

Scholarly Teaching Development Policy 2025-27

LCCA Governance

Section 1: Introduction	2
1.1 Policy Statement	2
1.2 Scope	2
1.3 Strategic Alignment	2
1.4 Regulatory Framework	2
1.5 Equality and Inclusion	3
1.6 Definitions and Key Terms	3
Section 2: Professional Development Pathways	5
2.1 Postgraduate Certificate in Learning and Teaching (PGCert)	5
Eligibility Criteria	5
Application Process	5
Support Framework	5
Financial Arrangements	6
2.2 Advance HE Fellowship Recognition Scheme	6
Eligibility Criteria	6
Fellowship Categories	6
Support Framework	7
Financial Arrangements	7
Section 3: Scholarship of Learning and Teaching	7
3.1 Defining Scholarship Activities	7
3.2 Integration with Performance Management	7
Section 4: Quality Assurance and Monitoring	8
4.1 Success Indicators	8
4.2 Review and Evaluation	8
Section 5: Implementation and Governance	8
5.1 Responsibilities	8
5.2 Related Information and Policies	8

Section 1: Introduction

1.1 Policy Statement

This policy establishes LCCA's commitment to enhancing teaching quality and professional practice through structured developmental pathways aligned with the UK Professional Standards Framework.

1.2 Scope

This policy applies to all academic and teaching-focused professional services staff at LCCA who meet the specified eligibility criteria.

1.3 Strategic Alignment

These initiatives support LCCA's commitment to:

- Excellence in learning and teaching
- Staff professional development and career progression
- Sector-leading pedagogical practice
- Enhanced student outcomes through improved teaching quality

1.4 Regulatory Framework

This policy supports compliance with key regulatory requirements:

Office for Students (OfS): England's independent higher education regulator, whose Regulatory Framework for Higher Education in England establishes conditions for registration including:

- Condition B1: Academic experience - ensuring high quality academic experience through up to date, challenging, well-delivered courses
- Condition B2: Resources, support and student engagement - ensuring students receive resources and support for success

QAA Quality Code for Higher Education: The UK's quality assurance framework, providing 12 Sector-Agreed Principles for maintaining academic standards and enhancing quality across the tertiary sector.

UK Professional Standards Framework (UKPSF): Advance HE's globally recognised framework for benchmarking success in higher education teaching and learning, underpinning Fellowship recognition.

1.5 Equality and Inclusion

This policy supports LCCA's commitment to equality, diversity, and inclusion. All development opportunities are accessible to eligible staff regardless of protected characteristics, with reasonable adjustments available to ensure equitable access to professional development pathways.

1.6 Definitions and Key Terms

Academic Board: The College's senior academic committee responsible for academic policy approval and oversight of academic standards.

Academic Development Panel: The review body comprising Learning & Teaching Team and Senior Management representatives responsible for evaluating PGCert and Fellowship applications.

Advance HE Fellowship: Professional recognition scheme aligned with the Professional Standards Framework 2023 (PSF 2023), available at four levels: Associate Fellowship (AFHEA), Fellowship (FHEA), Senior Fellowship (SFHEA), and Principal Fellowship (PFHEA).

Call-back agreement: Contractual commitment requiring fee repayment if employment terminates within specified timeframes following programme completion or Fellowship award.

Fellowship Category Tool: Assessment instrument used to determine appropriate Fellowship application level based on individual teaching responsibilities and experience.

Fractional Part-time Contract: Permanent employment arrangement for staff working reduced hours on a pro-rata basis, eligible for development opportunities proportional to their contracted hours.

Probationary Period: The initial employment phase during which new staff performance and suitability are assessed, successful completion of which is required for development programme eligibility.

Programme Requirements: The specific academic and professional standards set by UCA for successful PGCert completion, with which internal mentoring and support are aligned.

Protected study time: Designated work time allocated for programme participation, application development, or related scholarly activities, proportional to contract hours.

PSF 2023 Dimensions: The fifteen professional practice elements comprising five Areas of Activity, five Core Knowledge areas, and five Professional Values that underpin Fellowship applications.

Scholarship of Learning and Teaching: Evidence-based practices that enhance classroom effectiveness and improve student learning outcomes through pedagogical innovation and reflective practice.

UCA (University for the Creative Arts): LCCA's degree-awarding partner institution providing the PGCert programme and maintaining academic standards for the qualification.

UK Professional Standards Framework (UKPSF): Now known as the Professional Standards Framework 2023 (PSF 2023), this is the national framework describing the dimensions of effective teaching and learning support in higher education, managed by Advance HE.

Section 2: Professional Development Pathways

2.1 Postgraduate Certificate in Learning and Teaching (PGCert)

Programme Partnership: University for the Creative Arts (UCA)

Annual Allocation: 15 funded places

Programme Duration: Part-time delivery from September to July (or as outlined by UCA)

Eligibility Criteria

- Successful completion of probationary period
- Permanent employment contract (full-time or fractional part-time)
- Not subject to formal performance improvement plan or disciplinary procedures, with consideration of performance records on a case-by-case basis
- Line manager approval for study time allocation (indicative allocation: [162] hours over [10]-month period)
- Independent study (circa 398 hours over the course)
- Minimum 40 hours of teaching or learning support experience in higher/further education
- Prior teaching qualification (PTLLS, City & Guilds 730) OR relevant undergraduate degree
- Signed commitment agreement including call-back provision

Application Process

- Online application submission with supporting documentation
- Automated line manager approval workflow
- Review by Academic Development Panel (Learning & Teaching Team and Senior Management representatives)
- Written notification of outcome prior to programme commencement
- Application Deadline: 1 September annually

Support Framework

- Structured internal mentoring and support aligned with UCA programme requirements
- Protected study time allocation (proportional to contract hours)
- Access to internal teaching observation and feedback opportunities
- Integration with annual performance review process

Financial Arrangements

- Full programme fee funding for successful applicants
- Call-back agreement requirement of fees if employment terminates within 24 months of programme completion or Call-back agreement terms to be determined in consultation with Finance and HR Teams
- Proportional fee recovery for voluntary resignation during programme

2.2 Advance HE Fellowship Recognition Scheme

LCCA institutional membership providing 50% fee reduction plus additional 5% institutional discount

Eligibility Criteria

- Successful completion of probationary period
- Permanent employment contract (full-time or fractional part-time)
- Not subject to formal performance improvement plan or disciplinary procedures, with consideration of performance records on a case-by-case basis
- Current teaching or student-facing role
- Line manager approval for study time allocation (indicative allocation: [cc 10] hours over [9]-month period)
- Completion of Fellowship Category Assessment Tool
- Signed commitment agreement including call-back provision

Fellowship Categories

- Associate Fellowship (AFHEA): Suitable for those whose higher education teaching and/or support of learning practice enables evidence of some PSF 2023 Dimensions, demonstrating effective and inclusive practice with learners.
- Fellowship (FHEA): Suitable for those whose teaching and/or supporting learning practice enables evidence of depth and breadth across all PSF 2023 Dimensions, demonstrating effective and inclusive practice with learners.
- Senior Fellowship (SFHEA): Suitable for those with a sustained record of leading or influencing higher education practice of colleagues or peers, using effective and inclusive practice across all PSF 2023 Dimensions as a basis to lead or influence others.
- Principal Fellowship (PFHEA): Suitable for highly experienced individuals with sustained effectiveness in strategic leadership of high-quality learning, showing extensive impact within or beyond their institution.

Support Framework

- Dedicated internal Fellowship mentor assignment
- Internal review panel providing formative feedback on draft applications
- Support for application writing and evidence compilation through workshops or alternative guidance
- Time allocation for application development and reflection, subject to operational requirements

Financial Arrangements

- Discounted application fees through institutional membership
- Call-back agreement for fee contribution if employment terminates within 12 months of Fellowship award
- Progression to higher Fellowship levels subject to line manager approval and institutional capacity
- New applicants prioritised over progression applications when capacity is limited

Section 3: Scholarship of Learning and Teaching

3.1 Defining Scholarship Activities

Scholarship activities encompass evidence-based practices that enhance classroom effectiveness and improve student learning outcomes, including:

- Pedagogical learning and innovation
- Conference presentations on teaching practice
- Contributing to professional publications on teaching practice
- External examiner appointments
- Curriculum development projects with measurable impact

3.2 Integration with Performance Management

- Fellowship achievement and scholarship activities integrated into annual performance reviews
- Recognition through internal teaching excellence schemes
- Career progression pathways clearly articulated for teaching-focused roles
- Contribution to institutional Key Performance Indicators

Section 4: Quality Assurance and Monitoring

4.1 Success Indicators

- Annual completion rates monitored and reported to Academic Board
- Fellowship achievement tracked against sector benchmarks
- Impact on student satisfaction and academic outcomes evaluated
- Staff retention and career progression metrics for programme participants

4.2 Review and Evaluation

- Annual policy review incorporating participant feedback and sector developments
- External benchmarking against comparable institutions
- Integration with institutional Teaching Excellence Framework (TEF) submissions

Section 5: Implementation and Governance

5.1 Responsibilities

Learning & Teaching Team: Programme coordination, mentor training, application support, application processing

Line Managers: Staff identification, time allocation approval, performance integration

Senior and Executive Management: Strategic oversight, resource allocation, policy compliance

Quality Assurance Team: Record maintenance, compliance monitoring

5.2 Related Information and Policies

[To follow]

Key Information	
Version	1.0
Approved By	Academic Board
Author(s)	Associate Dean Learning & Teaching; QA Manager
Owner	Learning and Teaching Team; Quality Assurance
Date Approved	24 Sep 2025
Effective Date	01 Oct 2025
Review Date	May/Jun 2027
Readership	All

Version Control			
Version	Author	Date	Summary of Changes
Draft V 0.1	Associate Dean L&T	01-07-2025	First draft
Draft V 0.2	QA Manager	17-07-2025	Document formatting and suggested enhancements
Version 1.0	QA Manager	30-09-2025	Formatting document for publishing