St Mary's University Twickenham London

Centre for Teaching Excellence and Student Success (CTESS)

Academic Development Framework 2022/23

Course catalogue

Introduction

Following consultation with academic departments and relevant central services in 2021/22, CTESS revised and relaunched our Academic Development Framework (ADF), focusing our activities on priority areas for staff at St Marys. In the 2022/23 ADF you will find new strands of activity on **Curriculum Design and Development**, and **Personal Tutoring**; as well as our established series of workshops on Error! Reference source not found.; Error! Reference source not found.; and expanded provision to support you in gaining **Reward and Recognition** for your teaching practice.

This brochure provides brief details of all sessions available, organised by topic theme. For a chronological list of opportunities and information about how to book, please visit the CTESS website: https://www.stmarys.ac.uk/ctess/academic-development/events.aspx

Note also that your development opportunities are not limited to the ADF programme:

Sector opportunities

We also warmly encourage you to make use of the wealth of development opportunities available to you beyond the university. St Mary's holds institutional membership of various sector organisations who offer additional opportunities for development and sharing practice, including:

Advance HE has a remit to enhance learning and teaching; equality, diversity and inclusion; and leadership and governance in HE. It offers an extensive programme of events and courses, with discounted fees for staff at member institutions. It also publishes a wealth of resources, from 'state of the nation' style insight reports to practical guides and case studies.

The Quality Assurance Agency for Higher Education (QAA) does far more than provide a framework for the assurance of quality and standards. It increasingly takes an enhancement-led approach, using the wealth of knowledge gained from its assurance activities to share practical advice and good practices via a programme of events and resources, as well as information and guidance about sector developments - such as degree apprenticeships and micro-credentials - via its Quality Compass publication series. They also offer collaborative enhancement project funding (their 2022/23 call for expressions of interest is open until 1 November). The vast majority of QAA services are free of charge to staff at member institutions.

Many subject bodies have learning and teaching networks too, so look out for discipline-based opportunities to develop and share your practice.

Informal learning and development opportunities

Continuing professional development isn't just about attending workshops, conferences or courses; most aspects of academic life can help you to develop your practice (these may seem trite when listed here, but it's easy to overlook the learning opportunities they present), such as:

- Working with colleagues, whether in formal meetings or informal conversations, provides new perspectives to enhance your course design and classroom practice.
- Quality assurance processes such as annual review are not solely an audit measure but also an opportunity to reflect on and learn from past experience.
- 'Academic citizenship' roles such as external examining are a way to find out how things are done elsewhere…
- … as is the wealth of literature on HE learning and teaching. You don't have to become an expert in the scholarship of learning and teaching; CTESS can signpost you to relevant publications (see for example our new **HEA Fellowship**: Finding literature for your HEA portfolioworkshop and Academic Development Moodle site: https://mymodules.stmarys.ac.uk/course/view.php?id=24486).

What?	Academic staff induction
When?	Termly: • Tuesday 27 September 1400-1600 • Wednesday 25 January 1000-1200 • Thursday 27 April 1400-1600
Where?	On-campus – September @ Waldegrave Drawing Room; 2023 venues TBC
Who is it for?	Academic staff who have joined St Mary's during the current academic year
Content	This session provides a brief overview of key aspects of academic practice at St Mary's, and an opportunity to get to know fellow new academics and key University contacts. Topics include: • Academic development opportunities • Learning and teaching at St Mary's • Library and technology-enhanced learning resources • Support for your students • Support for research and enterprise
Activity type	Briefing followed by refreshments and networking
Intended learning outcomes	By the end of this session you will: • Be familiar with key academic services and practices at St Mary's; • Take away a few practical suggestions for key aspects of your academic role; • Know where to find further information, advice and guidance about academic matters; • Establish connections with fellow academics and other relevant experts from across the University.
Keywords	Induction; support; development; academic; student; library; technology; research; enterprise; inclusion; employability; careers; participation; representation; engagement; retention; tutoring; international; disability
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A4, A5; K6; V1, V2, V3, V4

Assessment and feedback

We have introduced a regular **assessment and feedback series** for all colleagues involved in assessing and providing feedback for learning. The workshops will address formative feedback, innovative approaches to assessment, considering how assessment might support student engagement and retention assessment as part of curriculum design and feedback as ongoing dialogue.

Specific topics include

- **Providing feedback for learning**
- **Formative assessment and feedback**
- **Assessment and retention**
- **Innovative assessment**
- **Assessment and curriculum design**

Colleagues may also be interested to attend the '**Curriculum development** workshop: Rethinking assessment**'** workshop in our curriculum development series for course leaders and teams.

In addition to the workshops, the team can:

- Provide guidance on assessment design which aligns with broader course aims and outcomes.
- Broker guidance and support from colleagues across the university, for example on using learning technologies with assessment and feedback.
- Offer support with local assessment and feedback guidance and strategy.

What?	Assessment and feedback: Good practice in providing feedback for learning
When?	Thursday 27 October 1200-1300
Where?	On campus – room tbc
Who is it for?	All staff who offer feedback on assessed work
Content	This session will give participants the opportunity to explore feedback as a means of supporting learning. Specifically, we will • Share feedback challenges and successful practice at St Mary's • Discuss the purpose of feedback in our disciplines • Consider a range of approaches to shaping and providing feedback, including recent sector trends and scholarship • Ask what students need and value by way of feedback • Address dialogic feedback and the role of students in the feedback process.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will be able to • Design appropriate feedback methods • Identify ways that feedback can support learning • Consider how to engage students in the feedback process
Keywords	Assessment; feedback; student engagement; retention; inclusion
Links to St Mary's strategy	Learning and Teaching Strategy: 3.1 excellent teaching
Links to UKPSF	A2, A3; K2; V1, V2

What?	Assessment and retention: Supporting student engagement through assessment
When?	Thursday 08 December 1200-1300
Where?	On campus – room tbc
Who is it for?	All staff who are involved in assessment
Content	This workshop will explore ways in which assessment practices can be designed to support student engagement with their course. In particular, we will consider formative opportunities for practice and feedback, and we'll explore ways of preparing students for summative assessment. We'll look at a case study from St Mary's where the approach to assessment has been redesigned and we'll consider recent sector evidence on the link between assessment design and retention.
Activity type	CPD workshop
Intended learning outcomes	By the end of this session you will be able to • Analyse how assessment might be used to support engagement • Re-design assessment and feedback within your curriculum • Consider how to engage students through the feedback process
Keywords	Assessment; feedback; student engagement; retention; inclusion
Links to St Mary's strategy	Learning and Teaching Strategy: 3.1 excellent teaching
Links to UKPSF	A2, A3; K2; V1, V2

What?	Assessment for learning: Innovative practices
When?	Thursday 09 February 1100-1200
Where?	On campus – room tbc
Who is it for?	All staff who are involved with assessment and providing feedback
Content	This workshop will explore a range of innovative assessment practices drawing on examples from within St Mary's and across the sector. We'll consider what types of learning these assessment methods promote, how to prepare students for new assessment methods and how they might be integrated into a curriculum.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will be able to • Analyse a range of assessment methods • Re-design assessment and feedback within your curriculum • Consider how to engage students through innovative assessment practice
Keywords	Assessment; feedback; student engagement; retention; inclusion
Links to St Mary's strategy	Learning and Teaching Strategy: 3.1 excellent teaching
Links to UKPSF	A2, A3; K2; V1, V2

Curriculum Design and Development

We have introduced a regular **curriculum development workshop series** for course leaders and teams, providing a space to rethink key aspects of the curriculum. The session leaders will provide you with some initial prompts to spark ideas, but the bulk of the session will be given over to discussion of opportunities and challenges in your course context; so please come prepared to share examples! Workshops are normally held every six weeks on Fridays 10-11am. The 2022/23 series covers the following themes:

- **Curriculum development workshop: Making the most** of annual programme review
- **Curriculum development workshop: Supporting** student engagement and success
- **Curriculum development workshop:** Enhancing diversity and inclusion
- **Curriculum development workshop:** Responding to student feedback
- **Curriculum development** workshop: Embedding employability
- **Curriculum development** workshop: Rethinking assessment
- **Curriculum development workshop: Beyond 'blended' –** rethinking modes of delivery
- **Curriculum development workshop**: Planning for partnership

In addition to the workshops, each of which focuses on a particular curriculum theme, we also offer monthly 'drop-in' sessions. This is an open forum for colleagues to share challenges and solutions, with no pre-set agenda. '**Curriculum Corner**' takes place on the first full working week Monday of each month, alternating between Mondays and Fridays 3-4pm.

We are also piloting **Programme Design Intensives** (also including Initial Proposal Design)in 2022/23. These are scheduled on a bespoke basis to guide course teams designing new programmes or modules, please contact adf@stmarys.ac.uk to book your tailored support. In addition to guiding you through topics covered in the workshop series, the team can:

- Provide expert guidance on curriculum design questions such as effective learning outcomes, authentic assessment and aligning your course activities to your aims and outcomes.
- Broker guidance and support from relevant experts across the university, for example on learning resources and technologies, embedding academic skills and employability.
- Support co-design of your curriculum with students and industry representatives.

What?	Curriculum development workshop: Making the most of annual programme review
When?	October TBC
Where?	Hyflex TBC
Who is it for?	Course team members involved in annual programme review; strongly recommended for new programme leaders
Content	- Benefits of programme review - Annual review at St Mary's: an overview of the process - Making effective use of evidence to inform your review - Developing a focused and realistic action plan - Sharing good practices
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: - Be familiar with the annual review process at St Mary's - Know how to access and interpret various sources of quantitative and qualitative evidence about your programme - Review examples of good practice from past reviews - Have an opportunity to work on your own programme review and action plan with the support of peers and CTESS colleagues
Keywords	Programme; course; review; development; quality; assurance; evaluation; enhancement
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning Learning and Teaching Strategy: 1.3 improved design and programme approval process
Links to UKPSF	A1; K5, K6; V1, V2, V3, V4

What?	Curriculum development workshop: Supporting student engagement and success
When?	Friday 28 October 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This session will provide an overview of key aspects of curriculum design and delivery to support and enhance student engagement and success, and give you an opportunity to explore one of these in more depth. Topics are responsive to the interests and priorities of participants, and can include: • Creating an interactive classroom • Embedding academic skills development • Embedding resilience and wellbeing in the curriculum Participants are also recommended to attend the companion workshop on enhancing diversity and inclusion in the curriculum.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be aware of recent developments in curriculum design and delivery that contribute to student engagement and success • Review examples of good practice • Start work on an action plan to enhance student engagement and success in your own module/programme • Know where to find further resources and sources of support for you and your students at St Mary's
Keywords	Curriculum; engagement; retention; success; skills; interactive; wellbeing; resilience; programme; module; course
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.2 vibrant student experience 5.4 open and accessible Learning and Teaching Strategy: 2.2 empowering our students 2.7 applied learning 3.1 excellent teaching 3.3 adoption of a blended learning 'spectrum' 4. digital transformation
Links to UKPSF	A1, A2, A4; K2, K3, K4; V1, V2, V3, V4

What?	Curriculum development workshop: Enhancing diversity and inclusion
When?	Friday 09 December 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This session will provide an overview of key aspects of curriculum design and delivery to support and enhance equality, diversity and inclusion, and give you an opportunity to explore one of these in more depth. Topics are responsive to the interests and priorities of participants, and can include: • Teaching diverse students – who's in my class, and how does this shape students' learning? • Creating an inclusive classroom • Decolonising the curriculum – what does it really mean, and involve? • Inclusive assessment Participants are also recommended to attend the companion workshop on supporting student engagement and success.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be aware of recent developments in curriculum design and delivery that contribute to diversity and inclusion • Review examples of good practice • Start work on an action plan to enhance inclusion in your own module/programme • Know where to find further resources and sources of support
Keywords	Curriculum; programme; module; course; equality; diversity; inclusion; access; participation; assessment
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.2 vibrant student experience 1.5 offering flexibility Learning and Teaching Strategy: 1.3 improved design and programme approval process 3.1 excellent teaching 3.6 inclusive approaches to supporting learning
Links to UKPSF	A1, A2, A3, A4; K1; V1, V2, V3, V4

What?	Curriculum development workshop: Responding to student feedback
When?	Friday 20 January 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This hands-on session is a safe space for colleagues to analyse student feedback with their peers and CTESS colleagues, and share ideas for enhancing curricula in response. Participants are encouraged to bring along their own student feedback, and session topics will be shaped by this. There will also be an opportunity to explore additional feedback techniques and opportunities for student partnership and co-creation in the curriculum.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Critically analyse student feedback from your own module/programme, and be aware of contextual factors that may influence this • Identify key themes from your feedback and start an action plan in response • Be familiar with a range of feedback tools and opportunities to embed student partnership and co-creation in the curriculum • Know where to find further information and support
Keywords	Feedback; evaluation; course; curriculum; programme; module; co-creation; partnership
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.3 students as partners Learning and Teaching Strategy: 2.3 empowering our students 3.1 excellent teaching
Links to UKPSF	A5; K5, K6; V1, V2, V3, V4

What?	Curriculum development workshop: Embedding employability
When?	Friday 03 March 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This session will provide an overview of opportunities to embed employability in the curriculum, and give you an opportunity to explore one of these in more depth. Topics are responsive to the interests and priorities of participants, and can include: • Academic and professional skills development • Authentic assessment • Work-based and work-related learning opportunities (including, but not limited to, work-based learning and placement modules) • Employer engagement in the curriculum • Enterprise and entrepreneurship in the curriculum
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be aware of a range of opportunities to embed employability and skills development in the curriculum • Review examples of good practice • Start work on an action plan to enhance employability in your own module/programme • Know where to find further resources and sources of support
Keywords	Curriculum; programme; module; course; employability; enterprise; entrepreneurship; skills; assessment
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.2 vibrant student experience 1.5 offering flexibility Learning and Teaching Strategy: 1.3 improved design and programme approval process 3.1 excellent teaching 3.6 inclusive approaches to supporting learning
Links to UKPSF	A1, A2, A3; K1, K2; V1, V2, V3, V4

What?	Curriculum development workshop: Rethinking assessment
When?	Friday 14 April 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This is a participant-led session in which colleagues share ideas and opportunities to review and revise assessment practices. Topics will be agreed by the group, but can include: • A balanced assessment diet – formative versus summative? • Diversifying assessment – beyond essay + exam • Enhancing assessment integrity • Authentic assessment for professional practice • Inclusive assessment for diverse student cohorts • Enhancing feedback and feedforward – supporting students to make effective use of feedback Participants are also recommended to attend relevant sessions in our **Assessment and feedback** series.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be aware of recent developments in assessment and feedback practice • Review examples of good practice • Explore opportunities to enhance assessment and/or feedback on your own module/programme • Know where to find further resources and sources of support
Keywords	Assessment; feedback; feedforward; inclusive; authentic; integrity; plagiarism; essay; exam; formative; summative; curriculum; alignment; programme; module; course
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.4 graduate employability Learning and Teaching Strategy: 3.2 embedded employability and transferable skills development opportunities 3.6 inclusive approaches to supporting learning
Links to UKPSF	A3; K2, K4, K5; V1, V2, V3, V4

What?	Curriculum development workshop: Beyond 'blended' – rethinking modes of delivery
When?	Friday 26 May 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This hands-on session gives you an opportunity to review learning and teaching practices beyond the 'COVID pivot' to emergency online learning, and consider the appropriate 'blend' of learning environments and tools for your students and subject. Topics are responsive to the interests and priorities of participants, and can include: • Who are my students, and what mode(s) of learning are appropriate for them? • What learning technologies are available at St Mary's and how are they relevant to my module/programme? • How can I integrate online and on-campus learning? • How can I foster student engagement and community via asynchronous as well as synchronous learning activities? • How do I navigate the opportunities and challenges of digital assessment?
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be familiar with the St Mary's 'Face to Face PLUS' blended learning spectrum, and the learning design frameworks available to support you • Understand the range of learning technologies available at St Mary's and how these can support you and your students • Explore examples of good practice • Start an action plan for adapting and enhancing the 'blend' of learning on your module/programme
Keywords	Curriculum; course; programme; module; blended; digital; online; virtual; augmented; technologies; tools; assessment; synchronous; asynchronous; campus; environments
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.2 vibrant student experience 1.5 offering flexibility 5.4 open and accessible Learning and Teaching Strategy: 3.3 adoption of a blended learning 'spectrum' 3.4 new digitally-enabled pedagogies 3.5 enable students to engage with learning in more flexible ways 4. digital transformation
Links to UKPSF	A4; K4; V1, V2, V3, V4

What?	Curriculum development workshop: Planning for partnership
When?	Friday 07 July 1000-1100
Where?	Hyflex TBC
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	This session gives you an opportunity to explore opportunities for partnership within your curriculum. We will consider how partnerships can enrich students' learning, and analyse how curriculum design can be used to sustain the quality and character of your module/programme whilst being responsive to different partnership contexts. Topics include: • What are the benefits and risks of partnership? • What makes for a good partnership opportunity? • What does partnership involve? navigating options (and jargon!) • Understanding the partnership approval process at St Mary's • Adaptive curriculum design Participants are encouraged to bring along existing partnership ideas, but this workshop will also provide a creative space for identifying new opportunities.
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Be aware of the opportunities offered by partnerships, as well as the risks to be managed • Be familiar with the range of partnership options available • Understand how to navigate the St Mary's partnership approval process • Consider the implications of partnership for curriculum design and delivery • Know where to find further information and support
Keywords	Programme; module; course; curriculum; partnership; validation; franchise; agreement; articulation
Links to St Mary's strategy	Vision 2030: 3.1 reshaping our portfolio 4.1 opening new routes to HE 4.2 strong partnerships Learning and Teaching Strategy: 1.2 expansion via innovation and partnership 1.3 improved design and programme approval processes
Links to UKPSF	A1; K6; V1, V2, V3, V4

What?	Curriculum Corner
When?	Monthly, Mondays / Fridays 1500-1600 Friday 09 September; Monday 03 October; Friday 11 November; Monday 05 December; Friday 13 January; Monday 06 February; Friday 10 March; Monday 03 April; Friday 12 May; Monday 05 June; Friday 07 July; Monday 07 August
Where?	Fridays face to face in Student Heart; Mondays online
Who is it for?	All staff with curriculum design and development responsibilities e.g. module or programme leaders
Content	The topic(s) will be determined by the participants: it is an open space for colleagues to bring curriculum ideas and challenges, for discussion with and advice from their peers and CTESS colleagues
Activity type	A 'drop in' session – staff attend as much or as little of the session/series as they wish, and bring along the topic(s) they wish to discuss
Intended learning outcomes	Directed by the participants, with an overarching aim of supporting colleagues to enhance curriculum design and development
Keywords	Curriculum; course; module; programme; development; design; review; inclusion; alignment
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.4 graduate employability 1.5 offering flexibility 3.1 reshaping our portfolio 5.4 open and accessible Learning and Teaching Strategy: 1.1 embedded curriculum frameworks 1.3 improved design and programme approval process 2.7 applied learning 3.2 embedded employability and transferable skills development opportunities 3.3 adoption of a blended learning 'spectrum'
Links to UKPSF	A1, A4; K1, K2, K3, K4, K6; V1, V2, V3, V4

What?	Programme Design Intensives (also including Initial Proposal Design)
When?	By arrangement, contact adf@stmarys.ac.uk
	Initial Proposal Design (IPD) workshops are normally 1hr; Programme Design Intensive (PDI) workshops are tailored to the outcomes of IPD, and vary from ½ day to 2 days.
Where?	By arrangement
Who is it for?	Programme leaders and course teams who are planning a new programme
Content	Programme Design Intensives provide structured support and expert guidance through the programme development and approval process.
	Programme teams participate in two workshops to facilitate their pathway to approval:
	At the proposal stage, an Initial Proposal Design (IPD) workshop, which will cover:
	• Who are your students? What will they gain? - market analysis; widening participation and equality, diversity and inclusion • How will they study? - modes of delivery • What is needed for the programme to succeed? – learning resources, learning technologies, facilities, staffing • What next? – development needs from approval to delivery
	Once the proposal has passed the initial approval stage, a Programme Design Intensive (PDI) workshop will be tailored to the needs identified in the IPD, normally including:
	• Defining and refining the purpose of your programme – what will your graduates look like? • Constructive alignment of the curriculum – how will you assess those graduate outcomes? • 'Storyboarding' the student journey – how do they get there? (content, learning methods) • Action planning – from PDI to approval and delivery
	The PDI journey is co-ordinated and mentored by CTESS; workshops are co-facilitated with experts from Employability, Library and TEL. PDI workshops normally also include student and employer contributions.
Activity type	Workshops, guidance materials and mentoring
Intended learning outcomes	By the end of this programme, you will have a well-designed and high-quality programme plan and supporting documentation, enabling a smooth approval process and higher likelihood of a successful outcome.
	You will also gain a good understanding of the principles of course design, enhancing future course development activities.
Keywords	Programme; course; design; approval; development; curriculum; alignment; delivery; assessment; student; outcomes; experience; employability; inclusion; technologies

Links to St Mary's strategy	Vision 2030: 1.1 student centred learning 1.4 graduate employability 1.5 offering flexibility 3.1 reshaping our portfolio 5.4 open and accessible Learning and Teaching Strategy: 1.1 embedded curriculum frameworks 1.3 improved design and programme approval process 2.7 applied learning 3.2 embedded employability and transferable skills development opportunities 3.3 adoption of a blended learning 'spectrum' 4. digital transformation
Links to UKPSF	A1, A3, A4; K1, K2, K3, K4, K6; V1, V2, V3, V4

Reward and Recognition

This new 'strand' of the Academic Development Framework is intended to help you navigate the various opportunities available and relevant to you within and beyond the university, and to guide you in developing your teaching and learning profile as you progress through your career.

This is a pilot programme: please let us know how you would like to see it developed in the future! Please send any feedback or suggestions to adf@stmarys.ac.uk.

The '**Reward and recognition opportunities overview**' is intended to help you orient yourself in the learning and teaching development landscape, and identify the opportunities most relevant to your own career pathway. These sessions are held quarterly.

A **HE teaching qualification** develops and certifies your expertise in teaching and learning, and is increasingly common as a criterion for recruitment and career progression in academia. St Mary's offers two pathways to teaching qualifications:

- For staff new to HE teaching (normally those with less than two years' experience), our taught programme, the Postgraduate Certificate in Academic Practice (PGCAP).
- For experienced staff, our Continuing Professional Development Route leads to**Introduction to** applying for Associate Fellowship**, Introduction** to applying for Fellowship or **Introduction to** applying for Senior Fellowship of the Higher Education Academy (HEA Fellowships are recognised UK-wide and increasingly internationally).

Further details of the workshops and briefings available to support the Continuing Professional Development Route are included in this document; for more information about the PGCAP, visit our website (https://www.stmarys.ac.uk/ctess/academic-development/HEA-Fellowships/academic-practice.aspx) or contact adf@stmarys.ac.uk.

Colleagues who can demonstrate strategic leadership in learning and teaching can also apply for recognition as a Principal Fellow of the Higher Education Academy. If you are interested to pursue Principal Fellow recognition in the near or longer-term future, please contact for personalised advice and support.

CTESS is also exploring demand for tailored support and guidance for those in educational leadership roles, for example Programme and Subject Leads and Heads of Department. Please contact adf@stmarys.ac.uk to discuss your needs and interests in this area.

The St Mary's academic career pathway includes Teaching and Learning as a core dimension which all staff are expected to meet in order to gain academic promotion. The Leadership dimension of the academic career pathway also enables staff to use educational leadership activities as evidence for promotion. From 2022/23 CTESS will contribute to academic promotion briefings in order to provide staff with more guidance and support in addressing these criteria. Look out for more information from HR in September/October!

Introduction to the Walpole Prize is awarded annually to celebrate and reward excellence and innovation in teaching and learning at St Mary's.

Advance HE runs two national teaching excellence awards:

- for individuals, the**Introduction to the National Teaching Fellowship Scheme**;
- for teams, the **Introduction to the Collaborative Award** for Teaching Excellence.

St Mary's can nominate up to three individuals and one team each year for these awards.

What?	Reward and recognition opportunities overview
When?	Quarterly at 1300-1400: • Wednesday 19 October • Thursday 19 January • Wednesday 19 April • Wednesday 19 July
Where?	Online
Who is it for?	All staff who teach and support learning
Content	This session will help you orient yourself in the learning and teaching development landscape, and identify the opportunities most relevant to your own career pathway. It provides an overview of: • Reward and recognition opportunities available at St Mary's; • How you can build your learning and teaching profile in the wider sector; • Sources of further information and support.
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Be aware of the different pathways to nationally-recognised teaching qualifications at St Mary's, and understand their relevance to your career stage; • Be aware of teaching excellence awards available at St Mary's and nationally; • Consider the range of formal and informal development opportunities available to support your career progression in teaching and learning support; • Know where to find further information, advice and guidance; • Start to map your own development and progression journey in teaching and learning support.
Keywords	Teaching; recognition; reward; excellence; qualification; award; development; career
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	Introduction to applying for Associate Fellowship
When?	• Tuesday 11 October 1030-1130 • Tuesday 10 January 1000-1100 • Thursday 18 May 0930-1030
Where?	Online
Who is it for?	Colleagues who support student learning as part of their role but who are not full-time lecturers (e.g. early career colleagues, PGRs, researchers with some teaching responsibilities, colleagues working in student facing services including careers, learning development, employability, library).
Content	This session introduces the Fellowship professional recognition scheme at St Mary's, and provides an overview of how to apply for Associate Fellowship. Topics include: • Why apply for Fellowship? • Is Associate Fellowship right for me? • Criteria for Associate Fellow recognition • How to apply • Sources of support and guidance
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Be aware of the benefits of gaining a nationally-recognised teaching qualification which also certifies your leadership contribution to teaching and learning • Understand the requirements for compiling a portfolio of evidence for your recognition as Associate Fellow • Know where to find further information, advice and guidance • Begin your own professional recognition process (a mentor will be assigned to you upon completion of this session)
Keywords	Leadership; recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	Introduction to applying for Fellowship
When?	Monthly • Friday 16 September 1200-1300 • Wednesday 12 October 1300–1400 • Thursday 17 November 1400-1500 • Monday 12 December 1300-1400 • Friday 06 January 1300-1400 • Wednesday 22 February 1300-1400 • Monday 20 March 1300-1400 • Thursday 01 May 1400-1500 • Thursday 01 June 1400-1500 • Wednesday 05 July 1300-1400
Where?	Online
Who is it for?	Colleagues who teach or support student learning as a significant part of their role. This includes early career academics, learning development lecturers, some colleagues working in student facing services including careers, learning development, employability, library depending on responsibilities.
Content	This session introduces the HEA Fellowship professional recognition scheme at St Mary's, and provides an overview of how to apply for Fellowship. Topics include: • Why apply for Fellowship? • Is Fellowship right for me? • Criteria for Fellow recognition • How to apply • Sources of support and guidance
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Be aware of the benefits of gaining a nationally-recognised teaching qualification which also certifies your leadership contribution to teaching and learning • Understand the requirements for compiling a portfolio of evidence for your recognition as Fellow • Know where to find further information, advice and guidance • Begin your own professional recognition process
Keywords	Leadership; recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	Introduction to applying for Senior Fellowship
When?	Quarterly at 1300-1400: - Thursday 15 September - Tuesday 15 November - Wednesday 15 February - Thursday 15 June
Where?	Online
Who is it for?	Teaching and learning staff with influence beyond their own classroom, whether formal (e.g. Programme / Subject Lead, Head of Department) and/or informal (e.g. mentoring colleagues)
Content	This session introduces the Fellowship professional recognition scheme at St Mary's, and provides an overview of how to apply for Senior Fellowship. Topics include: - Why apply for Fellowship? - Is Senior Fellowship right for me? - Criteria for Senior Fellow recognition - How to apply - Sources of support and guidance
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: - Be aware of the benefits of gaining a nationally-recognised teaching qualification which also certifies your leadership contribution to teaching and learning - Understand the requirements for compiling a portfolio of evidence for your recognition as Senior Fellow - Know where to find further information, advice and guidance - Begin your own professional recognition process (a mentor will be assigned to you upon completion of this session)
Keywords	Leadership; recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	HEA Fellowship: Finding literature for your HEA portfolio
When?	Termly • Thursday 06 October 1300-1400 • Wednesday 11 January 1300-1400 • Tuesday 25 April 1300-1400
Where?	Online
Who is it for?	Colleagues who are in the early stages of applying for HEA Fellowship at any level.
Content	This session presents different contexts for reflection (yourself in the classroom, St Mary's University and the wider landscape of HE) and introduces the type of literature that is appropriate for each of these. The following questions will be addressed: • What sort of literature can I use in my HEA portfolio? • Where can I find relevant literature? • How can I use this literature for critical reflection in my portfolio?
Activity type	Workshop and Q&A
Intended learning outcomes	By the end of this session you will: • Understand how scholarly literature can inform your own critical reflections • Understand that literature can be drawn from reports, strategies, policies and guidance as well as books and journals • Know where to find relevant literature • Begin your own process of critical reflection on your professional practice
Keywords	Reflective practice; recognition; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	HEA Fellowship: Writing retreat
When?	Friday 23 September 0900-1130 Wednesday 14 December 1400-1630 Wednesday 11 January 0900-1130 Monday 13 March 0900-1130 Tuesday 18 April 1500-1700
Where?	In person (option to join online)
Who is it for?	Colleagues who are in the process of writing their HEA portfolio at whatever level. Research indicates that it can be difficult for academics to carve out time to write and so this two-hour session is designed to give you a dedicated quiet space to work on your HEA portfolio.
Content	The session is carefully structured so as to maximise quiet writing time. • Warm-up writing activity • Brief discussion of goals • Writing session 1 (1 hour) • Debrief and task/goal setting for session 2 • Writing session 2 (45 minutes) • Debrief and task/goal setting for next writing session
Activity type	Workshop
Intended learning outcomes	By the end of this session you will: • Have drafted a section of your HEA portfolio • Learnt the technique of freewriting to help with thinking and brainstorming • Made a plan for how to keep working on your HEA portfolio
Keywords	Recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5

What?	HEA Fellowship: Reviewer training
When?	Tuesday 17 January 1400-1600
Where?	Online
Who is it for?	Colleagues (either Fellow or Senior Fellow) who review HEA portfolios as part of the HEA Fellowships Programme at St Mary's. This is for both new and experienced reviewers.
Content	This session covers all you need to know to effectively review a portfolio. PART 1 • Why be a Reviewer? • The Fellowship Scheme at St Mary's • The role of the Reviewer • Refresher on the UKPSF • Refresher on portfolio requirements • Reasons not to award Fellowship PART 2 • Calibration exercise: Fellow • Calibration exercise: Senior Fellow • What makes a good review? • Plenary: how can we support you?
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Understand the role of the reviewer • Understand the required elements of portfolios at AF, F and SF level • Know how to use the UKPSF • Be able to apply this knowledge to write appropriate reviewer statements
Keywords	Recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A3, A5

What?	HEA Fellowship: Mentor training
When?	Wednesday 09 November 1300-1500
Where?	In person
Who is it for?	Colleagues (either Fellow or Senior Fellow) who would like to mentor colleagues to achieve HEA recognition.
Content	This session covers all you need to know to effectively mentor a colleague to complete their HEA portfolio. • Reflect on your own experiences of mentoring to date • Refresher on the UKPSF and portfolio requirements • The role of the HEA mentor • Features of the St Mary's HEA mentoring scheme • Working effectively with colleagues • Next steps
Activity type	Working and Q&A
Intended learning outcomes	By the end of this session you will: • Understand the role of the HEA mentor and the requirements of the St Mary's HEA mentoring scheme • Understand the required elements of portfolios at Associate Fellow, Fellow and Senior Fellow level • Have some initial tools and resources to mentor a colleague
Keywords	Recognition; teaching; Fellowship; portfolio; experience; qualification
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A3, A5

What?	Introduction to the Walpole Prize
When?	Tuesday 21 March 1400-1500
Where?	Online
Who is it for?	Teaching and learning support staff with good practice to share
Content	This session provides an introduction to the Walpole Prize for Teaching and Learning: • Why apply for the Walpole Prize? • What are the eligibility requirements and criteria? • How do I apply? • What is the selection process?
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Understand the opportunities for reward and recognition offered by the Walpole Prize; • Be familiar with the eligibility and assessment criteria; • Understand the Walpole Prize application and selection process.
Keywords	Teaching; recognition; reward; excellence; award; development; career; prize
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5; V3, V4

What?	Introduction to the National Teaching Fellowship Scheme
When?	Thursday 20 October 0900-1000
Where?	Online
Who is it for?	Teaching and learning support staff with good practice to share
Content	This session provides an overview of the National Teaching Fellowship Scheme, which celebrates individual excellence in teaching and supporting learning. It covers: • Why apply for a National Teaching Fellowship? • What are the eligibility requirements and criteria? • How do I express interest in being nominated for a National Teaching Fellowship? • What is the selection process? • What support is available for National Teaching Fellowship candidates?
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Understand the opportunities for reward and recognition offered by the National Teaching Fellowship Scheme; • Be familiar with the eligibility and assessment criteria; • Understand the nomination and selection process; • Know how to find further information, advice and guidance.
Keywords	Teaching; recognition; reward; excellence; award; development; career; prize
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5; V3, V4

What?	Introduction to the Collaborative Award for Teaching Excellence
When?	Tuesday 18 October 1400-1500
Where?	Online
Who is it for?	Teaching and learning support staff with good practice to share
Content	This session provides an overview of the Collaborative Awards for Teaching Excellence, which are awarded nationally for team excellence in teaching and supporting learning. It covers: • Why apply for a Collaborative Award for Teaching Excellence (CATE)? • What are the eligibility requirements and criteria? • How do I express interest in being nominated for CATE? • What is the selection process? • What support is available for CATE candidates?
Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will: • Understand the opportunities for reward and recognition offered by the Collaborative Awards for Teaching Excellence; • Be familiar with the eligibility and assessment criteria; • Understand the nomination and selection process; • Know how to find further information, advice and guidance.
Keywords	Teaching; recognition; reward; excellence; award; development; career; prize; team
Links to St Mary's strategy	Vision 2030: 2.1 developing, growing and nurturing our talent Learning and Teaching Strategy: 2.3 empowering our people
Links to UKPSF	A5; V3, V4

Personal Tutoring

Information about the St Mary's personal tutoring policy can be found on the CTESS website at https://www.stmarys.ac.uk/ctess/Learning-and-Teaching/Personal-Tutoring/overview.aspx. Please note this policy at St Mary's is under review and a revised policy will be implemented from 2023/24; see below for details of how to find out more and get involved.

A short **training session for new personal tutors** is embedded in the **Academic Staff Induction** events run termly by CTESS. If you would like to arrange 'refresher' training for personal tutors, please contact adf@stmarys.ac.uk. Updated training will be made available to all staff in 2023/24 to support implementation of the revised policy (see above).

Being a personal tutor is immensely rewarding, but also sometimes challenging and lonely. The new **Personal tutors' forum** will provide a space for colleagues to discuss in confidence any difficulties and solutions they have encountered, and to share good practices and successes. Personal tutor forum meetings will be held every two months during term-time. They will normally run for 2hrs, but colleagues are welcome to dip in/out as needed.

During semester 1 of 2022/23 we will additionally be offering a **'Personal tutoring roadshow'** to all academic departments and relevant central services. This will be an opportunity to discuss strengths and challenges of our current personal tutoring practices, and contribute to our revised personal tutoring policy (see above). If desired the roadshow session can also include 'refresher training' for personal tutors (see above). These sessions will normally be a short slot embedded in a regular team meeting; contact adf@stmarys.ac.uk to arrange a time for us to visit your department/service.

What?	Personal tutors' forum
When?	Every two months during term time: • Monday 24 October 1400-1600 • Tuesday 13 December 1000-1200 • Wednesday 15 February 1000-1200 • Thursday 20 April 1400-1600 • Friday 12 June 1000-1200
Where?	Hyflex TBC
Who is it for?	Staff with personal tutoring responsibilities
Content	The personal tutors' forum is a space for colleagues to share good practices and successes, and to discuss in confidence any difficulties and solutions. The format is flexible to personal tutors' interests and needs, but will normally include: • A shot of inspiration: a short talk from an experienced tutor • Peer support and networking: at least half of the scheduled time in each meeting will be dedicated to open discussion, supporting and learning from each other • Policy corner: an update on St Mary's personal tutoring policy review and opportunity to shape its development
Activity type	A discussion forum – staff attend as much or as little of the session/series as they wish, and bring along the topic(s) they wish to discuss
Intended learning outcomes	Directed by the participants, with an overarching aim of supporting colleagues to enhance personal tutoring
Keywords	Tutoring; advising
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning Learning and Teaching Strategy: 2.1 exceptional learning support
Links to UKPSF	A2, A4; V1, V2, V3, V4

What?	Personal tutoring roadshow
When?	By arrangement, contact adf@stmarys.ac.uk
	Roadshow sessions are normally embedded in Department / Institute / Faculty meetings; duration is responsive to topics for inclusion agenda space available.
Where?	By arrangement
Who is it for?	Staff with personal tutoring responsibilities
Content	Roadshow sessions are tailored to the interests of departments, but will normally cover one or both of the following:

	• Reshaping St Mary's personal tutoring policy – reviewing current practices and identifying areas for enhancement
	• 'Refresher training' for personal tutors
	    o The role of the personal tutor and its boundaries
	    o Practical advice for building good personal tutoring relationships
	    o Guide to additional sources of support

Activity type	Briefing followed by Q&A
Intended learning outcomes	By the end of this session you will:
	• Contribute to the development of St Mary's revised personal tutoring policy • Refresh your knowledge of current policy and procedure • Take away a few practical suggestions for structuring your tutor conversations • Know where to find additional guidance and support
Keywords	Tutoring; advising
Links to St Mary's strategy	Vision 2030: 1.1 student centred learning
	Learning and Teaching Strategy: 2.1 exceptional learning support
Links to UKPSF	A2, A4; V1, V2, V3, V4