKPSF, and all applicants will be expected to show how they meet the requirements of their chosen category of Fellowship. As a first step toward preparing your claim for ULTRA Fellowship, you should familiarise yourself with the UKPSF as outlined in this guide and on the HEA website.

5.1. Teaching and learning roles and activities

The ULTRA framework encompasses all the L&T activities that contribute to your main role, and the potential areas where you may get more involved in order to enhance your contribution. These extended opportunities are most likely to arise within your department, for example, taking the role of admissions or assessment officer, module leadership, supporting the Staff Student Liaison Committee, developing innovative teaching resources, undertaking a development project etc. These activities carried out well, can all contribute to your claim for recognition.

5.2. Engagement with CPD

A key way to enhance and demonstrate your commitment to excellent learning and teaching is to engage with continuing professional development in the pedagogy of your discipline or a more general engagement with learning and teaching developments. Both Educational Development Division in CLL and your Faculty will provide CPD opportunities and you will be able to identify support offered by external sources e.g. HEA. The list of current CPD workshops provided by Educational Development can be found here.

5.3. The literature

While it is not expected that everyone who becomes a Fellow of ULTRA will be an expert in educational research, it is important to demonstrate how your practice is informed by scholarship, and how you keep up to date with current thinking and research in the field of Learning and Teaching in HE within your discipline and/or more widely and then draw on this within your practice. Your application for ULTRA Fellowship will be strengthened by explicit reference to the literature, showing how this has informed your thinking and your practice. A selection of useful literature can be found on the ULTRA page of the Educational Development website. Additional resources are provided at CPD workshops, and the library holds a range of relevant books and journals.

5.4. Discussion with your line manager

It is important that you discuss your potential application for ULTRA Fellowship with your line manager and/or departmental mentor in order to ensure their support for your application. Whatever School, Department or Service to which you belong there will be a person who has knowledge of your work in respect of learning and teaching. This person is responsible for encouraging your professional development, and in guiding your choices as you develop your skills as a teacher. This key colleague may be an assigned mentor, and may be the same person that undertakes your formal Professional Development Review (PDR). You are encouraged to reflect on your practice, and seek out appropriate opportunities to expand your contribution to learning and
teaching. Such discussions are likely to form part of your PDR but may also happen more frequently on a semi-formal basis.

5.5. Professional Development Review

The PDR is now established as an annual opportunity for you and your reviewer to reflect on your role and how it relates to the strategic direction of the University and your unit. In providing an opportunity to review and discuss your career and professional development you will discuss a wide range of issues of which teaching may be a large or relatively small part. However, the PDR discussion can be a useful place to discuss your plans for ULTRA Fellowship, to reflect on your evidence in relation to the UKPSF, and to begin to identify areas for development.

5.6. ULTRA preparation workshops

If you are actively considering making a claim for Fellowship of ULTRA you are encouraged to book onto an ULTRA Information and Guidance workshop. These are run by experienced Educational Development staff and occur several times throughout the year. The workshops provide information about the process of developing a claim for fellowship, and guidance on what category of recognition you should be aiming for and the timescale to which you might work. By the end of the workshop, you will be able to decide which category of fellowship is appropriate for you, and be clear about what the next steps are, and your potential timeframe.

Details of the ULTRA workshops can be found on the ULTRA website at https://www.liverpool.ac.uk/eddev/ultra-cpd/

5.7. Working with your ULTRA mentor

Once you have formally registered with ULTRA you will be allocated a mentor. Mentoring is a key component of the ULTRA scheme. Your ULTRA mentor can offer you support, encouragement and a sounding board as you build your claim for professional recognition. Your mentor will themselves have an HEA professional recognition in at least the same category as you are working towards. Your mentor may be in the same faculty as you, but this may not be the case unless you specifically ask for this. Colleagues have said that having someone outside their school/faculty is very useful for this ULTRA process, as it provides an ‘insider-outsider’ perspective – being familiar with similar experiences and challenges but not being too closely associated with your context.

The ULTRA mentoring role is intended to be a professional relationship between peers. They are not acting as a tutor, or as an assessor in any way, and will have no involvement in the decision made by the recognition panel. Your mentor is there to provide advice and guidance, and they will not tell you what to include in your submission. The responsibility for the progress and quality of your application remains with you. The mentor is likely to help you to reflect on your practice by asking such questions as:

- How do you do what you do?
- Why do you do it this way?
- Have you thought about doing it differently?
- How do you know what to do – from where have you learned to do this?
- What evidence are you drawing on to know how successful it is?
We recommend you use the evidence matrix with your mentor from the early stages of your application as a useful device for discussing what to include.

Mentors are able to give you formative feedback on one draft of your Claim before submission. Don’t forget that there may be periods when your mentor is unavailable or very busy, so please have realistic expectations when waiting for feedback, and plan with them the date of the Panel for which you are aiming to submit. There are some guidelines for mentors on the ULTRA website.

Avoiding conflicts of interest

It is important that support arrangements for ULTRA are independent of management structures and all decision-making is transparent and free of conflicts of interest.

- Participants will not normally be mentored by their managers, supervisors etc. (nor vice versa).
- Mentors will not participate as panelists in decisions on their participants’ submissions
- Mentors and panelists will be required to declare conflicts of interest that arise either though mentoring or from any other cause

6. Evidence required for making your ULTRA claim

The required evidence comprises 2 elements (an extra element is required for Principal Fellow applications):

1) The Evidence Matrix
2) References
3) Presentation and professional dialogue (only applies for Principal Fellow applications)

The Evidence Matrix is submitted prior to the Recognition Panel meeting, along with the application form and references. The Matrix is designed to support you to describe your learning and teaching practice in relation to the criteria of the category of Fellowship for which you are applying, incorporating the differences between the descriptors. The Evidence Matrix allows you to demonstrate that you meet all the required criteria across your practice.

The references you are asked to submit need to comment on your learning and teaching practice, and support your application for ULTRA Fellowship. References support Recognition Panel decision-making by drawing attention to areas of good practice and providing verification of your practice and claim for Fellowship. See Appendix F for further guidance on choosing your referees/advocates and for the template you need to provide them with along with the final draft of your written claim. You need to share your claim with your referees so that they can endorse what you have discussed. These references need to be submitted along with the application form and Evidence Matrix.

If you are applying for Principal Fellow, the Presentation and Professional Dialogue provide an opportunity for you to make your case for Principal Fellowship to a Recognition Panel, and for members of the panel to explore the claim with you. The intention is that the atmosphere is one of professional support and collegial dialogue. You will have the opportunity to present your case first, supplementing but not repeating what you have submitted in writing, drawing attention to elements
of your learning and teaching practice that demonstrate how you meet the criteria for the category of Fellowship for which you are applying. The presentation for Principal Fellow recognition should last up to 20 minutes, followed by up to 30 minutes of discussion with the panel. The nature of this discussion is not prescribed because the intention is to facilitate a bespoke conversation and it might include:

- context-setting information;
- points for clarification;
- a request for further examples of practice;
- prompts for critical reflection;
- discussion of a particular aspect of theory or research that forms part of your application.
7. The ULTRA application process

Once you have made the decision to engage with ULTRA and submit a claim, you should follow the process summarised in this diagram and described in more detail below

### 7.1. Registration

First register with the ULTRA Framework, through Educational Development and attend the Information and Guidance workshop (see 7.7 – registration and workshop can happen in either order – *i.e. you do not need to wait for a workshop before registering*).

After registering and have attended the Information and Guidance workshop, you will be allocated a mentor, who may be the same person as your departmental mentor, but could be someone else who is familiar with the ULTRA Framework. For staff in a learning support role, a member of Educational Development staff will act as your mentor to ensure you are supported in relation to the UKPSF. In addition, you will be able to join a network of colleagues working towards an application for ULTRA Fellowship. Additional support is available from the Educational Development Division. The Registration Form (Appendix C) can be found on the ULTRA website [https://www.liverpool.ac.uk/media/livacuk/cll/eddev-files/ultra-docs/ULTRA_registration_Form_Appendix-C.docx](https://www.liverpool.ac.uk/media/livacuk/cll/eddev-files/ultra-docs/ULTRA_registration_Form_Appendix-C.docx).

| 7.1 registration | • Attend ULTRA Information and Guidance workshop (dates on ULTRA website)  
|                  | • Decide on appropriate category  
|                  | • Register with the ULTRA Framework  
|                  | • Allocation of mentor by ULTRA programme team |
| 7.2 construction of evidence | • Identify appropriate evidence  
|                           | • Work with mentor (and peers)  
|                           | • Highly recommended to attend the peer assisted formative dialogue workshop (dates on ULTRA website)  
|                           | • Identify and approach referees |
| 7.3 formal submission | • Write evidence matrix  
|                           | • Collect and attach references  
|                           | • Submit documentation to Ed Dev, within 6 months of registering |
| 7.4 recognition panel | • Recognition panel will convene  
|                           | • Receive decision and feedback  
|                           | • Gain Fellowship or resubmit |
7.2. Construction of evidence

You should begin to identify evidence towards your claim for Fellowship. You are entitled to receive help with this from your mentor, and will make use of the Evidence Matrix (see ULTRA website). You are encouraged to ensure you have evidence against which the Recognition Panel can make a safe judgement of your claim for Fellowship in your chosen category, and which clearly demonstrates that you have addressed all dimensions of the UKPSF. You can ask your mentor to read your draft submission. There are also several peer assisted formative workshops provided each year to support you to develop your claim in collaboration with other ULTRA applicants, ensuring you address all the dimensions of the Framework. The purpose of these workshops is to give you the opportunity to develop your application with input from staff from educational development and fellow ULTRA applicants. Each workshop has been designed to allow for discussion to take place amongst participants and support the construction and presentation of appropriate evidence against the criteria of each category of fellowship. Dates will be on the ULTRA website https://www.liverpool.ac.uk/eddev/ultra-cpd/.

When you are ready to make your claim for Fellowship of ULTRA you are required to present written evidence of your experience and expertise in learning and teaching before formal submission of your application. Once sufficient appropriate evidence has been identified, you should also approach two referees who can support your claim. You will need to give them your final submission to read, against which they write their reference. In the case of Principal Fellow, you will need 3 references, one of which must be external to the University. Guidance on choosing your referees is on the ULTRA website.

7.3. Formal submission of claim

(i) Complete and submit the application form, written submission and your attached references. The Fellowship Application Form (Appendix E) can be found on the ULTRA website.

7.4. Recognition Panel

The Panel will explore your claim for Fellowship of ULTRA, and make a decision regarding recognition.

You need to submit your application in good time in advance of Recognition Panel meetings. The dates of panel meetings and the last dates for submissions are displayed on the ULTRA page of the Educational Development website.

8. Recognition Panel Decision-making Process

8.1. Application Judgment Criteria

The Panel uses the following criteria to make its judgement, which applies to all applications for Fellowship of ULTRA:

- evidence makes explicit reference to the areas of activity, core knowledge and professional values in the UKPSF descriptor in the appropriate category;
there is clear evidence of engagement with CPD in relation to your role in learning and teaching;
there is clear evidence that you incorporate subject and pedagogic research and/or scholarship as part of an integrated approach to your learning and teaching practice;
you reflect on your own practice, as demonstrated throughout your application.

Candidates for Descriptor 3 and Descriptor 4 are in addition to the above also required to demonstrate leadership skills appropriate to the category of Fellowship for which they are applying:

- Descriptor 3 evidence must include the organisation and leadership of specific aspects of learning and teaching;
- Descriptor 4 evidence must include sustained and successful leadership at a strategic level.

The recognition panel makes a decision of ‘successful’ or ‘not yet successful’ in relation to the first submitted claim. You will receive written feedback a few days after the recognition panel.

In the event of a ‘not yet successful’ decision, there is an opportunity to re-submit. Feedback will be provided and the applicant will be encouraged to discuss their re-submission with their mentor. Following this, they will be invited to re-submit to the next available panel. However, if the panel feels that attendance to a second panel is not necessary as the required changes are minimal, the applicant will be invited to re-submit their application which will then be reviewed by the same panel and decide whether the criteria have now been fulfilled. The revised submission will need to show how feedback received from the recognition panel has been considered. If a claim is unsuccessful on the second attempt, no further claim can be made for a period of 1 year, allowing time for the applicant to further develop their experience and expertise.

8.2. Panel membership

Recognition panels are chaired by a senior member of staff who holds Senior Fellowship of HEA, and has a thorough understanding of the UKPSF. In addition, where possible an Educational Development staff member sits on the panels, and a second academic member of staff who holds HEA fellowship. In the case of GTAs applying for AF, the panel membership might include two members of staff each with FHEA as a minimum.

8.3. Assuring rigour

These members of the panels have a key role to ensure that successful applications for Fellowship meet the criteria of the Framework, and are consistent across the three faculties. There is cross-faculty representation on the Recognition Panels. The Educational Development Division hosts moderation meetings with Recognition Panel members from each of the three faculties to further ensure safety and consistency of recognition decisions. At these meetings, moderation is carried out in line with existing practice for the accredited programmes within the Educational Development Division. Specifically, a sample of the documentation submitted by applicants is examined, including applications across the range of evidence, and all borderline decisions.

An external accreditor from another University participates in Recognition Panels for Principal Fellow. This member of staff is selected on the basis of substantial experience and expertise in
learning and teaching as well as holding Principal Fellowship themselves. This colleague acts as a critical friend, and external advisor for the ULTRA Framework.

8.4. Monitoring processes

ULTRA is managed through CLL at operational level. Each Faculty EC is required to report on ULTRA to the ULTRA Steering group, a sub-group of the University SEC. The ULTRA Steering group is responsible for monitoring the ULTRA Framework, and ensuring that rigorous and robust recognition decisions are made.

8.5. Appeals process

It is anticipated that the majority of claims for Fellowship of ULTRA will be successful, on either the first or second application. Support from mentors, as well as the information and guidance provided by the Educational Development Division, is intended to ensure that claims are submitted only when sufficient, relevant evidence at the appropriate category has been identified. In the event of the panel deciding that your claim is ‘not yet successful’, you will be given clear written feedback, detailing how you might develop your experience in order to be successful in future.

In the event of an unsuccessful claim, you would have the right of appeal regarding the conduct of the recognition process. There is no appeal regarding decisions of recognition panels. Appeals should be referred to the Director of Academic Development and Lifelong Learning.

Further information and guidance

Relevant information, electronic versions of the Registration and Application Forms and the Evidence Matrix can be found on the ULTRA page of the Educational Development website https://www.liverpool.ac.uk/eddev/ultra-cpd/

If you have any questions about your application for Fellowship, please contact Dr Christos Petichakis on 0151 794 1168 c.petichakis@liverpool.ac.uk or eddev@liverpool.ac.uk