

Academic and Professional Pathway for Experienced Staff (APP EXP)



Pathway Handbook

Associate Fellow (D1)
Fellow (D2)
Senior Fellow (D3)

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Welcome to participants 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 Advance HE Fellowship. Advance HE 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 that is learnt. 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 over 200 people have gained recognition through the pathway. This revised and updated handbook has been written so it aligns with the revised version of the [Professional Standards Framework for teaching and supporting learning in higher education 2023 \(PSF 2023\)](#).

Whether you are beginning to find out about Advance HE 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.

We hope that the pathway will result in you recognising your own of your own achievements in relation to teaching and learning support. 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 Advance HE 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

Letizia Gramaglia, PFHEA, NTF (Head of Department, Education Academy)

Kerry Dobbins, SFHEA (APP EXP lead (D1-3), Education Academy)

Samantha Read, SFHEA (APP EXP co-lead (D1-3), Education Academy)

John Kirkman, SFHEA (APP EXP lead (D4), Education Academy)

Oliver Turner, SFHEA (Academic Developer, Education Academy)

Tina Finlay (APP EXP Administrator, Education Academy)

Amandeep Chhokar (APP EXP Administrator, Education Academy)

Academic and Professional Pathway for Experienced Staff (APP EXP): Associate Fellow (D1), Fellow (D2) and Senior Fellow (D3)

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 2023 and helps them to evidence their engagement through one of two possible routes: the Written Route or the Dialogic Route. It leads to Advance HE Fellowship of Associate Fellow, Fellow and Senior Fellow (D1-3).

The Education Academy also offers two other routes to Fellowship:

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 Advance HE Associate Fellow (AFHEA) 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 to meet the conditions of their probation and for early career teaching-focussed colleagues who would prefer a taught pathway to Fellowship (FHEA).

The PSF

The Professional Standards Framework for teaching and supporting learning in higher education 2023 (PSF 2023) 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):*

- Professional Values that individuals performing these activities should exemplify. These are the foundations of professional practice.
- Core Knowledge needed to carry out those activities at the appropriate level. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- Areas of Activity undertaken by teachers and support staff.

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

b) *Descriptors (D1-D3):*

There are four Descriptors that define four broad categories of practice:

- D1: Associate Fellow
- D2: Fellow
- D3: Senior Fellow

Descriptors incorporate the Dimensions and identify the extent of practice required, recognising the variety of practice and roles undertaken by professionals who teach and/or support learning.

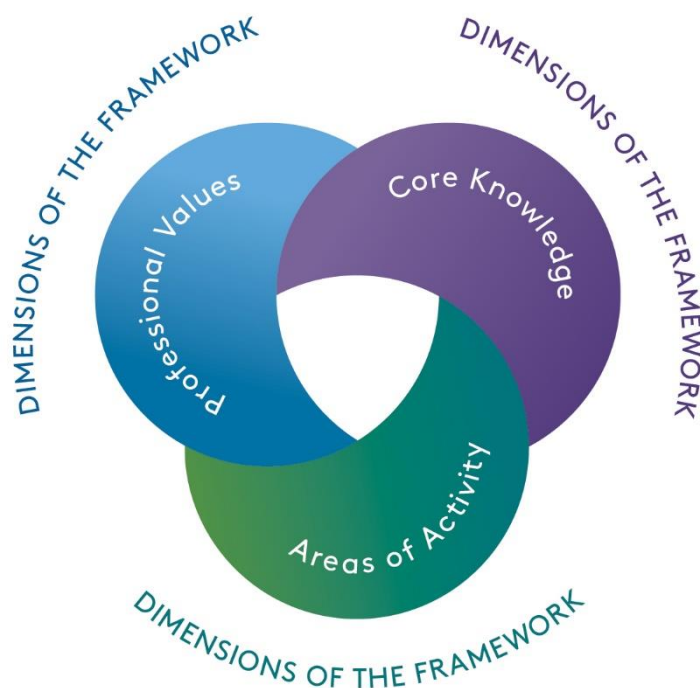


Figure 1: The Dimensions of the Framework

Figure 1 above gives a graphical representation of the three groups of Dimensions of the Framework and how these are integrated in practice and interdependent.

- Professional Values that underpin all forms of Core Knowledge and Areas of activity and are the foundation of professional practice;
- Core Knowledge informed by the Professional Values and representing key forms of knowledge required to undertake the Areas of Activity;
- Areas of Activity which bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Professional Values

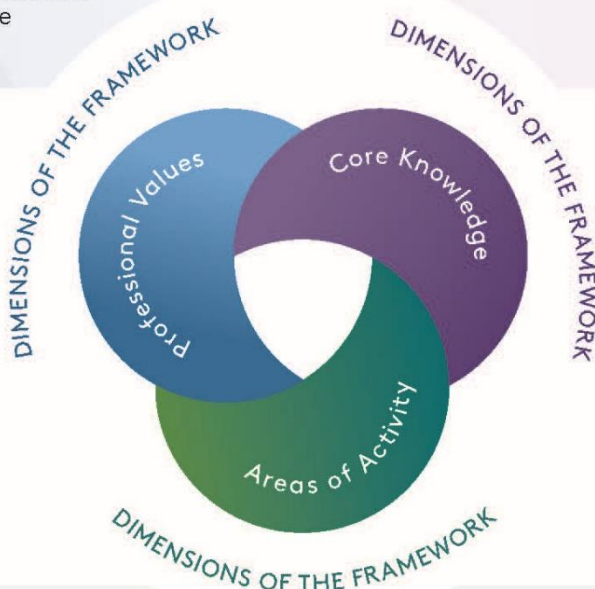
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- V2** promote engagement in learning and equity of opportunity for all to reach their potential
- V3** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4** respond to the wider context in which higher education operates, recognising implications for practice
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity

In your context, demonstrate that you:

- | | | |
|---|---|--|
| A1 design and plan learning activities and/or programmes | A3 assess and give feedback for learning | A5 enhance practice through own continuing professional development |
| A2 teach and/or support learning through appropriate approaches and environments | A4 support and guide learners | |

Dimensions of the Framework

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Figure 2: Alt text version of Figure 1, which includes the three clusters of the Dimensions of the Framework

Identifying which category of fellowship to apply for

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 to help participants to identify the most appropriate category for them are included below. It is suggested that participants use a combination of these 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-2023>);
- 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 work with learners in more substantive teaching and supporting learning role(s).
Descriptor 3 (D3) - SFHEA	Practice informed by comprehensive understanding and a sustained record of effectiveness in leading or influencing those who teach and/or support learning. For example, through co-ordination, support, management and / or mentoring of others.

Table 1: Evidence expected for different categories of Fellowship

Details of the Pathway

An overview of the pathway process from the perspective of participants can be seen in the Figure 3 below:

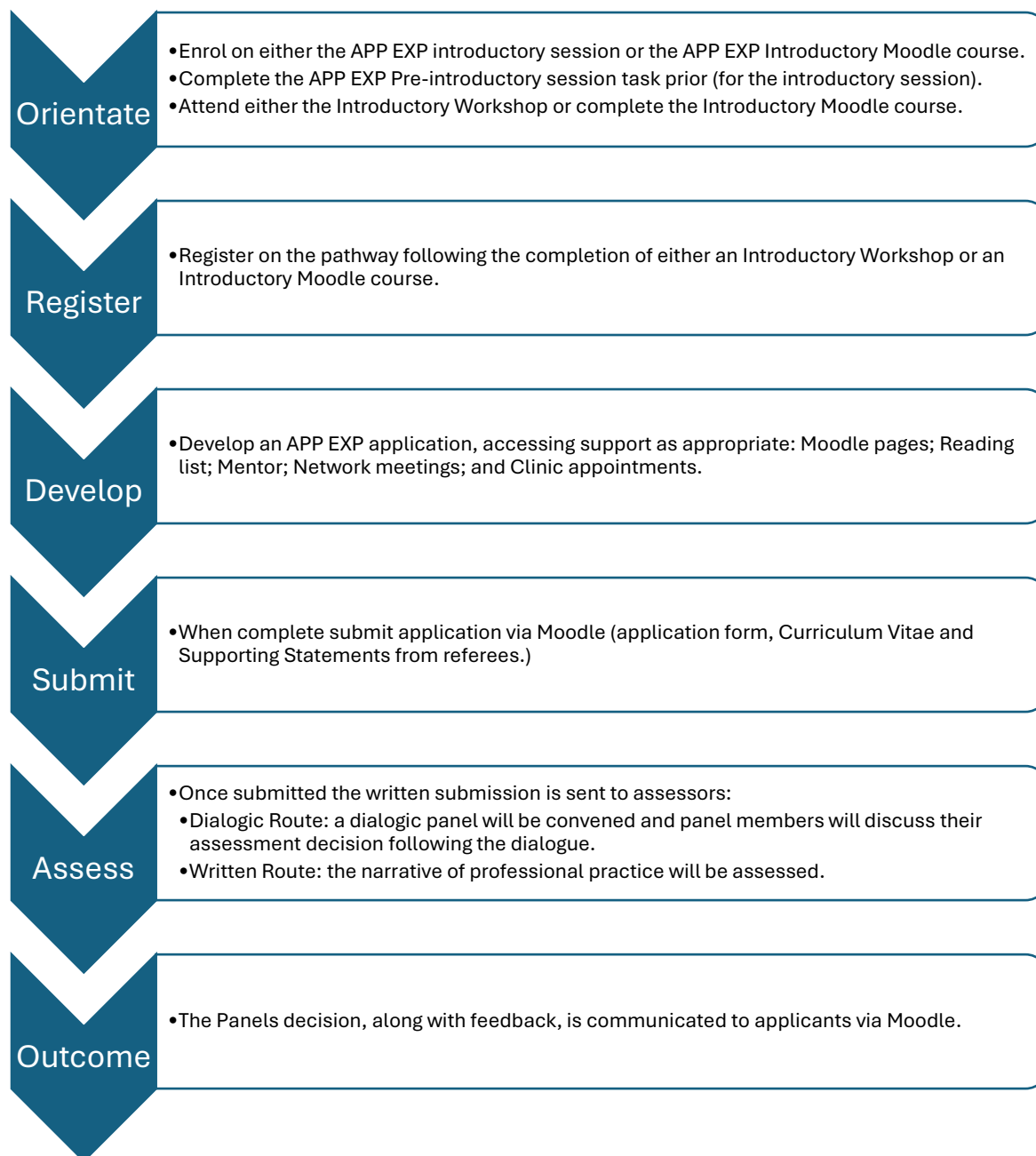


Figure 3: Details of the APP EXP pathway

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 may have the opportunity to select from a synchronous

online or in-person introductory session led by a member of Education Academy. Prior to attending the introductory session participants will be asked to complete a task where they consider experience in teaching and learning support. An asynchronous alternative to this introductory session may also be available.

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.

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.

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 Advance HE 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 (CV) and two separate supporting statements from referees. 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 Education Academy 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.

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, application forms and other resources. Figure 4 shows this process in a flow diagram. It begins with participants 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.

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.

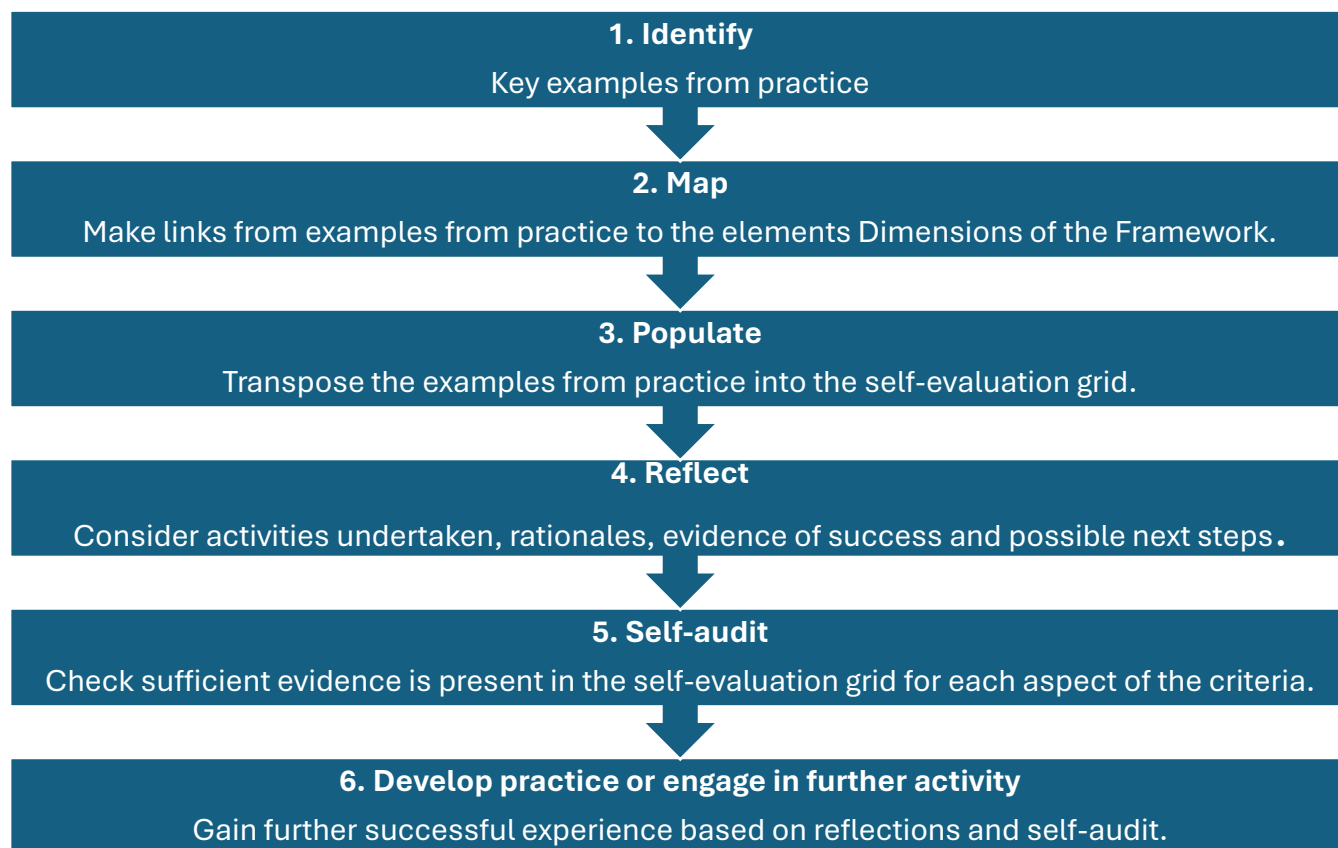


Figure 4: Suggested process for developing an APP EXP application.

Self-evaluation grids (D1-D3)

A self-evaluation grid is embedded into the APP EXP application forms for D1-D3. It includes spaces for D1-D3 participants 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 description 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.

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 enhanced practice in the sense that it has resulted in action and possibly an impact upon student experience.

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 are held periodically, usually at least termly, with a variable agenda depending on the interests of the group and on emergent pathway matters.
- Periodic 'Fellowship Days': 'Fellowship Days' are an opportunity to set aside a whole day to work on an application, with support from members of the Education Academy and peers.

APP EXP Mentoring

○ 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 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 Education Academy 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.

○ Identifying a mentor

The APP EXP Team will assign a mentor to the participant. Once assigned, you can reach out to the mentor to arrange a meeting and review your APP EXP submission documentation.

○ Mentor induction and Mentor and Assessor Network

Staff members with FHEA, SFHEA 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.

○ 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 participants 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.

Dialogic Route

○ 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

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.

○ 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)	

Table 3: Summary of submission requirements

○ Teaching Philosophy Statement (D1, D2 and D3)

The process of preparing a teaching philosophy statement is an opportunity for the participant 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.

○ 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.

○ 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, 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 applicant's 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 applicant's 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 applicant's 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 practice 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.

○ 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.

○ 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.

○ 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. A key part of academic integrity is ensuring that if Artificial Intelligence tools are used in the preparation of an APP EXP claim, the use is aligned with [Warwick's](#) and Education Academy's Artificial Intelligence policy. It is particularly important to read this policy carefully if you are intending on using AI tools such as ChatGPT.

Written Route

○ 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.

○ 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
	Narrative of Professional Practice, including a brief context statement, (1400-word limit) plus reference list (not included in word count)	2 x Supporting Statements
D2 FHEA	Self-evaluation grid	Curriculum vitae focussed on teaching and learning
	Narrative of Professional Practice, including a brief context statement, (3000-word limit) plus reference list (not included in word count)	2 x Supporting Statements
D3 SFHEA	Self-evaluation grid	Curriculum vitae focussed on teaching and learning
	Narrative of Professional Practice, including a brief context statement, (6000-word limit in total) plus reference list (not included in word count) <i>The Narrative of Professional Practice should include 2 x Case Studies (suggested approximately 2000 each case study – 4000 words in total)</i>	2 x Supporting Statements

Table 4: Submission requirements for the Written Route

○ 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 the following approaches:

- Used examples from their practice to divide the narrative into sections - reflecting on what they did, why they did it, and how they know they were effective and inclusive in their practice;
- Used themes related to the Professional Values (such as inclusion, equity of opportunity or diversity) as headings;
- Used the Areas of Activity as headings, writing 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);
- Written using broad themes, or topics, as headings (for example apprenticeships, placements or partnerships);
- *It is not recommended that the Descriptor criteria be used as headings.*

○ 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 part 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.'

○ 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.

○ Academic Integrity

When submitting an application using Moodle, participants 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. A key part of academic integrity is ensuring that if Artificial Intelligence tools are used in the preparation of an APP EXP claim, the use is aligned with [Warwick's](#) and Education Academy's Artificial Intelligence policy. It is particularly important to read this policy carefully if you are intending on using AI tools such as ChatGPT.

Supporting Statements from Referees

○ Referees

Applications must be supported by statements from referees. Referees need to meet two minimum requirements. Firstly, they should know the work of the participant. 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, or an appropriately experienced member of staff working for a higher education institution.

○ 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 participant are genuine. This is done in two ways:

- Confirming that the participant'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 participant'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 participant's practice and explain how, in their view, these examples demonstrate alignment to the relevant category of fellowship.

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/coursesandpathways/appexp/referees-psf-2023/ . Referees should send completed supporting statement forms to the participant and not directly to Education Academy. The participant will then submit the supporting statements as part of their application via Moodle. Education Academy reserves the right to contact referees for clarification or further details.

○ 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 participant. For the dialogic route assessors will triangulate evidence from the pedagogic dialogue, from the participant's 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.

Assessment

○ Assessment Overview

The pool of assessors includes education specialists from the Education Academy and practitioners from a range of disciplines. 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 applicant's 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.

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

Table 5: Assessor requirements

○ 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.

○ 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.

○ 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.

○ 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.

○ Assessment processes: Dialogic Route

Figure 5 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.

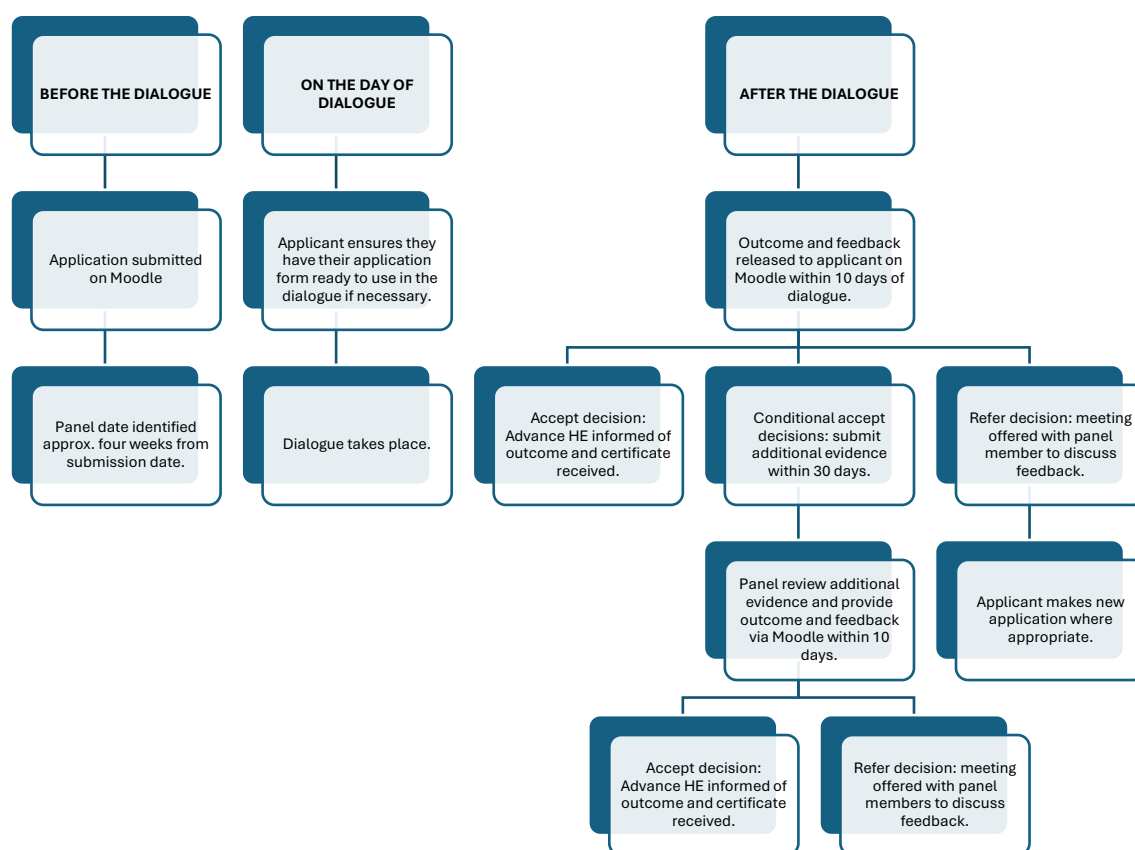


Figure 5: Fellowship judgement process for the dialogic route

○ Assessment processes: Written Route

Figure 6 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.

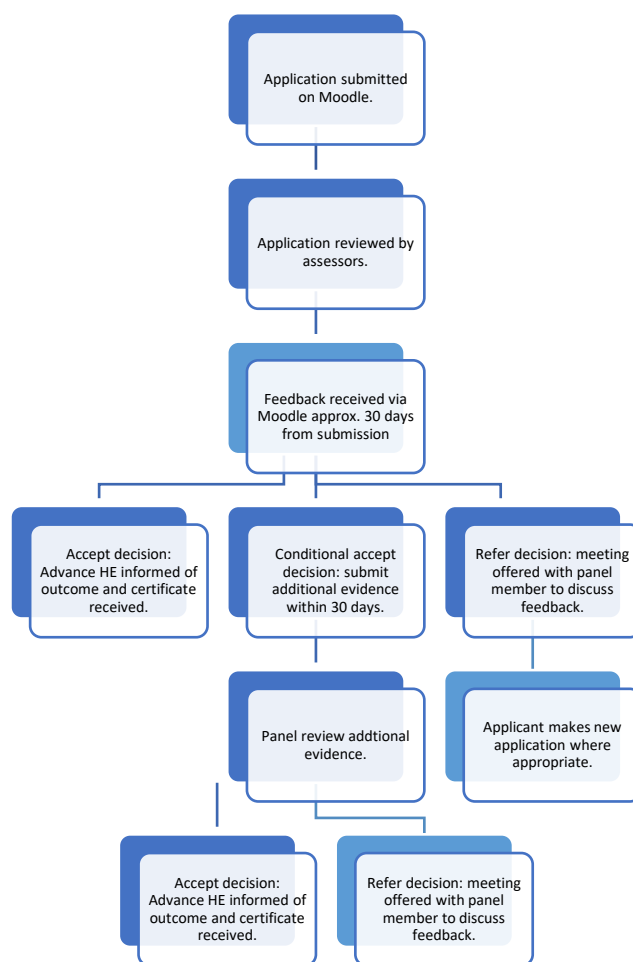


Figure 6: Assessment Processes for the Written Route

○ Outcomes Explained

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

■ 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.

■ 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

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.

■ 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 Education Academy if panel members are unavailable, to discuss outstanding requirements. A new application will be required which will be assessed by a different panel.

○ Storage of Archived Personal Data

All files associated with the application are archived on the Education Academy 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 OneDrive 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.

Complaints, Matters of Concern and Appeals

Education Academy seeks feedback on its provision continuously. However, we appreciate that participants may wish to give feedback or raise concerns about aspects of their experience. The Education Academy 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 Education Academy'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.

Continuing Professional Development Opportunities and ‘maintaining our professional practice’

The [Education Academy](#) 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 ‘maintain our professional practice’ in line with the [Fellowship Code of Practice](#).

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: Eligibility and typical roles for each Fellowship category

The PSF 2023 sets out the professional standards for higher education (HE). All experience and evidence included in an application must relate to teaching and/or support for learning practice related to higher education provision such as:

- level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, or equivalent
- level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or equivalent first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA)
- level 5 or above of the Australian Qualifications Framework (AQF) or equivalent
- level 5 or above of the New Zealand Qualification Framework (NZQF) or equivalent
- other equivalent higher education frameworks activity focused on supporting learners within a Higher Education context, providing the learner(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above
- delivery of some non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

D1: Associate Fellowship

Individuals applying for Associate Fellowship will be able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will enable them to evidence some of the PSF Dimensions. Their teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Examples of roles which may evidence D1 include:

- 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, technicians, 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: Fellowship

Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). The teaching and /or support for learning practice enables these individuals to evidence all 15 of the PSF 2023 Dimensions and show the 'breadth and depth' of their work. Examples of roles which may evidence D2 include:

- 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 Fellowship

Senior Fellowship is suitable for individuals able to provide evidence of their effective and inclusive leading or influencing of those who teach and/or support high-quality learning. Their practice will be underpinned by their comprehensive understanding. They operate to support, guide and initiate change or lead/influence enhancement in a wide range of contexts. Typical roles and practice include:

- a) Staff with responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas;
- b) Leadership and/or management of specific aspects of teaching and learning provision;
- c) Head of a support service area;
- d) Mentor, for example, supporting newer teachers or those holding other roles, such as personal tutor, although mentoring on its own is unlikely to supply sufficient evidence of D3;
- e) Professional support areas where the central focus of their responsibility involves guidance and/or support for those who teach and/or support high-quality learning, for example as learning designers;
- f) Individuals recognised as very experienced and who are regularly consulted for their guidance and support;
- g) Influence or leading in relation to innovative practice as a key innovator.

- 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 substantial responsibility at faculty level or in one of largest Warwick departments or schools;
- d) Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution.

Appendix I: PSF Descriptor Criteria

D1: Associate Fellow Descriptor Criteria

Descriptor 1	Notes
Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of: D1.1 Use of appropriate Professional Values, including at least V1 and V3 D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3 D1.3 Effective and inclusive practice in at least two of the five Areas of Activity	Dimensions Dimensions are inter-related and integrated in practice. A claim for D1 will bring together: - Professional Values: at least V1 and V3; - Core Knowledge: at least K1, K2 and K3; - Two of the five Areas of Activity. Evidence Examples should be drawn from recent practice (typically from the last 1-3 years) and must relate to higher education teaching and/or supporting learning. Effectiveness of Practice Effectiveness relates to the goals or aims of the work undertaken. Evaluation of effectiveness will include exploration of information used to review / evaluate activity and include consideration of the impact on learners' learning. Context Teaching and / or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Context includes behaviours, cultures, discipline- and profession-specific practices, environments and participants. Collaboration Examples of collaborating to enhance practice are a necessary part of a claim for D1.

D2: Fellow Descriptor Criteria

Descriptor 2	Notes
Descriptor 2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of: D2.1 Use of all five Professional Values D2.2 Application of all five Core Knowledge D2.3 Effective and inclusive practice in all five Areas of Activity	Dimensions Dimensions are inter-related and integrated in practice. A claim for D2 will bring together: • All five Professional Values; • All five Core Knowledge; • All five Areas of Activity. Evidence Examples should be drawn from recent practice (typically within the last 3 years) and must relate to higher education teaching and/or supporting learning. Effectiveness of Practice Effectiveness relates to the goals or aims of the work undertaken. Evaluation of effectiveness will include exploration of information used to review / evaluate activity and include consideration of the impact on learners' learning. Context Teaching and / or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Context includes: behaviours, cultures, discipline- and profession-specific practices, environments and participants. Collaboration Examples of collaborating to enhance practice are a necessary part of a claim for D2.

D3 Senior Fellow Descriptor Criteria

Descriptor 3	Notes
Descriptor 3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence: D3.1: a sustained record of leading or influencing the practice of those who teach and/or support high quality learning D3.2: practice that is effective, inclusive and integrates all Dimensions D3.3: practice that extends significantly beyond direct teaching and/or direct support for learning	Dimensions Dimensions are inter-related and integrated in practice. A claim for D3 will bring together: • All five Professional Values; • All five Core Knowledge; • All five Areas of Activity. Context Teaching and / or supporting learning in higher education is influenced by the circumstances and situations in which these take place. Context includes: behaviours, cultures, discipline- and profession-specific practices, environments and participants. Influencing and/or leading others Evidence must focus on personal impact on student learning via influencing or leading the practices of others (e.g. peers, colleagues, practice educators, etc.). Personal contribution should be very clear and evidence of effectiveness of the contribution included. Collaboration Examples of collaborating to enhance practice are a necessary part of a claim. The nature of collaboration will depend on context and role, and at D3 will refer to leading and influencing other. Sustained effectiveness Examples of leading or influencing others should be drawn from a sustained period of recent practice (typically 3-5 years). Effectiveness relates to the goals or aims of the work undertaken. Evaluation of effectiveness will include exploration of information used to review / evaluate activity and include consideration of the impact, via colleagues, on learners' learning. Comprehensive understanding Through the D3 claim, whether dialogic or written, extensive knowledge and understanding of teaching and/or learning

	support in context will need to be demonstrated.
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Appendix II: 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 on demonstrating effective practice in teaching and/or supporting learning:
 - a. use of appropriate Professional Values (at least V1 and V3),
 - b. application of appropriate Core Knowledge (including at least K1, K2 and K3) and
 - c. effective and inclusive practice in at least **two of the Areas of Activity**.
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 the 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 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.
8. Example(s) of the use relevant Professional Values and application of Core Knowledge 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 in context, and demonstrating an understanding of at least: K1 (how learners learn, generally and within specific subjects), K2 (approaches to teaching and/or supporting learning, appropriate for subjects and level of study) and K3 (critical evaluation as a basis for effective practice).

10. Include evidence of how participants demonstrate their use of Professional Values V1 (respect individual learners and diverse groups of learners) and V3 (use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice), as a minimum.
11. Provide rationale and explanations of how participants carry out their practice and ensure they provide reasons for the choice of activities described and demonstrate that they have been effective and successful in these activities. **This reflection and alignment of the participant's work to the PSF is essential.**
12. Where appropriate, explicitly incorporate into chosen Areas of Activities how participants 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 which are cited. The reference list is accommodated *in addition* to the maximum word count.
14. All the experience and evidence presented in the pedagogic dialogue or 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. It is important to set out details of the context in which teaching and/or support of learning takes place. The CV will include some of this information. While it might be useful to offer some very basic contextual information about the participant and their role at the start of the teaching philosophy statement (for the dialogic route) and the narrative (for the written route), the main contextualisation is best located by each specific example offered. Context includes: behaviours, cultures, discipline- and profession-specific practices, environments and participants.
3. Throughout the claim, the quality of reflection on participant's 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 include evidence of effectiveness in relation to impact on student learning. All evidence should 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 all 15 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.
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 participants teach.
9. Applications should be articulate how continuing professional development contributes to enhancing practice and a broad understanding of effective approaches to teaching and/or learning support. This will help to evidence A5.
10. It is important that all Dimensions of the Framework are addressed through adopting a reflective stance. Selected examples from practice should provide the opportunity to address all Dimensions of the Framework. It is important to provide a rationale and explanations of how the practice is carried out. 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 applicants 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 and impact in leading and influencing 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. It is important to set out details of the context in which leadership or influence in teaching and/or support of learning takes place. The CV will include some of this information. While it might be useful to offer some very basic contextual information about the applicant and their leadership practice at the start of the teaching philosophy statement (for the dialogic route) and the narrative (for the written route), the main contextualisation is best located by each specific example offered. Context includes: behaviours, cultures, discipline- and profession-specific practices, environments and participants.
4. 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.
5. 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.

6. 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.
7. Applications should be centred round a process of continuing professional development which demonstrates broad understanding of effective approaches to leading or influencing teaching and/or learning support.
8. 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.
9. A critical characteristic of Senior Fellowship is a **sustained record leading or influencing** the practice of those who teach and/or support high quality learning (D3.1). Activities might include co-ordination, support, supervision, management or mentoring of others, for example. Typically, examples demonstrating **sustained effectiveness** will be drawn from the last three to five years.
10. Participants will also need to show that their practice is **effective, inclusive and integrates** all Dimensions of the Framework (D3.2). It is therefore necessary to make claims about which examples from their practice address which Dimensions. This is done in the self-evaluation grid and by mapping Dimensions (e.g. V1, K2) in the teaching philosophy statement (for the dialogic route) and in the narrative of professional practice (for the written route).
11. The evidence participants present should demonstrate how their **practice extends significantly** beyond direct teaching and/or direct support for learning. Thus, they will be showcasing examples where they have worked with colleagues who teach or support learning, who in turn are having a positive effect on learners in Higher Education (D3.3).
12. 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.

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:

- demonstrate a *personal impact on student learning via influencing or leading the practices of others* (e.g. peers, colleagues, practice educators, etc.);
- demonstrate *sustained effectiveness* in examples of leading or influencing others, drawn from a sustained period of recent practice (typically 3-5 years) and include evidence of positive end results.

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 participant's 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.