

Academic and Professional Pathway for Experience Staff (APP EXP)

Pathway Handbook

September 2022

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1. Welcome from the APP EXP team

Welcome to the Academic and Professional Pathway for Experience Staff (APP EXP)! APP EXP is a pathway, or structured process, which supports staff in developing their claim for HEA fellowship. HEA fellowships are a form of professional recognition of work in teaching and learning support in Higher Education which are accredited by Advance HE. APP EXP is not a course as such because there is not a programme to follow or specific content knowledge to learn. It is instead self-guided, where individuals can draw up on a suite of resources and activities designed to assist in their journey towards professional recognition.

APP EXP has been running since 2016 and since then nearly 200 people have gained recognition through the pathway. This revised and updated handbook has been written for the 2022 reaccreditation with Advance HE.

Whether you are beginning to find out about HEA fellowship or are seeking specific information to help finalise your APP EXP application we hope that the APP EXP Pathway Handbook will be useful to you. The handbook is intended to offer the main information you need to know but will also need to be used in conjunction with the [APP EXP Moodle course](#) (which is only available to those who have registered on the pathway).

We hope that the pathway will result in you recognising your own of your own achievements in relation to teaching and learning support, as well as being recognised by those you work with and more widely. Whilst an application for fellowship is based on individual practice and individual contributions to teamwork, the process for completing the application should not be a lonely endeavour. We encourage you to engage with the support and opportunities available on APP EXP which includes meetings with your mentor, networking opportunities, APP EXP networks, attending other APP EXP related events and engaging in conversations with others about their fellowship journey.

The process for applying for HEA fellowship can at times seem challenging to navigate. Please feel free to get in touch with us by email appexp@warwick.ac.uk if you have any questions.

Core APP EXP Team

Dr Letizia Gramaglia PFHEA (Head of Department, Academic Development Centre)

Dr John Kirkman SFHEA (APP EXP lead, Academic Development Centre)

Chloe Duane (APP EXP Administrator, Academic Development Centre)

2. Academic and Professional Pathway for Experienced Staff (APP EXP): D1-4

New and existing members of staff able to evidence teaching experience and/or the supporting of learning in Higher Education can gain recognition for their expertise through the Academic and Professional Pathway for Experienced Staff - APP EXP. This pathway supports experienced staff in their engagement with the PSF and helps them to evidence their engagement through one of two possible routes: the Written Route or the Dialogic Route. It leads to Fellowship of the Higher Education Academy (D1-4).

The Academic Development Centre (ADC) also offers three other routes to Fellowship:

Postgraduate Award in Technology Enhance Learning (PGA TEL) supports staff to consider how they might use technology effectively to enhance teaching and learning. It leads to a post-graduate award.

Academic and Professional Pathway: Postgraduate Researchers (APP PGR) is for postgraduate researchers and encompasses the first steps into teacher training, supporting then to become an Associate Fellow of the HEA and gives the opportunity to expand their teaching skills.

Academic and Professional Pathway: Teaching Excellence (APP TE) is for staff who are required to gain a higher education teaching qualification in order to meet the conditions of their probation.

3. The UKPSF

The UK Professional Standards Framework (UKPSF, referred to as PSF in this document) is a nationally recognised framework for benchmarking success within Higher Education teaching and learning. It is comprised of two parts:

- a) Dimensions of the Framework (sometimes called Dimensions of Practice):
 - Areas of Activity undertaken by teachers and support staff;
 - Core Knowledge needed to carry out those activities at the appropriate level;
 - Professional Values that individuals performing these activities should exemplify.
- b) Descriptors (D1-D4) - there are four descriptors that outline the categories of teaching and learning support in relation to the Dimensions of the Framework:
 - D1: Associate Fellow
 - D2: Fellow
 - D3: Senior Fellow
 - D4: Principal Fellow

The Dimensions of the Framework are used in different ways in each of the Descriptors and are detailed in Figure 1 below.

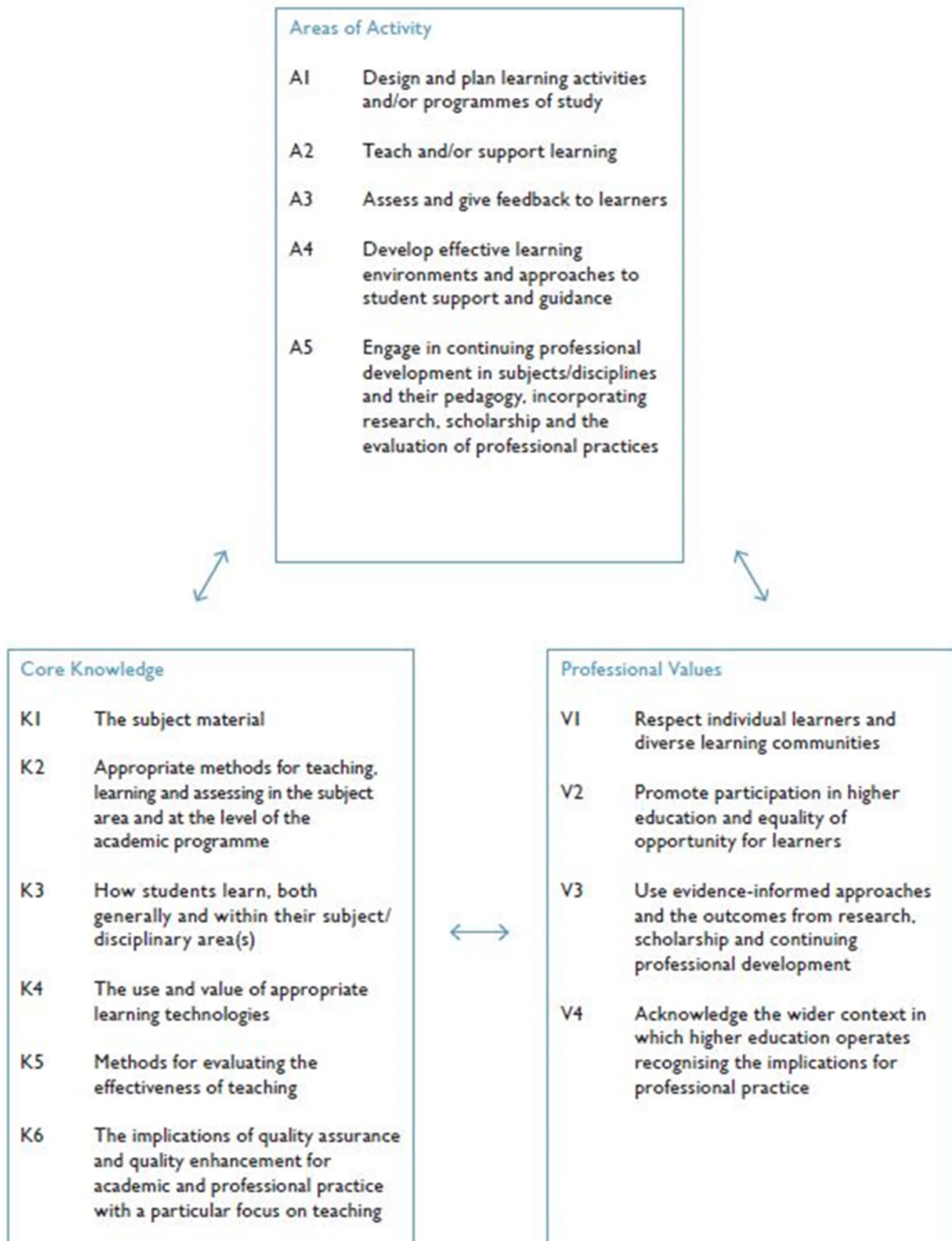


Figure 1: The Dimensions of the Framework

4. Categories of Fellowship

Table 1 below details the evidence that is expected for each category of fellowship. The assessment criteria for each category and some examples of typical individual role / career stage can be found in [Appendix I](#). This information can help inform the decision about which category is most appropriate for participants. Participants can apply for the category of fellowship that is most appropriate for them so it is not necessary to apply for D1 before D2, for example.

Suggestions for participants to identify the most appropriate category for them are included below. It is suggested that participants use a combination of these options in order to help them make an informed decision.

- Working through the Advance HE Fellowship Category Tool (<https://www.advance-he.ac.uk/form/fellowship-decision-tool>);
- Informal conversations with pathway lead or other colleagues knowledgeable about the PSF;
- Completing the self-evaluation grid (or record of educational impact for D4), which is embedded in the relevant application form (see Section 6 for more details);
- Mentoring conversation with APP EXP mentor about specific examples and experience gained from practice.

Category of Fellowship	Expected evidence
Descriptor 1 (D1) - AFHEA	Some teaching and/or learning support responsibilities, typically undertaken with the assistance of more experienced teachers or mentors.
Descriptor 2 (D2) - FHEA	Evidence of broad based effectiveness in more substantive teaching and supporting learning role(s).
Descriptor 3 (D3) - SFHEA	Sustained record of effectiveness in relation to teaching and learning, incorporating for example co-ordination, support, supervision, management and/ or mentoring of others.
Descriptor 4 (D4) - PFHEA	Sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings.

Table 1: Evidence expected for different categories of Fellowship

5. Details of the Pathway

An overview of the pathway process from the perspective of participants can be seen in the Figure 1 below:

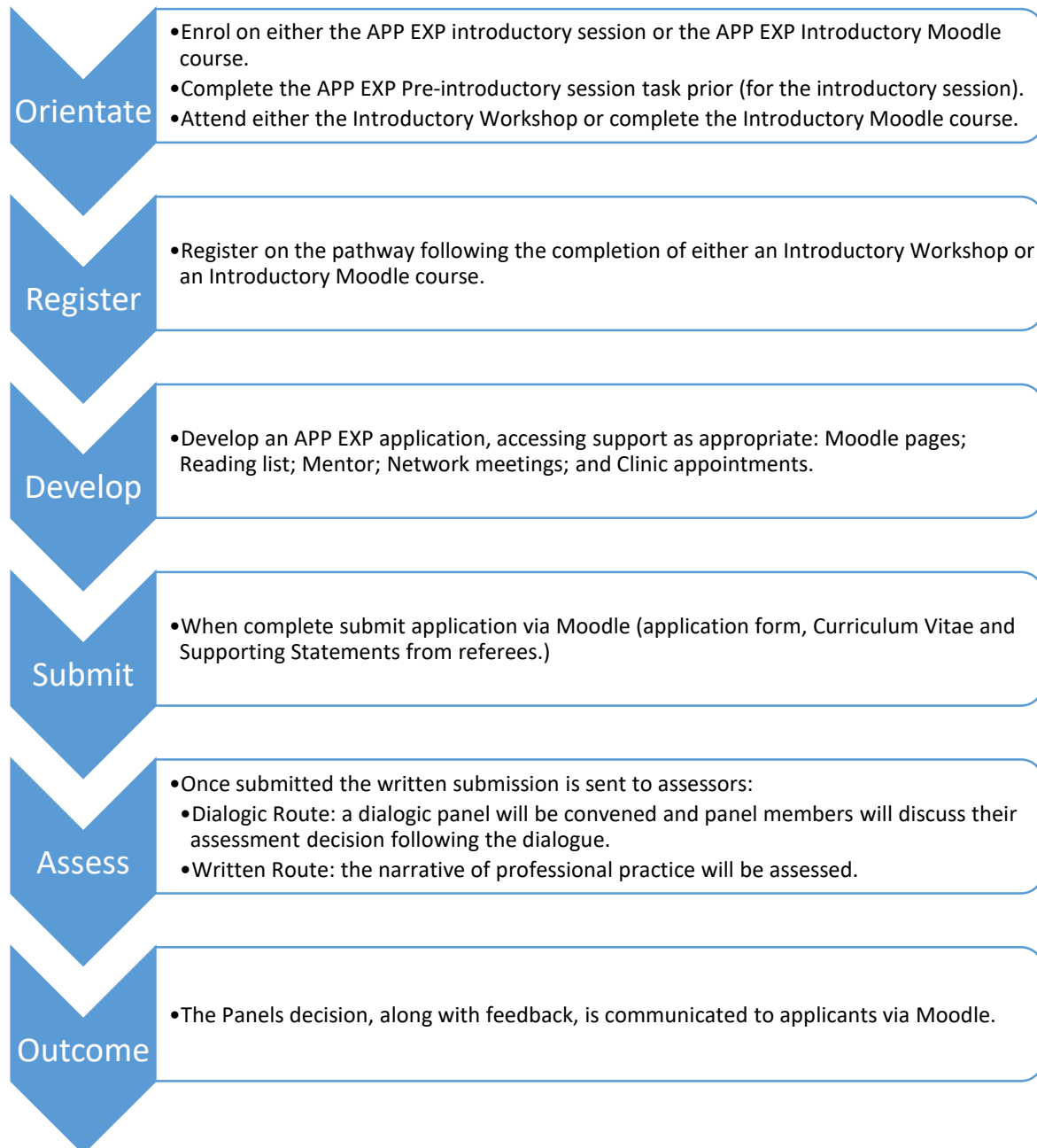


Figure 1: Details of the APP EXP pathway

Orientate

Prior to registering on the pathway opportunities are provided to help understand the PSF, the Descriptors and what will be involved when following the pathway. Experienced staff interested in applying for D1-D3 through APP EXP will have the opportunity to select from a synchronous online or in-person introductory session led by a member of ADC. Prior to attending the introductory session

participants will be asked to complete a task where they consider experience in teaching and learning support. An alternative is to complete an asynchronous course delivered through the University of Warwick Virtual Learning Environment, Moodle.

The synchronous or in-person sessions will take place every 4-6 weeks, in some circumstances, sessions will be run for an individual department allowing them to be tailored to particular groups of staff. Staff can self-enrol on the introductory Moodle course at any time.

The introductions (both workshop and online course) include these elements:

- A broad introduction to Advance HE and the PSF;
- An exploration of reasons why staff apply for professional recognition with Advance HE;
- An opportunity to consider personal example from practice and begin to map to the PSF;
- An explanation of the different categories of fellowship and the two routes: Dialogic and Written;
- Guidance on how to identify which category of fellowship is most appropriate;
- An introduction to APP EXP application processes and the support available.

Colleagues interested in applying for D4 will be invited to attend an individual or small group meeting tailored to address individual needs, thus recognising the significant differences between D1-3 and D4.

Occasionally a colleague may be exempt from completing an APP EXP introduction if they have significant experience of the PSF and knowledge of APP EXP, and so are able to demonstrate they have already met the intended learning outcomes as outlined above.

Register

Registration involves participants completing an online form giving details of any current HEA fellowship, a tentative indication of which category of Fellowship the participant expects to apply for and details of their APP EXP mentor (if available). At registration, participants are sent full details of the pathway and given access to the APP EXP Moodle course.

Develop

After registration participants will develop their application, drawing upon the available support as appropriate. Participants are encouraged to follow the developmental process that has begun at the APP EXP introduction.

Submit

The completed application will include four elements: the application form; a curriculum vitae and two separate supporting statements from referees (D4 applications including five elements: the application form, a curriculum vitae and three supporting statements). All elements are submitted via Moodle. Participants are required to read the APP EXP submission statement which states the requirement that the application is the work of the participant only and that written submissions will be processed through plagiarism detection software. By submitting participants agree to the statement.

Assess

Once ADC receive an application a panel of assessors are appointed to assess the application. The submitted application will then be sent to assessors. The process is different for the dialogic and written routes:

Dialogic route: The applicant is contacted for availability for a dialogic panel and a panel is convened. Assessors receive the written submission in advance of the dialogue date. The duration of the panel will depend up on the category of fellowship. More details are available in section 11.1.

Written route: The written submission is sent to assessors for review.

More details of the assessment process can be found in sections 11 and 12.

Outcome

Participants will receive the outcome of their claim and associated feedback via Moodle. There are three possible outcomes:

Accept: All requirements have been met for the application category.

Conditional accept: The majority of the requirements for the application category have been met. Participants are invited to submit a short additional piece of writing to address the outstanding requirements. The length will depend up on the category of Fellowship. More details can be found in section 14.7.

Refer: The criteria for the application category have not been addressed. A resubmission will be required. More details can be found section 14.7.

It is not possible for a different category to be awarded if the category requirements are not met, for example, awarding D1 if a D2 application is not successful.

6. Suggested process for developing an application

Participants on the pathway to D1-D3 are encouraged to follow a process to develop their application. This six-stage process is built into pre-introduction tasks, introductory session or Moodle introductory course, application forms and other resources. Figure 2 shows this process in a flow diagram. It begins with applicants identifying examples from their practice and includes self-auditing evidence that has been gathered against the assessment criteria. This process, and the self-evaluation grid, are intended to help participants prepare for their summative assessment.

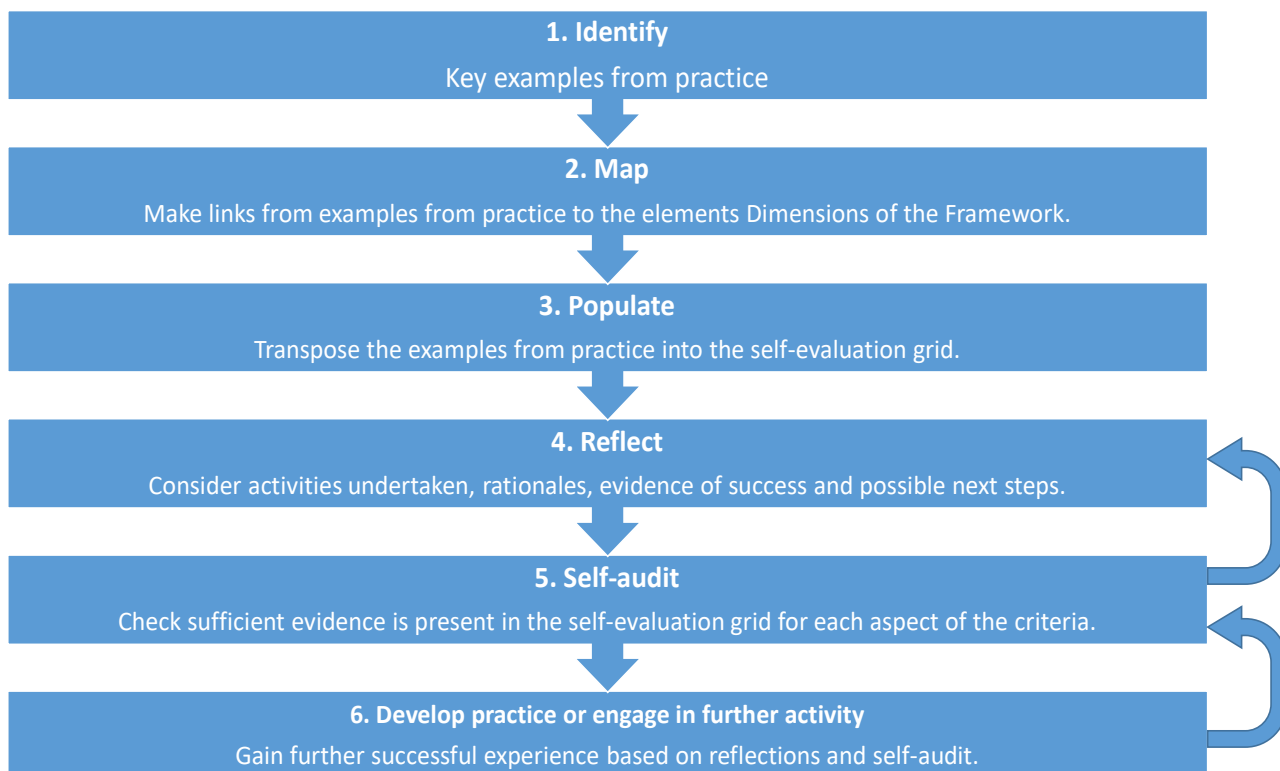


Figure 2: Suggested process for developing an APP EXP application.

Participants are encouraged to reflect up on their own teaching, peer observations or peer dialogues, pedagogic project findings, evaluations from students or other staff, learning from scholarly papers, workshops and other activities with a focus on teaching and learning.

7. Self-evaluation grids (D1-D3) and the Record of educational impact (D4)

The self-evaluation grid is embedded into the APP EXP application forms for D1-D3. It includes spaces for D1-D3 applicants to summarise the main evidence they wish to present for each of the criteria. The grid is different for each of the three categories of Fellowship due of the different requirements for each different Descriptor. The grid is intended to provide a place where a brief descriptions of evidence can be included, rather than detailed reflections which will emerge either in the Pedagogic Dialogue (for the dialogic route) or the Narrative of Professional Practice (for the written route).

Participants applying for D1 can use the self-evaluation grid to help identify which two Areas of Activity will form the basis of the claim. Listing examples from practice against all Areas of Activity in the grid can help to identify the two Areas of Activity with the strongest evidence which can then form the basis for the dialogue or narrative. This suggestion is included in the D1 application forms.

The record of educational impact (REI) is included in the D4 application forms and serves a similar purpose to the self-evaluation grid in that it enables evidence to summarised and mapped to the D4 criteria.

8. Continuing Professional Development (CPD)

For all categories of fellowship participants will need to identify, reflect on and articulate CPD opportunities they have undertaken. It is important that this CPD has been 'successful' in the sense that it has resulted in action and possibly an impact upon student experience.

9. Opportunities to receive support and encourage development whilst on APP EXP

Participants are encouraged to access the support available while on the pathway:

- Moodle pages: The Moodle pages contain a range of resources, guidance and links for participants. Application forms can be downloaded here and completed forms submitted to the Moodle pages.
- Reading list: A [Talis reading list](#) includes a range of books and journal articles that could help prepare an application.
- Mentor: All APP EXP participants require an APP EXP mentor who they are expected to meet at least twice.
- Network meetings: Network meetings are open for everyone engaged with the pathway. There are separate network meetings for D1, D2, D3 and D4 are held periodically, usually at least termly, with a variable agenda depending on the interests of the group and on emergent pathway matters.
- Clinic appointments: 'Clinics' are time set aside when participants can book 30-minute slots with a member of the ADC to receive individual support and advice.
- Periodic 'Fellowship Days': 'Fellowship Days' are an opportunity to set aside a whole day to work on an application, with support from members of ADC and peers.

10. APP EXP Mentoring

10.1. Introduction to APP EXP mentoring

Working with a mentor is a key part of the experience of applying for professional recognition through APP EXP. The mentor will usually be within the same department as the participant, although alternative arrangements can have benefits. The mentor will be a colleague who has attained at least the recognition level the participant is working towards and has completed the Introduction to APP EXP Mentoring workshop organised by the Academic Development Centre and is actively involvement in the APP EXP Mentor and Assessor Network.

The purpose of mentoring is to help APP EXP participants to make clear associations between the PSF (Dimensions of the Framework and the relevant Descriptor), their professional practice and the application processes in APP EXP. Furthermore, mentoring will support participants to make associations between their professional development, past, present and future, their practice and the relevant category of Fellowship. Through dialogue, mentoring is intended to maximise the developmental opportunity embedded into the application process for fellowship, which centres on reflecting on professional practice and gaining new insights.

10.2. Identifying a mentor

Participants on the pathway are supported to identify a suitable APP EXP mentor. A list of mentors is made available on Moodle each term and participants are invited to approach colleagues on this list. The published list is a subset of available mentors from a wider pool of APP EXP mentors. If participants experience any difficulties identifying a mentor they should contact appexp@warwick.ac.uk for advice and suggestions regarding who to approach.

10.3. Mentor induction and Mentor and Assessor Network

Staff members with FHEA, SFHEA or PFHEA are invited to become APP EXP mentors. Periodic mentor induction meetings are run where key features of APP EXP are discussed and approaches to mentoring are introduced. All new mentors are required to attend the induction meetings. Further information and the link to register interest in the mentor induction can be found [here](#). Attendance at the required induction meetings will lead to membership of the Mentor and Assessor Network. The network has regular meetings with a changing agenda where topics relevant to the role of mentor are discussed.

10.4. Mentoring meetings

The number and focus of mentor meetings can be negotiated between the application and mentor but there is likely to be at least two meetings with the mentor during the application process. The first mentor meeting could be used to discuss a draft self-evaluation grid and the quality of the evidence present. The second meeting could include discussion of a draft the narrative of professional practice or teaching philosophy statement. Some mentees have found it useful when a mentor has conducted a 'mini pedagogic dialogue' if applicants are selecting the dialogic route for assessment. Further suggestions for agenda items and discussion points for mentoring meetings are available in the APP EXP Moodle.

11. Dialogic Route

11.1. An introduction to the Dialogic route

The Dialogic route to Fellowship involves producing a written submission, which does not directly contribute evidence towards the claim for fellowship, and a pedagogic dialogue, which is the summative assessment and is the only source of evidence for the claim. The pedagogic dialogue is best described as a conversation with peers. It is not a presentation, interview or viva. The duration of the dialogue depends upon the category of Fellowship, as does the number of assessors as outlined in Table 2 below.

Descriptor	Number of assessors	Duration of the pedagogic dialogue (minutes)
1	2	45
2	2	60
3	2	75
4	3 (including one external assessor)	90

Table 2: Number of assessors and panel duration for each category of Fellowship.

A key feature of the pedagogic dialogue is that the applicant should make the 'claim' for Fellowship. Whilst the assessment panel are able to engage the applicant in discussion and provide opportunities to fully meet the relevant Descriptor, it is the responsibility of the applicant to decide what to include in their claim and the order in which their points are made.

11.2. Summary of submission requirements for the Dialogic route

The requirements for submission are detailed in Table 3 below. Participants are expected to submit all elements for the given category at the point of submission and incomplete applications will be

returned to the applicant. The table includes word limits for written submission that are made prior to the pedagogic dialogue. In all cases lists of references do not contribute to the word count.

Category of fellowship	Sections within application form	Files in addition to the application form
D1 AFHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Teaching Philosophy Statement (maximum 500 words) plus references (not included in word count).	2 x Supporting Statements
D2 FHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Teaching Philosophy Statement (maximum 700 words) plus references (not included in word count).	2 x Supporting Statements
D3 SFHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Teaching Philosophy Statement (maximum 700 words) plus references (not included in word count)	2 x Supporting Statements
	2 x Case Study descriptive abstracts (maximum 600 words in total, 300 each case study) plus references (not included in word count)	
D4 PFHEA	Record of education impact (REI)	Curriculum Vitae focussed on teaching and learning
	Summary Narrative of Professional Practice (maximum 2000 words) and references (not included in word count)	3 x Supporting Statements

Table 3: Summary of submission requirements

11.3. Teaching Philosophy Statement (D1, D2 and D3)

The process of preparing a teaching philosophy statement is an opportunity for the applicant to think critically with about their values, knowledge and motivations. It is an opportunity to:

- reflect on conceptions of ‘self’ as someone who teaches or supports learning;
- reflect on their thinking about learners and what learners do;
- consider motivations for teaching and supporting learning;
- think about conceptions of teaching and learning;
- consider the wider purposes of higher education and what students might gain from it.

It is expected that the teaching philosophy statement will include some engagement with scholarship and research through the inclusion of literature and other sources. An indicative reading list can be found on the [APP EXP Talis reading list](#). They will be helpful to prepare for the dialogue and provides useful information for assessors.

11.4. Summary Case Studies (D3 only)

For Dialogic Senior Fellowship applications, participants submit two summary case studies. These should be no longer than 600 words in total (300 each case study) plus references which are not included in the word count. These case studies can be considered similar to an abstract for a published paper or conference, where the key points are set out to give an indication of what is to be explained in the pedagogic dialogue.

11.5. Summary Narrative of Professional Practice (D4 only)

The summary narrative of professional practice is an opportunity to offer an insight into the key features of the claim for Principal Fellowship that will be made verbally. The narrative of professional practice will assist the applicant and assessors prepare for the pedagogic dialogue. There is the expectation that the summary narrative will include some referencing to literature or sources

11.6. Pedagogic Dialogue

The Pedagogic Dialogue will involve the applicant and a panel of independent assessors. It will be an opportunity for the applicant to expand on their Teaching Philosophy Statement (Summary Narrative of Professional Practice in the case of Principal Fellowship applications), explore how the criteria have been met through a formal conversation and elaborate on the evidence provided. Prior to this meeting the independent assessors will have access to the supporting documentation.

The Dialogue will foster a collaboratively reflective approach, exploring the underpinning values and assumptions of individuals about what they do and why. In particular, the focus of the Pedagogic Dialogue will be to identify and explore the applicants' practice in relation to the PSF.

The assessors will be looking for evidence that the approaches to teaching and/or supporting learning are grounded in an understanding of how learners develop knowledge and practice within discipline or role. The applicants' approach during the Dialogue should therefore be reflective, not just descriptive. The dialogue should also include evidence of how the applicant has evaluated their effectiveness and developed their approach in the light of their experience and continuing professional development.

The evidence submitted will reflect the applicants' role, responsibilities and experience and will focus on the relevant Descriptor.

Assessors are invited to join in the formal conversation and encourage detailed contributions by the applicant in the following ways:

- a) Ask questions based on the Dimensions of the Framework.
- b) Ask questions based on information provided in the self-evaluation grid, the summary case studies or the summary narrative of professional practice.
- c) Ask general questions to encourage elucidation on answers (e.g. "Can you tell us more about ...?")
- d) Make links from participants' examples to their personal or other practice they are aware of.
- e) Offer affirmation of good practice (without indicating that the claim as a whole is successful)

Assessors should not supply evidence that could contribute to the claim.

11.7. Summative Assessment

The written submission for the dialogic route serves to help participants and assessors to prepare for the pedagogic dialogue, which is summative. The written submission serves the following main purposes:

- Help the participant develop their ideas, evidence and reflections for their claim;
- Support and enables conversations between participant and their mentor;
- Supports referees in preparing the Supporting Statements;
- Enables the panel of assessors to prepare their questions for the pedagogic dialogue;
- Helps to keep track of which evidence has been presented and which has not yet been presented during the pedagogic dialogue;
- In the case of a refer outcome the written submission can help assessors offer advice for a resubmission.

The full claim for fellowship will be made verbally in the pedagogic dialogue. The pedagogic dialogue is the summative assessment for the dialogic route. During the dialogue the panel will listen carefully to the verbal evidence and compare this to the criteria for the relevant descriptor.

11.8. Arrangements for Dialogic Panels

Typically, applicants and assessors will be approached for details of their availability for the dialogic panels. Dialogic Panels are typically held on MS Teams, however, in some circumstances in-person panels may take place. The maximum duration of the pedagogic dialogues includes time for questions. There will be some time set aside prior to the main pedagogic dialogue starting for introductions and scene setting. The pedagogic dialogue will be video (if on MS Teams) or audio recorded (if in-person) for moderation purposes and to ensure the quality of the process.

11.9. Academic Integrity

When submitting an application using Moodle, applicants will be required to confirm that the work is their own. All written work will be submitted to Turnitin for the purposes of detecting plagiarism and other forms of academic malpractice. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

12. Written route

12.1. An introduction to the Written route

The written route to Fellowship involves producing a written submission that contains a Narrative of Professional Practice. The narrative, along with the self-evaluation grid, the context statement and the curriculum vitae make up the whole application.

12.2. Summary of Submission Requirements for the Written Route

The requirements for submission are detailed in Table 4 below. Participants are expected to submit all elements for the given category and incomplete applications will be returned to the applicant. The table includes word limits for the written submission.

Category of fellowship and route	Sections within application form	Files in addition to the application form
D1 AFHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Context statement (300 word limit)	2 x Supporting Statements
	Narrative of professional practice (1400 word limit) and reference list (not included in word count)	
D2 FHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Context statement (300 word limit)	2 x Supporting Statements
	Narrative of professional practice (3000 words) and reference list (not included in word count)	
D3 SFHEA	Self-evaluation grid	Curriculum Vitae focussed on teaching and learning
	Context statement (300 word limit)	2 x Supporting Statements
	Narrative of professional practice (6000 word limit in total) and reference list (not included in word count)	
	<i>The Narrative of professional practice should include 2 x Case Studies (1000 each case study – 2000 words in total)</i>	
D4 PFHEA	Record of education impact (REI)	Curriculum Vitae focussed on teaching and learning
	Context statement (300 word limit)	3 x Supporting Statements
	Narrative of professional practice (7000 word limit)	

Table 4: Submission requirements for the Written Route

12.3. Narrative of Professional Practice

The narrative of professional practice provides the opportunity to make a full claim for fellowship through writing a reflective account. The reflective account should include specific examples from teaching and learning practice. In this context, the reflections are likely to include:

- Brief descriptive details of the activity;
- A rationale for why the activity was undertaken, including reference to relevant research and/or scholarship;
- An indication of why the activity was considered successful;
- Some ideas about next steps.

The pathway does not specify any particular structure for writing the narrative but in the past participants have adopted one of the following approaches:

- Used the Areas of Activity as headings and written a similar number of words for each section;
- Divided the narrative into sections that explore a particular area of work or a particular role (for example a curriculum review project, being module convenor or acting as Director of Student Experience).
- Write using broad themes as headings (values such as inclusion or overarching topics such as partnership).
- For D4 it is most common to use the assessment criteria (D4.I, D4.II etc.) as headings. Using descriptor criteria as headings is not recommended for other categories of fellowship.

12.4. Case Studies (D3 only)

Two case studies are required for Senior Fellowship applications. The case studies are an opportunity to explore two examples from practice in detail. They can be considered an extension of the narrative, as they are likely to be written in a similar reflective way.

When developing case studies participants might consider the *subject* and the *object*. The object is the 'thing' being considered while the subject is the analytical frame being used. For example, a module convenor may work with PGR teaching assistants to help them understand how to assess student work. In this case the *object* is the work of the module convenor, while the *subject* is mentoring PGR teaching assistants towards better quality marking and feedback practice. Thus, the case study title might be: 'Mentoring PGR teaching assistants towards high quality marking and feedback practice.'

12.5. Summative assessment

The submission for the written route includes elements that serve to help participants prepare the narrative of professional practice and to provide assessors with sufficient contextual information. The elements that are not directly assessed are the self-evaluation grid and the CV. The narrative of professional practice (which includes the case studies in applications for D3) are summative assessments.

The self-evaluation grid and the CV serve the following main purposes:

- Help the participant show what evidence for each element of the relevant Descriptor is present in their claim;

- Supports and enables conversations between participant and their mentor;
- Supports referees in preparing the Supporting Statements;
- Provides the assessors with contextual information.
- Helps the assessor to identify the key evidence for each criterion during assessment of the narrative.
- In the case of a refer these elements can help assessors offer advice for a resubmission.

12.6. Academic Integrity

When submitting an application using Moodle, applicants will be required to confirm that the work is their own. All written work will be submitted to Turnitin for the purposes of detecting plagiarism and other forms of academic malpractice. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

13. Supporting statements from Referees

13.1. Referees

Applications must be supported by statements from referees. Referees need to meet two minimum requirements. Firstly, they should know the work of the applicant. Secondly, they should be familiar with the PSF. The referees should be individuals who are in a position to comment and substantiate a record of effectiveness in relation to teaching and the support of learning in higher education. Referees will be expected to comment directly on the content of an application and will therefore need to view the completed application to enable them to provide an effective reference.

For D1, D2 and D3: Two referees are required. At least one referee should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution.

For D4: Three referees are required, and each referee should have a close knowledge of the applicant's work. Across the three referees the following requirements should be met:

- Working in a different institution to the applicant;
- Working at Warwick;
- You have been directly influenced by the practice of the applicant;
- Hold a category of HEA/Advance Fellowship.

13.2. Supporting statements

APP EXP Supporting Statements are a different kind of reference from ones that are normally required for promotion or a job appointment. In the supporting statements referees are asked to offer first-hand evidence that the assertions made by the applicant are genuine. This is done in two ways:

- Confirming that the applicant's written submission presents a fair and honest reflection of practice in line with the relevant Descriptor in the PSF.
- Providing an informed peer review of the applicant's practice giving details of the ways in which they meet the requirements for the relevant Descriptor in the PSF.

Referees are expected to offer specific examples from the applicants' practice and explain how, in their view, these examples demonstrate alignment to the relevant category of fellowship. For D4 at least one statement must comment on how the applicant has influenced the referees' practice.

Blank supporting statement pro forma and further information about supporting statements can be found on the APP EXP website: https://warwick.ac.uk/fac/cross_fac/academic-development/app/exp/referees/. Referees should send completed supporting statement forms to the applicant and not directly to ADC. The applicant will then submit the supporting statements as part of their application via Moodle. ADC reserves the right to contact referees for clarification or further details.

13.3. Role of the supporting statement in assessment

Assessors will read supporting statements prior to dialogic route panels or alongside the submitted narrative of professional practice for written route applications. The supporting statement should corroborate the claims made by the applicant. For the dialogic route assessors will triangulate evidence from the pedagogic dialogue, from the applicants' written submission and from the

supporting statements. For the written route the supporting statement should corroborate the claims made in the narrative of professional practice.

Evidence from the supporting statement cannot contribute directly to the claim for fellowship, which is made either in the pedagogic dialogue or in the narrative of professional practice. In cases where panel members consider an application to be borderline then the panel can look to the supporting statement for evidence that was not present in the original claim. Only in this circumstance can the panel consider evidence present in the supporting statement in their decision to help confirm a borderline decision.

14. Assessment

14.1. Assessment Overview

The pool of assessors includes education specialists from the Academic Development Centre and practitioners from a range of disciplines across the Higher Education sector. Assessors make fellowship judgements against the relevant PSF descriptor criteria, drawing upon the dimensions of the framework as appropriate. The assessors will be looking for evidence that the applicants' approach to teaching and/or supporting learning is grounded in an understanding of how learners develop knowledge and the practice within applicant's discipline or role.

It is expected that the evidence offered should be reflective, not just descriptive. Assessors will also look for evaluation of effectiveness, and how approaches are developed in the light of experience and continuing professional development. A holistic approach to reviewing applications will be adopted.

Applications for D1, D2 and D3 will be peer reviewed by a panel of two independent colleagues from a different department to the applicant. Applications for D4 will be peer reviewed by a panel of three independent colleagues - one assessor will be external to the institution and two from a department other than the applicant.

Assessors will meet the requirements shown in Table 5.

Fellowship category	Number of assessors	Fellowship category of assessors
D1, D2	2	FHEA, SFHEA or PFHEA
D3	2	SFHEA, PFHEA
D4	3 (2 internal, 1 external)	PFHEA

Table 5: Assessor requirements

14.2. Use of Moodle for submission and feedback

Participants submit their completed applications through Moodle. Once assessment is complete the outcome and summary comments are uploaded on Moodle for participants to view. The submission, outcome and summary remarks remain confidential to the applicant within Moodle. Moodle access is granted only to those administering the pathway. Files are shared confidentially with assessors via Teams.

14.3. Assessment panels

All APP EXP assessors are members of the APP EXP assessor network. Prior to joining the network assessors undertake induction activities which includes a workshop and shadowing of assessment processes. The assessor network meets termly and provides regular PSF related CPD activities.

For both dialogic and written routes, assessors will state their individual fellowship decision (Accept, Conditional Accept or Refer) and then a MS Teams discussion (synchronous or asynchronous) will take place to agree the overall decision and the feedback.

Where there is disagreement between the two assessors for D1, D2 or D3 applications, the application (and recording of the pedagogic dialogue for the dialogic route) will be sent to a third independent assessor who meets the requirement of holding the appropriate category of fellowship aligned with the application being assessed. If there is disagreement between the three assessors for D4 then the majority decision will be upheld.

14.4. External review processes

The external reviewer for APP EXP ensures consistency and appropriateness across fellowship judgements. For D1-3 this is done through purposeful sampling of applications. Samples for moderation are selected to include an appropriate range of applications across the different fellowship categories, assessors and outcomes (including accept and conditional accept/refer decisions). Assessors consider the external reviewer's comments prior to making a final fellowship outcome decision for applications included in the sample. For D4 an external assessor will be one of the panel of assessors.

14.5. Conflicts of interest

Assessors on panels will each be from a different department which are also different departments to that of the applicant. Potential assessors are asked if they are aware of any conflict of interest which may jeopardise the integrity of the assessment process prior to appointment as an assessor on a panel. Reciprocal relationship or arrangements are not permitted for external reviewers or external examiners.

14.6. Assessment processes: Dialogic Route

Figure 3 below sets out the fellowship judgement process for the dialogic route. Once an application has been made via Moodle a panel date is organised at a mutually convenient time for the applicant and assessors. To enable a suitable time to be identified the panel will typically be 20 days after submission. Once the dialogue has taken place the outcome and associated feedback will be released on Moodle typically within 10 days. Prior to release to participants the external reviewer will have seen a sample of applications and feedback is finalised taking into account their comments. The overall time to assess a dialogic route application is longer compared to the written routes because of the requirement to give sufficient time to arrange the panel date in typically busy diaries.

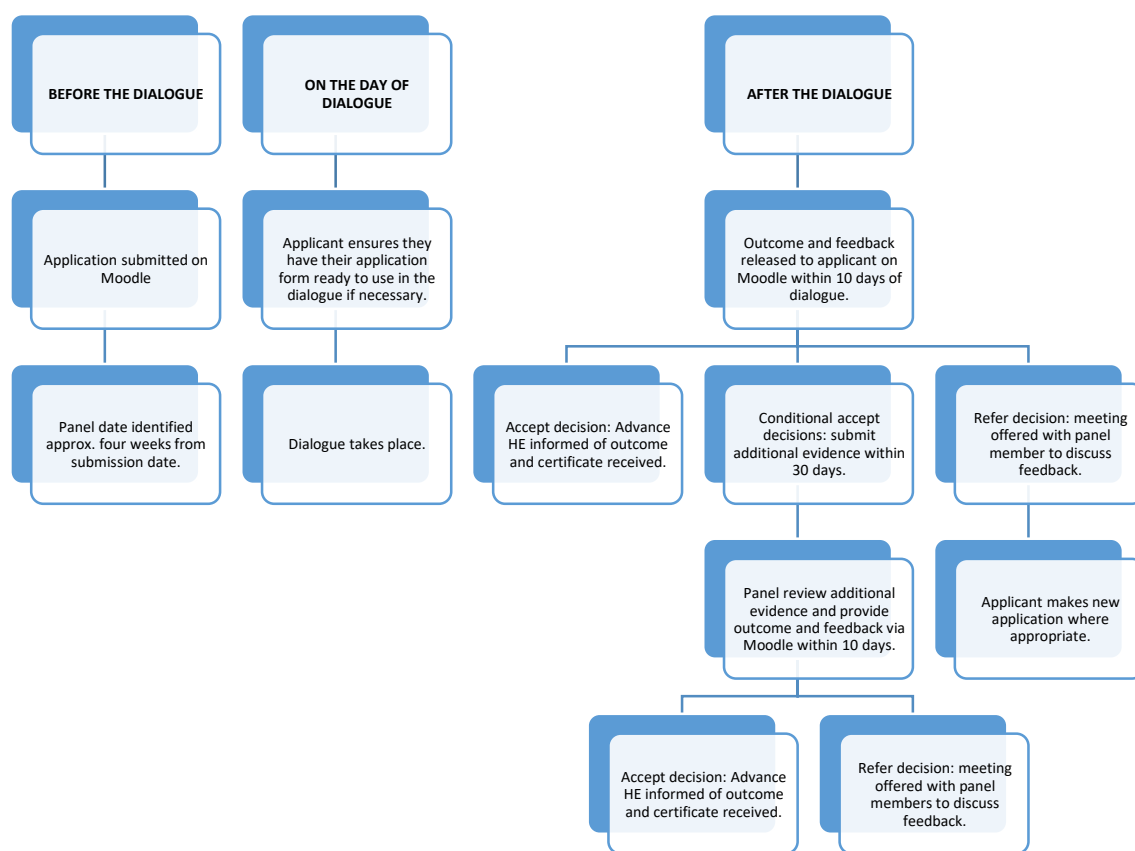


Figure 3: Fellowship judgement process for the dialogic route

14.7. Assessment processes: Written Route

Figure 4 below sets out the fellowship judgement process for the written route. Once an application has been made via Moodle the written submission is allocated to a panel who then have 10 days to assess the application. Prior to release of the outcome and feedback to participants, the external reviewer will have seen a sample of applications and feedback is finalised taking into account their comments. The overall time to assess a written route application is shorter compared to the dialogic routes because there is no need to identify a mutually convenient time for the panel and activity is done asynchronously.

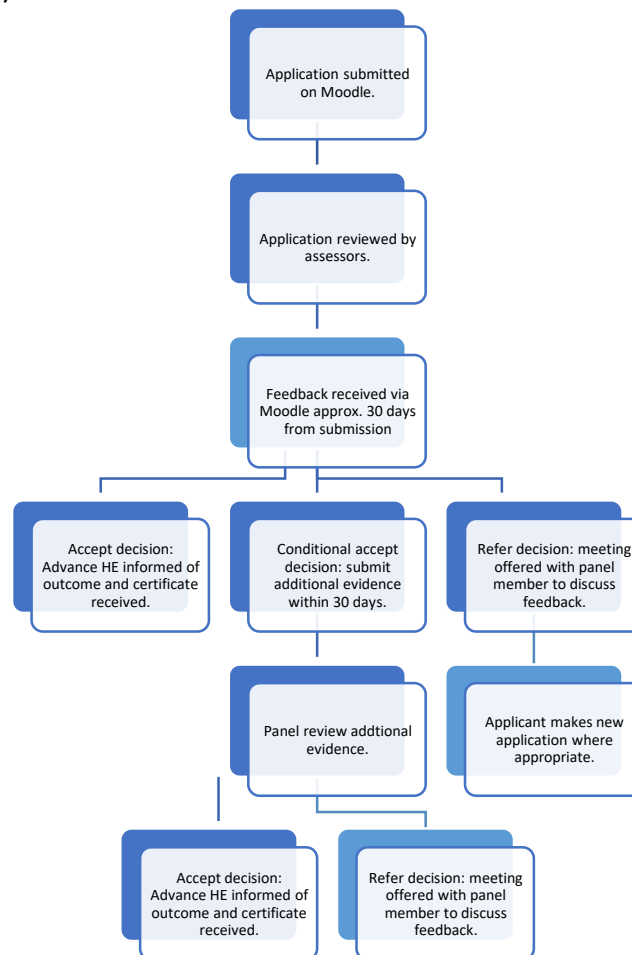


Figure 4: Assessment Processes for the Written Route

14.8. Outcomes Explained

The three possible outcomes from the assessment process are: Accept, Conditional Accept and Refer.

14.8.1. Accept

All requirements for the application category have been met. Applicants will receive summary comments regarding how the evidence submitted met the requirements. A suggestion for future development is also offered.

14.8.2. Conditional Accept

In a conditional accept decision, most requirements for the application category have been met but a relatively small number of requirements remain unmet. In this circumstance applicants will be given written feedback on which aspects of the Descriptor criteria have been met and which have not been met. Applicants will be offered guidance on how they can meet the outstanding requirement, usually being offered a meeting with a panel member to discuss the feedback in more detail. For both written and dialogic routes, applicants will be invited to submit additional written material. The word limits are shown in Table 6. below. If the panel does not feel the outstanding requirements can be met in these word limits then a Refer decision will be necessary.

Fellowship category	Word limits for additional written material (not including references)
D1	300
D2	500
D3	500-1000 to be decided by panel
D4	1000

Table 6: Word limits for additional material submissions.

The additional written material will be reviewed by the members of the original assessment panel and will need to address the outstanding requirements.

14.8.3. Refer

In a refer decision a significant part of the application category criteria remains unmet. Applicants are given feedback on the reasons why the criteria were not met. Applicants will be offered a meeting with a panel member, or a member of ADC if panel members are unavailable, to discuss outstanding requirements. A new application will be required which will be assessed by a different panel.

14.9. Storage of Archived Personal Data

All files associated with the application are archived on the ADC secure shared area. The archived files include written applications, outcomes, feedback and audio or video recording of the dialogic panel. Secure means are used to share documents with assessors: Teams private channels for internal assessors and Files.Warwick for external assessors/moderators. The files may be accessed on request by writing to appexp@warwick.ac.uk including reasons for wishing to access files. The archived files will be kept for a period of three years

15. Complaints, Matters of Concern and Appeals

The Academic Development Centre (ADC) seeks feedback on its provision continuously. However, we appreciate that participants may wish to give feedback or raise concerns about aspects of their experience. ADC aims to resolve all concerns promptly and ideally at the time when they are brought to our attention. In the first instance, most issues can be resolved by speaking directly to the APP EXP team and we ask participants to first discuss the matter with the individual concerned or with the team.

Full details about the Academic Development Centre's processes for complaints, matters of concern and how to offer feedback can be found on our website: warwick.ac.uk/adc/complaints/.

There is no right of appeal against: a) the academic judgement of reviewers; b) the nature of any additional evidence required in a 'conditional accept' decision.

Although this is not a credit bearing programme should there be evidence of procedural irregularities in the conduct of assessment, or evidence of prejudice or bias during the assessment process an appeal would be considered. In line with University policy for appeal on postgraduate programmes, if a participant feels that arrangements on the programme are inadequate it would be expected that a complaint would be made at an earlier stage.

16. Continuing Professional Development Opportunities and Remaining in Good Standing

The Academic Development Centre offer a range of opportunities which can be accessed while on APP EXP and after completing a fellowship application. Ongoing CPD is important to in a career in teaching and/or supporting learning and can help to remain in 'good standing' with Advance HE.

The [Academic Development Programme \(ADP\)](#) includes regular synchronous sessions and a range of asynchronous materials. These materials are available to all staff. Staff with sufficient experience in teaching and learning support can apply to become a fellow of [Warwick International Higher Education Academy \(WIHEA\)](#) and some events are open to all staff.

Appendix I: PSF Descriptor Criteria

D1: Associate Fellow Descriptor Criteria

Descriptor 1	Typical individual role/career stage
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.</p> <p>Individuals should be able to provide evidence of:</p> <ul style="list-style-type: none"> i. Successful engagement with at least two of the five Areas of Activity ii. Successful engagement in appropriate teaching and practices related to these Areas of Activity iii. Appropriate Core Knowledge and understanding of at least K1 and K2 iv. A commitment to appropriate Professional Values in facilitating others' learning v. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities vi. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities 	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:</p> <ul style="list-style-type: none"> a) Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral students etc.) b) Staff new to teaching (including those with part-time academic responsibilities) c) Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d) Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities e) Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

D2: Fellow Descriptor Criteria

Descriptor 2	Typical individual role/career stage
<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <ul style="list-style-type: none"> i. Successful engagement across all five Areas of Activity ii. Appropriate knowledge and understanding across all aspects of Core Knowledge iii. A commitment to all the Professional Values iv. Successful engagement in appropriate teaching practices related to the Areas of Activity v. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice vi. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices 	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:</p> <ul style="list-style-type: none"> a) Early career academics b) Academic-related and/or support staff holding substantive teaching and learning responsibilities c) Experienced academics relatively new to UK higher education d) Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

D3 Senior Fellow Descriptor Criteria

Descriptor 3	Typical individual role/career stage
<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ul style="list-style-type: none"> i. Successful engagement across all five Areas of Activity ii. Appropriate knowledge and understanding across all aspects of Core Knowledge iii. A commitment to all the Professional Values iv. Successful engagement in appropriate teaching practices related to the Areas of Activity v. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice vi. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices vii. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning 	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</p> <ul style="list-style-type: none"> a) Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas b) Experienced subject mentors and staff who support those new to teaching c) Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

D4: Principal Fellow Descriptor Criteria

Descriptor 4	Typical individual role/career stage
<p>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ul style="list-style-type: none"> i. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments ii. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings iii. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning iv. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) v. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices 	<p>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:</p> <ul style="list-style-type: none"> a) Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b) Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning c) Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

Appendix II: Evidencing the PSF Areas of Activity

A1: Design and plan learning activities and/or programmes of study

This Area of Activity refers to all professional educational activities where there is preparation for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context of your work. In all cases, the design should reflect a developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions.

You might include examples of:

- designing or redesigning curricula, modules, courses and programmes of study;
- identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes;
- participating in validation panels;
- determining learner needs;
- planning tutorials and study sessions;
- contributing to the creation of learning resources – physical and/or online;
- developing learning materials;
- preparing virtual learning environments.

When considering A1 you might wish to reflect on:

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for choices of:
 - a. subject material;
 - b. activities and techniques;
 - c. the particular learning technologies included in your plan.
3. How you make choices to facilitate learning in general and within your learners' subject area;
4. How you incorporate other Dimensions of the Framework, for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

A2: Teach and/or support learning

This Area of Activity is about your direct engagement with learners whether in groups or individually.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

The support you provide might include teaching and supervision of undergraduates and postgraduates. You might also mentor learners to support their learning and contribute to courses and programmes that develop learning in higher education.

In demonstrating the activities of teaching and supporting learning, ensure your evidence demonstrates an increasing awareness of different approaches to and methods of teaching and supporting learning, as well as a growing ability to choose the most appropriate approach for the achievement of learning aims.

When considering A2 you might wish to reflect on:

1. The main ways in which you teach and/or support learners;
2. The activities or techniques you use and why;
3. How you came to use them and why you think they were successful in supporting student learning. Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject/discipline;
4. How you incorporate other Dimensions of the Framework such as:
 - a. relevant Core Knowledge that you utilised and why;
 - b. relevant Professional Values that you utilised and why.

A3: Assess and give feedback to learners

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback is routinely used to measure and support learning and you should demonstrate an understanding of appropriate assessment and feedback techniques within an HE context and how they are applied. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

For example, you might carry out assessments such as reports, oral presentations, laboratory report, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online.

Ensure your evidence demonstrates an increasing awareness of different methods of, and approaches to, assessment and feedback, as well as a growing ability to choose the most appropriate approach for the achievement of your learning aims.

When considering A3 you might wish to reflect on:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;
3. How you ensure your assessments are valid indicators of what you want your learners to learn, that your marking is reliable and the standards you set are appropriate;
4. How you give feedback to learners and ensure it supports and improves their understanding of the subject, their performance and/or their development as learners;
5. How you incorporate other Dimensions of the Framework for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

A4: Develop effective learning environments and approaches to student support and guidance

The definition of 'learning environments' has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning and using online learning environments. They take the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures into account and are able to distinguish between academic and pastoral interventions. Applicants should also take the range of environments available to learners into account as well as how they are enabled to access, understand and utilise them.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in terms of educational support and guidance. It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners' needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

When considering A4 you might wish to reflect on:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal;
2. Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
3. How you have contributed to making the learning environment more effective for learners;
4. The ways you have contributed to supporting and guiding your learners;
5. Why you chose those particular strategies and how well they worked;
6. How you incorporate other Dimensions of the Framework, for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

The PSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your practice as a teacher/supporter of learning;
- how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others' research to inform your practice. Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include:

- presenting or participating in conferences on higher education learning and teaching (often discipline- specific);
- attending workshops or training events related to higher education learning and teaching;
- engaging in peer observation or peer review of higher education teaching;
- regular departmental meetings where the discussion is about HE learning and teaching issues;
- effective dialogue about learning and teaching;
- bidding for and involvement in projects or research on higher education learning and teaching;
- implementing new approaches to higher education learning and teaching;
- subject and other network activities in higher education learning and teaching;
- reading and applying literature related to higher education learning and teaching;
- incorporating research and scholarship related to higher education learning and teaching into your own practice;
- visits to other institutions/organisations;
- evaluating one's own professional practices;
- undertaking accredited and non-accredited CPD that informs your professional practice.

How might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your teaching and learning related practices?

When considering A5 you might wish to reflect on:

1. Your main strategies for updating and developing your capability as a teacher and/or supporter of learning. Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods;
2. How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
3. How you incorporate other Dimensions of the Framework for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

Appendix III: Evidencing the Dimensions of the Framework

D1: Associate Fellow

When preparing for the pedagogic dialogue or writing the narrative of professional practice, participants may wish to consider the following general points:

1. Associate Fellowship is based on meeting Descriptor 1 (D1) of the PSF.
2. The claim, whether verbal or written, should be focused around selected Dimensions of the Framework and structured across **two of the Areas of Activity**, evidencing the requirements for D1.
3. There will be considerable variation in applications, reflecting differences in individuals' experience and job roles.
4. The claim is a personal account and its focus throughout should be on personal practice and decision-making.
5. Appropriate rationale for choices made should be included along with any evidence of success and effectiveness in teaching and/or supporting learning. All evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Examples from practice should be included and need to be directly to the claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. Where there is reflection on any historic practice as part of your evidence, there should also be reflection on its impact on current practice. **Relevant subject and pedagogic research and/or scholarship should be incorporated.** The application should reflect a process of continuing professional development which demonstrates your understanding of specific aspects of effective teaching, learning support methods and student learning.
7. It is important that relevant Dimensions of the PSF are addressed. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure appropriate coverage. Referring to the Advance HE guidance notes on the Dimensions of the Framework with help to support understanding of the Dimensions.
8. Example(s) of use of and/or commitment to the relevant Professional Values and Core Knowledge of the PSF should be incorporated throughout the narrative.
9. It is important to adopt a reflective stance in the claim, making clear why and how appropriate Core Knowledge is applied, and demonstrating an understanding of at least K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessment in the subject area and at the level of the HE provision).
10. Core Knowledge is most easily evidenced through the Areas of Activity. For example, designing and planning a learning activity (A1) successfully would be determined by the use of appropriate teaching and learning methods (K2).

a. Evidencing K1: The subject material

Evidence should fundamentally relate to how an understanding of the nature of the subject is used to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback. This

would normally make reference to the distinctive nature, or culture, of the discipline and the particular expectations of teaching; the issues or challenges arising from the context in which teaching takes place, and the appropriate methods of delivering the subject at different levels (e.g. first year undergraduate to masters level).

b. Evidencing K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

This is concerned with pedagogic approaches that are distinctive and/or characteristic of the subject, or what makes the teaching or supporting of the learning in the subject different to the teaching of another one. It is also concerned with acknowledging that some approaches may be more appropriate than others given the nature of the learning desired, the level of the material being taught and the readiness of students. This is clearly linked to demonstrating K1 with its focus on an understanding the subject material, but is specifically concerned with the strategies and approaches used to teach or support the learning of the subject.

11. Include evidence of how you demonstrate your commitment to appropriate Professional Values set out in the Framework. It is at your discretion which Professional Values you choose. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. **This reflection and alignment of your work to the PSF is essential.**
12. Where appropriate, explicitly incorporate in your chosen Areas of Activities how you have successfully engaged in professional development activity related to teaching, learning and assessment responsibilities.
13. A reference list should include any publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.
14. All the experience and evidence presented in your narrative must relate to HE provision.

D2: Fellow

When preparing for the pedagogic dialogue or writing the narrative of professional practice, participants may wish to consider the following general points:

1. FHEA is based on meeting Descriptor 2 (D2) of the PSF
2. The narrative should be focused around the Dimensions of the Framework and structured across the five Areas of Activity to explain how you meet the requirements set out in Descriptor 2 of the PSF.
3. Throughout your claim, the quality of reflection on your professional practice should be the focus, rather than description.
4. There will be considerable variation in applications, reflecting differences in individual experience and job roles.
5. Claims for Fellowship should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Examples from practice should be carefully selected and be directly relevant to the claim for Fellowship. The quality of evidence is much more important than the quantity of examples provided. Any reflections on historic professional practice included as part of the evidence should include current impact on person professional practice, on others and on the wider learning and teaching context.
7. It is important that relevant Dimensions of the PSF are addressed. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure appropriate coverage. Referring to the Advance HE guidance notes on the Dimensions of the Framework with help to support understanding of the Dimensions.
8. Relevant subject and pedagogic research and/or scholarship should be embedded in approaches. The nature of evidence will depend on the context, and the nature of the subject, discipline or profession in which you teach.
9. Applications should be centred round a process of continuing professional development which demonstrates broad understanding of effective approaches to teaching and/or learning support.
10. It is important that all Dimensions of the Framework are addressed through adopting a reflective stance on each of the five Areas of Activity. Within these example(s) of use of and /or commitment to the Professional Values and Core Knowledge can be include. Providing a rationale and explanations of how the practice is carried out is important. This will include providing reasons for the choice of activities described and demonstrating that these have been effective and successful. Reflection and alignment of work with the PSF is essential.
11. A reference list should include any publications, journals, books, websites chosen to be included and will be accommodated in addition to the overall word count.
12. All the experience and evidence presented in the narrative must relate to HE provision.

D3: Senior Fellow

When preparing for the pedagogic dialogue or writing the narrative of professional practice, participants may wish to consider the following general points:

1. SFHEA based on meeting Descriptor 3 (D3) of the PSF. The verbal or written claim should evidence how you meet the requirements set out in Descriptor 3 of the PSF.
2. Claims for Senior Fellowship should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All evidence will be based on real examples of practice that draw upon scholarly activity in learning and teaching.
3. The self-evaluation grid contained in the application forms should include selective examples from practice and should have direct relevance to the claim for Senior Fellowship. The quality of evidence is much more important than the quantity of examples provided.
4. Supporting documentation should make clear how Core Knowledge and Professional Values are applied to the evidence presented. It is essential to align the claim, whether verbal or written, to the PSF.
5. Any reflections on historic professional practice included as part of the evidence should include current impact on personal professional practice, on others' professional practice and on the wider learning and teaching context.
6. Applications should be centred round a process of continuing professional development which demonstrates broad understanding of effective approaches to teaching and/or learning support.
7. It is important that all the Dimensions of the Framework are addressed. Given the complex and integrative nature of professional practice for Senior Fellow, it is important to avoid a mechanistic or tick-box mapping approach to ensure full coverage. Refer to our guidance notes on the Dimensions of the Framework will help to develop understanding of the Dimensions.
8. A critical characteristic of Senior Fellowship is to be able to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching. Evidence associated with this criterion is expected to permeate the claim.
9. A reference list should include any publications, journals, books, websites chosen to be included and will be accommodated in addition to the overall word count.
10. In preparing the claim participants should focus in particular on the education, training, employment, roles and experience which have contributed to professional development as teacher, mentor, facilitator of learning and academic leader. This might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on academic practice and/or on the practice of others. Reflections may include: primary influences on development; progressive attainment of professional capabilities; and how others have benefitted from the continuous learning and development process involved. Reflections might start with:
 - Career milestones
 - roles and responsibilities related to teaching and supporting learning;

- relevant qualifications obtained from formal professional development.
- Areas of research, scholarship and/or professional practice
 - relevant publications and/or presentations;
 - incorporation of research, scholarship and/or professional practice into teaching and supporting learning;
 - links with professional bodies or wider communities.
- Involvement in teaching and learning initiatives
 - institutional/nationally funded projects;
 - small-medium scale investigations or awards;
 - work with professional bodies;
 - development and/or adoption of learning and teaching themes, for example, internalisation, employability, assessment and feedback, retention, flexible learning, education for sustainability;
 - dissemination of teaching and learning related expertise.
- Recognition and reward
 - teaching prizes, fellowships, institutional awards for innovation;
 - professional body recognition.
- Collaborating with others
 - advisory, support, co-ordination roles in teaching and supporting learning;
 - leadership and management roles.
- Educational and staff development activity
 - mentor roles in professional development programmes for new and inexperienced staff;
 - learning and teaching workshops/seminars
 - related publications/documents.
- Leadership, management and organisational roles within an institutional or wider higher education context.
 - learning and teaching/quality enhancement committees;
 - programme design, approval and review process;
 - quality assurance roles and responsibilities.

Case studies

For both dialogic and written route participants are expected to include two case studies. The case studies are reflective accounts of two particular contributions or experiences which:

- have had a *significant impact* upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching;
- demonstrate your *sustained effectiveness* in relation to learning and teaching and that you meet the criteria for Senior Fellowship.

Both case studies should focus on organisation, leadership and/or management of specific aspects of learning and teaching provision. They will also help to address other aspects of Descriptor 3. The case studies may include formal or informal activities, whether individual, collaborative or team-based, that have had a significant impact on academic practice and on the practice of others. The

emphasis should be on effectiveness in relation to learning and teaching, and should incorporate the leading, organisation or management of specific aspects of learning and teaching provision.

The case studies should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice.

Case studies could sit in the following areas:

1. Developing quality enhancement
 - a. interaction with others to ensure appropriate alignment of teaching, learning and assessment practices;
 - b. ways to ensure that student learning within the context of responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (personal and that of others);
 - c. ways in which fostered dynamic approaches to learning and teaching through creativity and innovation.
2. Supporting other colleagues
 - a. how have colleagues been supported to enhance their practices;
 - b. specific examples of enhancing academic practice through co-ordinating/managing others;
 - c. roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
 - d. course and programme development, review and revalidation.
3. Sustained engagement with educational and staff development
 - a. staff development activities facilitated (informal and formal) that enhance colleagues' abilities to meet the dimensions of the PSF;
 - b. how personal contributions have promoted the student learning experience through professional development of staff under within sphere of influence and guidance e.g. through informal or formal mentoring arrangements;
 - c. dissemination of knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.
4. Evaluation of academic practice
 - a. steps taken to develop personal practice and how personal experience has enabled others to reflect on and critique their own practice;
 - b. supported, encouraged and implemented evaluation processes designed to enhance the student learning experience.

D4: Principal Fellowship of the Higher Education Academy (PFHEA)

When preparing your Reflective Narrative of professional practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Principal Fellowship of the HEA is awarded to professionals who demonstrate they meet the criteria of Descriptor 4 of the UK Professional Standards Framework (PSF) for teaching and supporting learning in higher education.
2. Your Reflective Narrative of professional practice should be divided into four sections based on D4.II – D4.V of the Principal Fellow Descriptors.
 - a. The first element – **‘D4.I: Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments’** – functions as an overarching descriptor in that it should be demonstrated through the examples and reflections incorporated into the other four sections. Championing the Dimensions of the Framework includes being a role model and modelling the behaviours encompassed in the PSF through your own practice, setting up conditions in which staff and students can engage with learning, promoting a holistic view of learning, teaching and assessment which is underpinned by the dimension of PSF within the institution. Championing the PSF relates to the dimensions which make up the PSF, rather than the Framework as a whole, through the demonstration of professionalism in learning, teaching and assessment as evidenced in your practice and approach rather than merely the language of PSF. D4.I can be evidenced through impact in institutional, national and international environments through your individual contribution. Each of the four sections should be given substantive treatment though they need not be of equal length.
 - b. **‘D4.II Strategic leadership to enhance student learning’** – Your main focus should be on how your leadership has enhanced teaching quality in institutional, and/or (inter)national settings. You are required to demonstrate how you have led the development of aspects of learning, teaching and assessment, helping to meet the institutional objectives and mission statements which impact on student learning and the quality of teaching. Your influence could have inspired others to develop and enhance their teaching quality. This could include enabling of relevant research into learning, teaching and assessment. The impact of this leadership should be across the whole institution or beyond with learning, teaching and assessment. The key to this section is strategic leadership and impact on student learning institutionally and beyond. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you provided this leadership. Consider how your impact can be evidenced or measured. Ensure that where you were working with others to provide leadership you make clear your specific contribution in that context.
 - c. **‘D4.III Policies and strategies’** – you should evidence how you have established effective organisational policies and/or strategies for supporting and promoting others. You need to explain how you have exercised influence on learning, teaching and assessment through effective organisational policies. Leadership through chairing staff development committees, instigating policies on staff performance, performance review, reward and recognition which promote others in delivering

high quality teaching and supporting learning. As such your impact on learning, teaching and the student experience will be indirect, although evidence of impact is still required. The key to this section is the establishment of policies and strategies for supporting and promoting others (e.g. through policies and strategies on staff mentoring, coaching, etc.) in delivering high quality teaching and support for learning. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you contributed strategically to establishing these policies and strategies. Ensure that where you were working with others you make clear what your specific role was in that context.

- d. **‘D4.IV Integrated academic practice’** – you should evidence how you have championed an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.). This may be within institutional or wider settings. Teaching in higher education takes place in a complex environment where you may have a multiplicity of roles in which you need to integrate teaching, management, leadership, mentoring, research, administration and various forms of service to the HE community. This is the basis of the integrated approach to academic practice that is expected of Principal Fellows. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you promote an integrated approach to academic practice. Ensure that where you were working with others you make clear your specific contribution in that context.
 - e. **‘D4.V Continuing professional development’** – you should evidence your sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices. You should also include your academic (post-secondary) and professional qualifications in this section. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you engage in sustained CPD. The emphasis on ‘a sustained and effective record of impact’ means that it will not be acceptable for Principal Fellowship to be evidenced solely on the basis of completing a programme or course. However, completion of a relevant programme or course, (in leadership for example) can constitute part of your evidence. Examples of CPD might include contributing to other external organisations and professional bodies in relation to learning and teaching.
3. Critical to your claim for Principal Fellowship is the demonstration of a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You are required to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings. Use the elements of the Areas of Activity, Core Knowledge and Professional Values (the Dimensions of the Framework) as the basis for thinking about the range of activities you have chosen to present. An example of how you might illustrate your understanding, use and value of the PSF might include how you have used the Framework, as a whole or elements, to shape and develop policy, strategy and schemes within your organisation.

4. The role of the referees, through knowledge and understanding of your work, is to support and recommend you for Principal Fellow. Between your 3 referees they should meet the following criteria:
 - a. Be a Fellow (or Senior or Principal Fellow) of the HEA;
 - b. Comment on the ways in which you have directly influenced their own practice;
 - c. Be external to your institution;
 - d. Be from a higher education provider.