

--	--	--	--



# ATLAANZ Professional Accreditation Award Scheme

## Guide for Applicants

This guide outlines the process for applicants seeking professional recognition in the form of one of the Association’s two awards: (early career) **Accredited Learning Advisor [ALA]** or (more experienced) **Accredited Advanced Learning Advisor [AALA]**.

### Table of Contents

Aim .....	2
<b>Accreditation levels</b> .....	<b>2</b>
Accredited Learning Advisor (ALA).....	2
Accredited Advanced Learning Advisor (AALA).....	2
<b>Application Portfolio</b> .....	<b>3</b>
Accredited Learning Advisor (ALA) application requirements:.....	3
Accredited Advanced Learning Advisor (AALA) application requirements:.....	3
<b>ATLAANZ Principles &amp; Values</b> .....	<b>4</b>
<b>Criteria at Each Level</b> .....	<b>4</b>
<b>Supporting Evidence</b> .....	<b>5</b>
Representative Sample Portfolio .....	6
<b>Submission of your application</b> .....	<b>7</b>
Application steps: .....	7
Recommended expectations: .....	7
Accreditation panel & decision making process .....	7

--	--	--	--

## Aim

The Professional Accreditation Award scheme is intended to showcase the breadth and depth of members' contributions to learner success by formally acknowledging good practice. Its overarching aim is to provide positive career pathways for ATLAANZ members, in line with the Association's values:

- Key relationships / collaboration with colleagues/mentoring
- Practice to foster learning that embraces equity, diversity and inclusion
- Te Tiriti-based, culturally inclusive practice
- Values-based and/or evidence-based practice
- Ongoing professional learning

## Accreditation levels

The two levels of accreditation are intended to acknowledge the contributions (including relevant experience in prior roles) of early career and experienced learning advisors to diverse students' success.

### Accredited Learning Advisor (ALA)

= **proactively seeking to develop their own relevant knowledge, skills and relationships** through activities such as

- delivering learning and teaching activities and workshops
- building relationships with students and colleagues
- attending professional development sessions
- participation in mentee/mentor partnerships
- engagement with wider institutional community.

### Accredited Advanced Learning Advisor (AALA)

= **proactively developing relevant knowledge, skills and relationships for themselves and for others**, through activities such as

- design, delivery, and evaluation of learning & teaching activities, workshops and training programmes
- demonstrated impact on student retention & success
- relationship-building within - and beyond - immediate institutional context
- leading/organising professional development, mentoring & training programmes
- research into – and sharing of – good practice.

			2
--	--	--	---

--	--	--	--

## Application Portfolio

All who consider they meet the criteria outlined below are eligible to apply as follows:

- Financial ATLAANZ member in the current year
- Currently employed or self-employed as a learning advisor within the tertiary space
- Able to meet the minimum requirements of the level being applied for

We recommend you present your evidence in an online format, such as [Padlet](#), [Trello](#) or [Miro](#), and include the link with your application (*See example on p. 6*). Please discuss options for use of an alternative platform with the ATLAANZ Executive Accreditation Coordinator.

### Accredited Learning Advisor (ALA) application requirements:

- Online format, comprising three components:
  1. relevant documentary evidence for all five criteria, with in-depth evidence for at least three
  2. personal commentary [500 words max], clarifying and justifying impact of evidence on personal development and learner success
  3. ONE supporting statement [200 words max] from colleague

### Accredited Advanced Learning Advisor (AALA) application requirements:

- Online format, comprising three components:
  1. relevant in-depth documentary evidence for all five criteria
  2. personal commentary (750 words max) clarifying and justifying impact of supporting evidence on learner success and good practice
  3. TWO supporting statements [200 words max] from colleagues

It is strongly recommended that you provide a range of objective / empirical evidence that demonstrates your adherence to the values of ATLAANZ, role-specific competencies, professional commitment to the learning advisor role and positive student-centred learning & teaching outcomes,

*Within reason, you may use the same evidence in reference to more than one criterion.*

			3
--	--	--	---

--	--	--	--

## ATLAANZ Principles & Values

Learning advisors value:

- their partnership obligations under Te Tiriti o Waitangi and biculturalism in the Aotearoa New Zealand context
- the principles of equity, inclusivity and equal educational opportunities for all ākonga
- professional and ethical practice
- learning autonomy and lifelong learning
- a student-focused approach, which has regard for students’ diverse backgrounds, knowledge, skills and personal experiences of learning
- fairness, flexibility and open mindedness in their academic and collegial relationships.

## Criteria at Each Level

Early career (ALA) and more experienced (AALA) applicants are invited to demonstrate their respective levels of fulfilment of the following ATLAANZ Professional Practice document (2022) criteria, as outlined below:

<b><i>Key relationships / collaboration with colleagues / mentoring</i></b>
<ul style="list-style-type: none"> <li>● <b>ALA - <i>develops</i></b> relationships with colleagues, academic staff and/or other community stakeholders</li> <li>● <b>AALA - <i>initiates/leads/fosters</i></b> relationship-building opportunities among colleagues, academic staff and/or other community stakeholders</li> </ul>
<b><i>Practice to foster equity, diversity and inclusion</i></b>
<ul style="list-style-type: none"> <li>● <b>ALA - <i>implements/adopts</i></b> equitable &amp; inclusive strategies when working with mixed or targeted groups from diverse cultural backgrounds and learning needs, including Pacific, International, refugee-background, neurodiverse and/or students with disabilities.</li> <li>● <b>AALA - <i>design/ develop/promotes</i></b> equitable &amp; inclusive strategies and best practice to enhance diverse learner success</li> </ul>
<b><i>Te Tiriti-based, culturally inclusive practice</i></b>
<ul style="list-style-type: none"> <li>● <b>ALA - <i>engages with</i></b> Te Titiriti-based practices that enhance learning &amp; relationship-building</li> <li>● <b>AALA - <i>initiates/fosters/promotes</i></b> Te Tiriti-based practices that enhance learning &amp; build relationships</li> </ul>

--	--	--	--

### *Values-based and/or evidence-based practice*

- **ALA - demonstrates** core values (as described in ATLAANZ professional practice document) in everyday practice
- **AALA - fosters/promotes** good practice that consistently demonstrates core values (as described in ATLAANZ professional practice document), both within - and beyond - institutional setting

### *Ongoing professional learning*

- **ALA - demonstrates** awareness of needs and areas for growth and seeks opportunities for development
- **AALA - identifies/fosters/promotes** professional development opportunities for self - and for others

## Supporting Evidence

Supporting evidence must clearly align with each criterion<sup>1</sup> and be

- simple for the panel to access (check all links are accessible prior to submission),
- complete & comprehensive, demonstrating range & variety of activities
- easy for the panel to comprehend and/or supported by accompanying commentary
- appropriately cross-referenced with the application criteria
- clear in identifying applicant’s contribution (e.g. sole presenter, lead, or of a team delivering a project, etc)

*Depending on the level of award being applied for, evidence may relate to personal, team-based, organisational, national and/or international activities.*

### Potential forms of evidence

- Academic qualifications *and/or* evidence of ongoing study
- Institutional (*and/or* external) acknowledgement (e.g staff excellence awards, learning & teaching awards, recognition of organisational/community)

<sup>1</sup> Within reason, applicants may use the same evidence to support more than one criterion

--	--	--	--

## Potential forms of evidence

contributions, HEA fellowship, etc)

- Membership of committees, working parties, special interest groups
- Institutional publicity or promotional materials
- Contributions to ATLAANZ and/or wider community
  
- Learning & teaching resources: Ppts, lesson plans, worksheets, handouts, training manuals, posters, publicity, emails, screenshots, photos, videos
- Student *and/or* staff feedback
- Workshop evaluations
- Survey results
- (Anonymised) student records
- Case studies
- Formative notes detailing student achievement or pastoral care
  
- Participation in te reo Māori me ōna tikanga/application of Te Tiriti principles (mihimihi, karakia, talalo, bi-cultural signage, etc)
- Liaison with specific services (Enrolments, Outreach, Library, International, Disability, Orientation, Student Health, Counselling, Rainbow, Maori, Pasifika, ...)
  
- Mentor/mentee interactions *and/or* peer-observation notes
- Formal performance reviews
- Reflective journal entries
- Educational Performance Indicators (EPI) results
  
- Professional integrity in practice
- Academic integrity initiatives & practice
- PD workshops - attendance at *and/or* design & delivery of
- Conference/hui attendance *and/or* presentations
- Research reports *and/or* (peer-reviewed) publications

--	--	--	--

## Sample Portfolio Example

**DRAFT Professional Accreditation portfolio**  
Supporting Evidence for Master LA application

**Relationship-Building**

- Represent Student Learning at Faculty Learning & Teaching committee meetings
- Engage with colleagues from UoA, Te Purengi and VUW to foster best practice

**Equity, Diversity & Inclusion**

- Coordinate Peer Adviser Programme (postgraduate students fostering undergraduate learning)
- Foster good supervisory practice

**Te Tiriti-based practice**

- Facilitate student leader personal development
- Supporting statement #1 (Colleague's name, ...)

**Values-based practice**

- Design & deliver Peer-Assisted Study Support Programme

**Ongoing Learning**

- Undertake training modules on supporting students with disabilities
- Completed Te Arawai A (Higher Education Academy) Senior Fellow Award

--	--	--	--

## Submission of your application

Your application will be submitted online via the ATLAANZ website. Any queries can be forwarded to the ATLAANZ Accreditation Coordinator.

### Application steps:

1. Download a copy of the application form and associated guidelines
2. Read all documentation carefully
3. Gather evidence and obtain collegial supporting statement(s) as applicable
4. Complete the online promotion e-portfolio as indicated above
5. Submit your application online via ATLAANZ website

### Recommended expectations:

- Submission preparation time [2- 4 weeks in total]
- Word limits:
  - Supporting evidence [as applicable]
  - accompanying commentary: ALA - 500 words; AALA- 750 words
  - colleagues' supporting statements [one for ALA, two for AALA) - 200 words
- Anticipated approval turnaround [c. 6 weeks, with applications accepted in May and August each year]

## Accreditation panel & decision-making process

The accreditation **panel** will comprise at least three (3) ATLAANZ representatives:

- One Accredited Advanced Learning Advisor
- One representative from the ATLAANZ Executive Committee
- One Māori and/or one Pacific representative

The Accreditation panel will have a quorum of three members and convene twice a year (typically May and August). The panel will receive applications, moderate the process and make decisions accordingly.

			8
--	--	--	---



--	--	--	--

Decisions will be based on the documentary evidence, accompanying commentary and supporting statements from colleagues, provided in fulfilment of the ATLAANZ criteria (in line with the level of accreditation being sought).

			9
--	--	--	---

--	--	--	--

## Assessment Process

The criteria against which applications will be assessed are detailed in Accreditation Levels - Table of Criteria (Accredited and Advanced).

The Accreditation Panel members will conduct a review and provide feedback, recommending one of the following:

- accept
- accept with minor revision (*additional material requested*)
- major revision (*resubmission required*)

*Applications requiring 'minor' and 'major' revisions will be returned to the applicant, together with recommended resubmission time frame.*

The panel will inform successful applicants, publish results via ATLAANZ newsletter or other outlet, and send out award certificates by email.

Individual learning centres are encouraged to acknowledge colleagues by arranging presentation ceremonies, as appropriate.

We look forward to Award recipients' contributions to the wealth of professional expertise within the ATLAANZ community and beyond.