

Routes to Advance HE recognition

I am looking to gain Advance HE recognition for my practice, what are my options?

If you are teaching and supporting learning on Lancaster University validated provision, at Lancaster University and its International Teaching Partners there are 3 routes to gaining Advance HE recognition, through ATLAS (Advancing Teaching: Lancaster Accreditation Scheme), by undertaking the PGCEP (PG Certificate of Educational Practice) or the ATP (Associate Teacher Programme).

This table will help you decide which route you may wish to follow to Advance HE recognition as Fellow. Please complete the [Advance HE Fellowship category tool](#) first to assist you in selecting the category of fellowship that is the closest match to your current practice. Please note that the results from the category tool are only an approximate indication of the category you are eligible to apply for. You may need to discuss the results with a colleague in CEDA.

The term 'educational practice' is used in this document to mean higher education teaching and supporting learning. All experience must be in higher education (at Lancaster or elsewhere) and recent.

Selecting an appropriate route	ATP (Associate Teacher Programme)	PGCEP (PG Certificate in Educational Practice)	ATLAS (Advancing Teaching: Lancaster Accreditation Scheme)
What recognition will I get?	Successfully completing the ATP results in Advance HE recognition as Associate Fellow.	Successfully completing the PGCEP results in Advance HE recognition as Fellow.	You can apply for Advance HE recognition as Associate Fellow (D1), Fellow (D2) or Senior Fellow (D3), depending on your experience.
What else do I get?	This is a non-credit bearing pathway which only leads to recognition.	This is a credit bearing (60 M level credits) pathway and so leads to a PG Certificate teaching qualification as well as recognition.	This is a non-credit bearing pathway which only leads to recognition.
How much student education practice experience do you have?	You are new to teaching in higher education and are involved in a limited range of teaching and looking to develop your practice.	You are relatively new to teaching in higher education or have been involved in a limited range of teaching and looking to develop your practice.	The amount of experience you have will determine which category of recognition you can apply for. D1: you have a minimum of 18 months and are involved in a limited range of teaching. D2: You have a minimum of three academic years' teaching practice and are in a substantial teaching role which covers a broad range of teaching. D3: You have 3-5 years of leading or influencing those who teach and/or support learning.

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What is your motivation for gaining Advance HE recognition?	You are new to teaching in higher education and looking to develop your practice by undertaking learning to support this.	You are new to teaching in higher education and looking to develop your practice by undertaking learning to support this.	You are looking to gain recognition of your previous educational practice whether directly supporting learners, or influencing the educational practice of others
What are your timescales for gaining Advance HE recognition?	You will undertake structured individual and collaborative learning activities over a period of 5 months from starting the programme, supported asynchronously and synchronously, with assessments leading to achieving recognition in a guided way.	You would like an extended time (2 years) to develop your practice. You will undertake structured online learning, both delivered asynchronously and synchronously, and assessments leading to achieving recognition in a guided way.	You would like to gain recognition in your own timescale usually within 6 months. This involves completing an application based on your recent prior experience at your own pace.
How would you like to learn and develop your practice?	You want to be part of a taught cohort, learning through your developing scholarship and with and from a wider cohort of colleagues across the university and the international teaching partnerships.	You want to be part of a taught cohort, learning through your developing scholarship and with and from a wider cohort of colleagues across the university and the international teaching partnerships.	You want to take time to reflect on your prior experience, developing your practice based on these reflections.
How will it develop my educational practice?	You will develop your practice through engaging with the learning and applying this to your own practice. This will be reinforced by your developing scholarship by engaging with literature that underpins your practice.	You will develop your practice through engaging with the learning and applying this to your own practice. This will be reinforced by your developing scholarship by engaging with literature that underpins your practice.	You reflect on the educational practice you have already undertaken, therefore the development you will undertake is based on these reflections. You may also undertake associated professional development as you navigate your way to a successful outcome.
What experience do I need to have?	It is expected you will have no or very limited past experience. During the ATP you will build a sufficient evidence-base to be able to gain recognition.	It is expected you will have limited past experience. During the PGCEP you will build sufficient experience to be able to gain recognition.	You will be applying based on reflections your recent higher education practice so need sufficient experience for the category of fellowship you are applying for. See above for more details.

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Do I need to be teaching to undertake the programme?	Yes. A key element of the learning is reflecting on your current teaching and applying the learning to your own teaching and learning support practice. The expected minimum is 10 hours teaching and/or supporting student learning activities in HE during your time on the programme. This could be in seminars, lab/workshop support, online teaching and individual supervision activities.	Yes. A key element of the learning is reflecting on your current teaching and applying the learning to your own practice. The expected minimum is 120 hours teaching and teaching-related activities over the academic year. This covers the full range of activities, including designing and delivering teaching/learning support, assessing and providing feedback and personal tutor/supervision activities.	Whilst it is expected you are in a role that involves teaching, you will be drawing on experience and professional learning from recent practice. Therefore, you need to have sufficient prior experience.
How long does it take?	5 months	2 years The programme comprises three 20 M level credit modules and an overarching qualificatory module to be studied part time over 2 years months.	Around 6 months This is dependent on your workload and time you can focus on making an application.
What commitment do I need to make?	The core attendance requirement of the programme comprises two core workshops and three collaborative workshops and your choice of attendance mode (online or in person). A total of 15 hours attendance. The majority of learning is via a series of teaching related tasks and activities supported by a departmental mentor. You need to identify who this will be in consultation with your department. It is suggested you assign at least 1-2 hours per week to the learning during the programme.	The expected learning hours spent per 20 credit module is 200. Many of these hours are undertaken in the work-place, with application of the learning to your practice and reflection on your developing practice. Each module runs over 10 weeks, with additional weeks to complete the assessment. The majority of learning is via asynchronous online learning, supplemented with synchronous workshops. It is suggested you assign at least half a day a week to the learning during the programme.	You are required to attend an orientation workshop. Other aspects of the programme are optional, designed to provide you with the flexibility to plot your own patterns of ATLAS related support and associated professional development as you navigate your way to a successful outcome.

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<p>What do I need to prepare/what is the assessment?</p>	<p>Submission elements are:</p> <ol style="list-style-type: none"> 1. A 300 word context statement: to provide the context of your prior teaching experiences and current teaching situation 2. Authentication of practice by <i>either</i>: <ul style="list-style-type: none"> • An observation of your professional practice <li style="text-align: center;"><i>or</i> • A departmental Supporting Statement 3. A Development Index 4. Reflective Account of Practice against the PSF2023 Descriptor 1 (max 1400 words, excluding citations) 5. A teaching philosophy statement in your choice of format <ol style="list-style-type: none"> a) A written submission of max 300 words b) A recorded presentation (voice over slides, piece to camera), max 3 minutes c) A recorded conversation with your mentor about your teaching philosophy max 5 minutes <p>Another format that meets the criteria, agreed in advance with the Programme lead</p>	<p>Undertake three 20 M level credit modules and one overarching qualificatory module, to be studied part time over 2 years. Each of the 20 credit modules requires a summative assessment of a 2000-2500 written piece or 15-20 minute equivalent oral piece. The qualificatory module requires 3 written reflective formative assessments of 500-750 words to be submitted alongside the summative assessment for the other 3 modules. It also requires a final summative piece, 1200-1500 written piece or 9-12 minutes equivalent oral piece, which draws together the learning across the programme. You also need to submit a supporting statement from your mentor which will be developed in conversation with you about the final summative assessment.</p>	<p>All submissions include:</p> <ul style="list-style-type: none"> • a Development Index with evidence from your practice to substantiate your claim for fellowship; • a Reflective Account of Practice; • Two supporting statements from colleagues who are familiar with your teaching practice. <p>The amount of evidence and length of submission varies depending on the category of fellowship you are applying for. For D2 and D3 you have a choice of whether your submission is solely written, or a combination of written, presentation and dialogue.</p>

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What support will I get to complete the programme?	<p>This is a taught pathway with directed learning to undertake throughout the duration of the programme. Moodle will be used to guide this learning. You will work collaboratively in workshops with peers from other departments on teaching matters to share and explore ideas for your practice. You need to identify a departmental teaching mentor to help you apply the learning to your own context.</p>	<p>This is a taught pathway with directed learning to undertake throughout the duration of the programme. Moodle will be used to guide this learning. You will work in a learning set throughout the programme, drawn from colleagues across Lancaster University and the International Teaching Partners. These peers are hugely supportive and illuminating to work on teaching matters with colleagues from other departments and subject areas who are experiencing issues in both very similar and also very different ways. You need to identify a teaching mentor to help you apply the learning to your own context.</p>	<p>This is a semi-structured pathway which offers a framework of guidance and recommended professional development activities that support individuals. You will attend an orientation workshop to consider aspects of your practice that you may wish to reflect on through your engagement in ongoing professional development. You can select from a range of ATLAS specific, writing and reflection, and PSF 2023 related touch points and development activities to support your progress. You are also expected to identify a teaching mentor to offer support.</p>
I am a PGR (postgraduate researcher), can I undertake this?	<p>Yes, this programme is designed to be appropriate for Postgraduate students and research staff who are also undertaking a teaching role.</p> <ul style="list-style-type: none"> • It is also designed to support recognition of other staff whose main role involves supporting students' learning e.g. using information technology, in the laboratory, with flexible learning systems, in the studio • Library, Careers and advisory staff • Hourly paid lecturers or seminar leaders with prescribed duties <p>Some part-time staff who teach.</p>	<p>No, the PGCEP is not designed for PGRs.</p> <p>The Introduction to Teaching at Lancaster (ITL) and Associate Teacher Programme (ATP) are available if you are looking for opportunities to learn with and from others. ATP leads to Advance HE recognition as Associate Fellow.</p>	<p>Yes. Please complete the Advance HE Fellowship tool, available for the Advance HE website to help decide the relevant category of fellowship you may be eligible to apply for. Please note that the results from the category tool are only an approximate indication of the category you are eligible to apply for.</p>

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Do I have to pay?	There is no charge for those teaching and supporting learning on Lancaster University validated provision, at Lancaster University and its International Teaching Partners.	There are no direct fees for undertaking the PGCEP programme for staff teaching and supporting learning on Lancaster University validated provision, at Lancaster University and its International Teaching Partners. An additional fee would be required for non-Lancaster employees to obtain Advance HE recognition as Fellow upon completion of PGCEP.	There is no charge for those teaching and supporting learning on Lancaster University validated provision, at Lancaster University and its International Teaching Partners.