Academic and Professional Pathway for Experienced staff

APP EXP (D1-4)

Gaining Fellowship of the Higher Education Academy

Handbook
Updated August 2018
Senior Fellowship of the Higher Education Academy (SFHEA) 34

APPENDIX F 38
Principal Fellowship of the Higher Education Academy (PFHEA) 38

APPENDIX G 41
Guidance notes for referees 41
Reference form for HEA fellowship application 43
Reference form for HEA fellowship application 44

APPENDIX H 45
Guidance notes for assessors – Written Route 45
The Narrative of Professional Practice 45
The references 46
Conflict of interest 46
Judging the application 46
The Evaluation Cycle 47

APPENDIX I 48
Guidance notes for assessors – Dialogic Route 48
The Pedagogic Dialogue 48
The references 49
Conflict of interest 49
Judging the application 50
The Evaluation Cycle 50

Feedback form for applicants 51

Key links
APP EXP Website: http://www2.warwick.ac.uk/services/ldc/teaching_learning/app/exp/
APP EXP Moodle: http://moodle.warwick.ac.uk/course/view.php?id=19796
Email: appexp@warwick.ac.uk
Pathway for Experienced Staff - APP EXP (D1-4)

New and existing members of staff with a proven, sustained track record in teaching and supporting learning in Higher Education can gain recognition for their expertise in the form of Fellowship of the Higher Education Academy (HEA) through the Pathway for Experienced Staff APP EXP (D1-4). This pathway supports experienced staff in their engagement with the UKPSF and helps them to evidence their engagement through two possible routes: the Written Route or the Dialogic Route.

The APP EXP Pathway starts with an Introductory Workshop. A registration form is completed during the workshop.

The UKPSF

The UK Professional Standards Framework (UKPSF) is a nationally-recognised framework for benchmarking success within Higher Education teaching and learning support. It is comprised of the following:

- **Descriptors** (D1-D4): There are four set of descriptors which outline the categories of teaching and learning support in relation to the Dimensions of Professional Practice. (See Appendix A)
- **Dimensions of the Framework**: This element covers three themes:
  - 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.
### Areas of Activity

<table>
<thead>
<tr>
<th>A1</th>
<th>Design and plan learning activities and/or programmes of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Teach and/or support learning</td>
</tr>
<tr>
<td>A3</td>
<td>Assess and give feedback to learners</td>
</tr>
<tr>
<td>A4</td>
<td>Develop effective learning environments and approaches to student support and guidance</td>
</tr>
<tr>
<td>A5</td>
<td>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
</tr>
</tbody>
</table>

### Core Knowledge

<table>
<thead>
<tr>
<th>K1</th>
<th>The subject material</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2</td>
<td>Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3</td>
<td>How students learn, both generally and within their subject/disciplinary area(s)</td>
</tr>
<tr>
<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
</tr>
<tr>
<td>K5</td>
<td>Methods for evaluating the effectiveness of teaching</td>
</tr>
<tr>
<td>K6</td>
<td>The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
</tr>
</tbody>
</table>

### Professional Values

<table>
<thead>
<tr>
<th>V1</th>
<th>Respect individual learners and diverse learning communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>V2</td>
<td>Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>V3</td>
<td>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>V4</td>
<td>Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
</tbody>
</table>
Written Route or Dialogic Route?
APP EXP Introductory Workshops are run throughout the year and provide an overview of the Pathway and an opportunity ask questions. In particular the workshop explores the different categories of Fellowship and the two routes: Written and Dialogic. The diagram below provides an overview of the two routes. Regardless of which route you choose, you will be provided with support to help to develop your application.

![APP EXP Introductory Workshop Diagram](image)

Ongoing continuing professional development (CPD) opportunities to maintain and develop good standing

Figure 1: APP EXP Pathway for Experienced Staff
The process - The Written Route

After attending the Introductory Workshop you will be required to engage in independent work to draw together evidence for each of the criteria in the UK PSF.

In the Written route you are expected to gather your individual evidence and reflections. Evidence can include general teaching reflections, peer observation reflections, pedagogic project findings, evaluations from students or other staff, reflections on scholarly papers, workshops and activities with a focus on teaching and learning. You need to engage with this supporting evidence and literature to develop your written application. An indicative reading list can be found on page 16.

The process will normally require you to engage in at least two meetings with a mentor. The number and focus of meetings will be negotiated between you and your mentor but a suggested agenda is available on the Moodle area. The mentor will usually be at departmental level and will be a colleague who has attained at least the recognition level that you are working towards or has completed the Introduction to APP EXP Mentoring workshop organised by the Teaching and Learning Unit (TLU). Further information can be found here: https://warwick.ac.uk/services/ldc/teaching_learning/app/exp/mentors/.

In between the meetings with your mentor you will be encouraged to meet up with others also completing the Pathway for support, debate and the discussion of learning, teaching and assessment matters. A list of optional face-to-face workshops, including a Writing and Dialogue Preparation retreat, is available on Moodle.

What evidence do I need to submit for the Written Route?

The portfolio of evidence for the Written Route will be presented in an application form. There are different application forms available for D1-4 which can be downloaded from the Moodle area: http://moodle.warwick.ac.uk/course/view.php?id=19796. Once completed the application form should be submitted, along with the supporting statements from referees and a copy of your CV. If you wish to submit other additional evidence this can be done through MyPortfolio (http://myportfolio.warwick.ac.uk/) and a Secret URL can be embedded into the application form. Guidance on how to do this is available on request to appexp@warwick.ac.uk.

The evidence submitted will reflect your role, responsibilities and experience and will focus on the relevant Descriptor. The diagram below provides a summary of the evidence required for each level of fellowship for the written application route. For further details on each of the Descriptors please refer to the relevant Appendix in this document. The application forms are structured to help you include the appropriate evidence.
Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. The word counts stated below are targets figures and plus or minus 10% is permitted.

**AFHEA:** The overall word count for the Associate Fellow Narrative of Professional Practice is 1400 words. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it.

**FHEA:** The overall word count for the Fellow Narrative of Professional Practice is 3000 words.

**SFHEA:** The overall word count for Senior Fellowship applications is 6000 words. This is the combined reflective Narrative of Professional Practice and two Case Studies, working to 4000 words for your reflective account and 1000 words for each of the Case Studies. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than the description.

**PFHEA:** The overall target word count is 6000 words for the Reflective Narrative of Practice.
Referees

Your application must be supported by statements from referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your submission and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the Guidance Notes for Referees.

At least one of your references 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. All referees need to be familiar with the UKPSF.

The supporting statements from your referees should be submitted with your application via Moodle. The TLU reserves the right to contact your referees for clarification.

When can I submit my Written Route application?

There are a number of submission deadlines throughout the year which are available on the Moodle area. Once we receive your application we will contact you to inform you of the indicative length of time it will take to process your application.

Assessment: How will my application be reviewed?

Applications for AFHEA and FHEA will be peer reviewed by a panel of two independent colleagues from a Department other than your own, both will have at least FHEA recognition.

Applications for SFHEA will be peer reviewed by a panel of three independent colleagues from a Department other than your own, two of which with at least SFHEA and the other with at least FHEA recognition.

Applications for PFHEA will be peer reviewed by a panel of three independent colleagues, one of which with PFHEA and external to the institution and two of which from a Department other than your own and with at least SFHEA.

Assessors are selected for their understanding of the UKPSF, as well as for their knowledge and experience of learning and teaching in higher education. The assessors’ pool includes education specialists from the Teaching and Learning Unit (LDC) and practitioners from a range of disciplines across the higher education sector. The assessors will be looking for evidence that your approach to teaching and/or supporting learning is grounded in an
understanding of how learners develop knowledge and practice within your discipline or role. Your evidence should therefore be reflective, not just descriptive. Assessors will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted.

Where there is disagreement between the two assessors for AFHEA and FHEA applications then the work will be sent to a third independent party with the relevant level of HEA recognition for the application. This third assessor will have the final say.

A sample of applications, including those were there is disagreement between the first and second marker, will be submitted for review to the external examiner on the LDC accredited provision, currently Professor Ray Land (MA MSc PhD FRSA PFHEA) Director, Centre for Academic Practice (CAP) and Professor of Higher Education, School of Education, Durham University, for moderation and quality assurance purposes.

Guidance notes are provided for assessors explaining how they are expected to make professional judgements on applications.

**Outcomes**

If your application is successful the TLU will register your Fellowship with the HEA and a certificate will be sent to you in electronic form.

Should your application be judged as providing insufficient evidence for meeting the criteria, it will be referred back to you with constructive advice on how to revise it effectively. If the assessors agree that limited additional evidence and/or only minor changes to your application are required to meet the criteria, your resubmission will be assessed by the same panel. If major revision and/or substantial additional evidence are required your resubmission might be sent to a different set of assessors. Your mentor will offer further support and advice as to when it would be appropriate to resubmit your application.
The process: The Dialogic Route

After attending the Introductory Workshop you will be required to engage in independent work to draw together evidence for each of the criteria in the UKPSF. The Dialogic Route requires you to collate your individual evidence and reflections. Evidence can include general teaching reflections, peer observation reflections, pedagogic project findings, evaluations from students or other staff, reflections on scholarly papers, workshops and activities with a focus on teaching and learning. You need to engage with this supporting evidence and literature to develop your written application. An indicative reading list can be found on page 13. There will be opportunities each year to attend a writing and dialogic preparation retreat where further information about the structure of the dialogue will be available.

The process also requires you to engage in at least two meetings with a mentor who will be familiar with the UKPSF and will have attended mentor network meetings offered by the Teaching and Learning Unit (TLU). Further information can be found here: http://www2.warwick.ac.uk/services/ldc/teaching_learning/app/exp/mentors. Your mentor will be able to advice as to when you are ready to submit your evidence and engage in the Pedagogic Dialogue.

What evidence do I need to submit for the Dialogic Route?

The Dialogue will involve you and a panel of independent assessors and will be an opportunity for you to expand on your Teaching Philosophy Statement (Narrative of Practice in the case of Principal Fellowship applications), explore how you meet the criteria of the UKPSF through a formal conversation and elaborate on the evidence you have provided. Prior to this meeting the independent assessors will have access to your supporting documentation. The written supporting documentation for the Dialogic Route will be presented in an application form. There are different application forms available for D1-4 which can be downloaded from the Moodle area: http://moodle.warwick.ac.uk/course/view.php?id=19796. Once completed the application form should be submitted, along with the supporting statements from referees and a copy of your CV. If you wish to submit other additional evidence this can be done through MyPortfolio (http://myportfolio.warwick.ac.uk/) and a Secret URL can be embedded into the application form. Guidance on how to do this is available on request to appexp@warwick.ac.uk.

The evidence submitted will reflect your role, responsibilities and experience and will focus on the relevant Descriptor. For the Dialogic Route the Pedagogic Dialogue is the core of your
application, the written submission is not assessed but is formative and will help you to assemble your evidence and prepare for the Dialogue.

The Pedagogic Dialogue will be audio-recorded for moderation purposes and to ensure the quality of the process.

The diagram below provides a summary of the evidence required for each level of fellowship for the Dialogic Route application route. For further details on each of the Descriptors please refer to the relevant Appendix in this document.

### Evidence required for the Dialogic Route

<table>
<thead>
<tr>
<th>Associate Fellowship HEA (D1)</th>
<th>Fellowship HEA (D2)</th>
<th>Senior Fellowship HEA (D3)</th>
<th>Principal Fellowship HEA (D4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Teaching Philosophy Statement (500 words);</td>
<td>• a Teaching Philosophy Statement (700 words);</td>
<td>• Teaching Philosophy Statement (700 words);</td>
<td>• Reflective Narrative of Practice (2,000 words) with a focus areas of influence you have had in relation to high quality student learning institutionally and beyond</td>
</tr>
<tr>
<td>• supporting statements from two referees;</td>
<td>• supporting statements from two referees;</td>
<td>• supporting statements from two referees;</td>
<td>• supporting statements from three referees</td>
</tr>
<tr>
<td>• a copy of your CV with a focus on teaching and supporting learning in higher education;</td>
<td>• a copy of your CV with a focus on teaching and supporting learning in higher education;</td>
<td>• a copy of your CV with a focus on teaching and supporting learning in higher education;</td>
<td>• a copy of your CV with a focus on teaching and supporting learning in higher education;</td>
</tr>
<tr>
<td>• self-evaluation pro-forma for D1;</td>
<td>• self-evaluation pro-forma for D2;</td>
<td>• self-evaluation pro-forma for D3;</td>
<td>• self-evaluation pro-forma for D4;</td>
</tr>
<tr>
<td>relevant additional evidence.</td>
<td>relevant additional evidence.</td>
<td>relevant case studies (1,000 words in total);</td>
<td>relevant additional evidence.</td>
</tr>
</tbody>
</table>

### Teaching Philosophy Statement

The Teaching Philosophy Statement consists of a concise narrative that describes your core approaches to teaching in your field and demonstrates that you are reflective and purposeful about your teaching. The statement should include a concise, first-person description of your teaching approaches and strategies with examples drawn from your experience. The examples you provide should allow readers to envision your teaching approaches in action. You need to engage with supporting evidence and literature in support of your application. An indicative reading list can be found on page 16. The Teaching Philosophy Statement itself is not assessed but will be helpful for you as you prepare for the dialogue and provides useful contextual information for the assessors.
Referees

Your application must be supported by statements from referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your submission and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the Guidance Notes for Referees.

At least one of your references 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. All referees need to be familiar with the UKPSF.

The supporting statements from your referees should be submitted with your application via Moodle. The TLU reserves the right to contact your referees for clarification.

Assessment: the Pedagogic Dialogue

The Pedagogic Dialogue is the core of your application. The Dialogue will be an opportunity to expand on your teaching philosophy and explore how you meet the criteria of the UKPSF through a formal conversation supported by the evidence you have provided. Prior to this meeting the independent assessors will have access to your supporting documentation and other submitted evidence. The Dialogue will foster a collaboratively reflective approach to 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 your practice in relation to the UKPSF. The Dialogue will be audio-recorded for moderation purposes and to ensure the quality of the process.

The duration of the panels will be as follows:

- AFHEA (30 minutes)
- FHEA (60 minutes)
- SFHEA (75 minutes)
- PFHEA (90 minutes)

When will my dialogue take place?

Dates for dialogic panels are available on the APP EXP Moodle area along with deadlines for submitting applications for particular panels. You should submit application forms via the
Moodle submission area within the APP EXP Moodle area. You will receive communication about possible dates for panels following your submission.

**Who will be taking part in the Pedagogic Dialogue?**

The Pedagogic Dialogue will involve you and a panel of independent assessors. For AFHEA and FHEA applications the panel will consist of two independent colleagues from a Department other than your own, both will have at least FHEA recognition.

For SFHEA the panel will consist of three independent colleagues from a Department other than your own, two of which with at least SFHEA and the other with at least FHEA recognition.

For PFHEA the panel will consist of a panel of three independent colleagues, one of which with PFHEA and external to the institution and two of which from a Department other than your own and with at least SFHEA.

Assessors are selected for their understanding of the UKPSF, as well as for their knowledge and experience of learning and teaching in higher education. The assessors’ pool includes education specialists from the Teaching and Learning Unit (LDC) and practitioners from a range of disciplines across the higher education sector. The assessors will be looking for evidence that your approach to teaching and/or supporting learning is grounded in an understanding of how learners develop knowledge and practice within your discipline or role. Your approach during the Dialogue should therefore be reflective, not just descriptive. Assessors will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development.

Where there is disagreement between the two assessors for AFHEA and FHEA applications then the work will be sent to a third independent party with the relevant level of HEA recognition for the application. This third assessor will have the final say.

A sample of applications, including those were there is disagreement between the first and second marker, will be submitted for review to the external examiner on the LDC accredited provision, currently Professor Ray Land (MA MSc PhD FRSA PFHEA) Director, Centre for Academic Practice (CAP) and Professor of Higher Education, School of Education, Durham University, for moderation and quality assurance purposes.

Guidance notes are provided for assessors explaining how they are expected to make professional judgements on applications.
Outcomes

Should your application be judged as providing insufficient evidence for meeting the criteria, it will be referred back to you with constructive advice on how to revise it effectively. If the assessors agree that limited additional evidence and/or only minor changes to your application are required to meet the criteria, you will be required to submit this in writing and the additional elements will be assessed by the same panel of assessors. If major revision and/or substantial additional evidence are required your will need to attend a Pedagogic Dialogue with a new panel. Your mentor will offer further support and advice as to when it would be appropriate to resubmit your application.

What if I have other questions?

If you cannot find the information you need or require further assistance, please email appexp@warwick.ac.uk and one of our team will be able to assist you.
Indicative Bibliography

The following list offers a sample of the growing body of literature focused around academic and professional practice in higher education. There are of course many books, journals and websites concerned with teaching and supporting learning and this list is by no means comprehensive. It does however provide a useful starting point for enquiry related to the UKPSF.

A good overview which makes explicit links with the UKPSF is:


Design and plan learning activities and/or programmes of study (A1)


Teach and/or support learning (A2)


**Assess and give feedback to learners (A3)**


**Develop effective learning environments and approaches to student support and guidance (A4)**


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


Appropriate methods for teaching and learning in the subject area and at the level of the academic programme (K2)


How students learn, both generally and within their subject/disciplinary areas (K3)


**The use and value of appropriate learning technologies (K4)**


**Methods for evaluating the effectiveness of teaching (K5)**


The implications of quality assurance and quality enhancement for academic and professional practice (K6)

Probably the best place to start is at the QAA website: http://www.qaa.ac.uk/en

Respect individual learners and diverse learning communities (V1)


Promote participation in higher education and equality of opportunity for learners (V2)


Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)


Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)


Journals and Databases

Much research relating to teaching and learning within the disciplines is published in academic journals rather than books. A good starting point to find discipline specific journal articles is to look at the following educational databases - [http://webcat.warwick.ac.uk/search~S1/v?Education](http://webcat.warwick.ac.uk/search~S1/v?Education).

Websites

[http://www.heacademy.ac.uk](http://www.heacademy.ac.uk) The Higher Education Academy is a valuable source of information for staff in Higher Education.


[https://www.srhe.ac.uk/](https://www.srhe.ac.uk/) The Society for Research into Higher Education
## APPENDIX A

### Descriptor 1 Associate Fellow

<table>
<thead>
<tr>
<th>Descriptor 1</th>
<th>Typical individual role/career stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching,</td>
<td>Individuals able to provide evidence</td>
</tr>
<tr>
<td>learning support methods and student learning. Individuals should be able</td>
<td>of effectiveness in relation to their</td>
</tr>
<tr>
<td>to provide evidence of:</td>
<td>professional role(s), which, typically,</td>
</tr>
<tr>
<td>i. Successful engagement with at least two of the five Areas of Activity</td>
<td>will include at least some teaching and/or</td>
</tr>
<tr>
<td>ii. Successful engagement in appropriate teaching and practices related to</td>
<td>learning support responsibilities. This</td>
</tr>
<tr>
<td>these Areas of Activity</td>
<td>teaching and learning role may sometimes</td>
</tr>
<tr>
<td>iii. Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td>be undertaken with the assistance of more</td>
</tr>
<tr>
<td>iv. A commitment to appropriate Professional Values in facilitating others’</td>
<td>experienced teachers or mentors. Typically,</td>
</tr>
<tr>
<td>learning</td>
<td>those likely to be at Descriptor 1 (D1)</td>
</tr>
<tr>
<td>v. Relevant professional practices, subject and pedagogic research and/or</td>
<td>include:</td>
</tr>
<tr>
<td>scholarship within the above activities</td>
<td>a) Early career researchers with some</td>
</tr>
<tr>
<td>vi. Successful engagement, where appropriate, in professional development</td>
<td>teaching responsibilities (e.g. PhD</td>
</tr>
<tr>
<td>activity related to teaching, learning and assessment responsibilities</td>
<td>students, GTAs, contract researchers/post-doctoral students etc.)</td>
</tr>
<tr>
<td></td>
<td>b) Staff new to teaching (including</td>
</tr>
<tr>
<td></td>
<td>those with part-time academic</td>
</tr>
<tr>
<td></td>
<td>responsibilities)</td>
</tr>
<tr>
<td></td>
<td>c) Staff who support academic</td>
</tr>
<tr>
<td></td>
<td>provision (e.g. learning</td>
</tr>
<tr>
<td></td>
<td>technologists, learning</td>
</tr>
<tr>
<td></td>
<td>developers and learning resource/</td>
</tr>
<tr>
<td></td>
<td>library staff)</td>
</tr>
<tr>
<td></td>
<td>d) Staff who undertake demonstrator/</td>
</tr>
<tr>
<td></td>
<td>technician roles that incorporate</td>
</tr>
<tr>
<td></td>
<td>some teaching-related</td>
</tr>
<tr>
<td></td>
<td>responsibilities</td>
</tr>
<tr>
<td></td>
<td>e) Experienced staff in relevant</td>
</tr>
<tr>
<td></td>
<td>professional areas who may be</td>
</tr>
<tr>
<td></td>
<td>new to teaching and/or supporting</td>
</tr>
<tr>
<td></td>
<td>learning, or who have a limited</td>
</tr>
<tr>
<td></td>
<td>teaching portfolio</td>
</tr>
</tbody>
</table>
### Descriptor 2 Fellow

<table>
<thead>
<tr>
<th>Descriptor 2</th>
<th>Typical individual role/career stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>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:</td>
</tr>
<tr>
<td>i. Successful engagement across all five Areas of Activity</td>
<td>a) Early career academics</td>
</tr>
<tr>
<td>ii. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>b) Academic-related and/or support staff holding substantive teaching and learning responsibilities</td>
</tr>
<tr>
<td>iii. A commitment to all the Professional Values</td>
<td>c) Experienced academics relatively new to UK higher education</td>
</tr>
<tr>
<td>iv. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>d) Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</td>
</tr>
<tr>
<td>v. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
</tr>
<tr>
<td>vi. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td></td>
</tr>
</tbody>
</table>
### Descriptor 3: Senior Fellow

**Typical individual role/career stage**

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:

- 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

<table>
<thead>
<tr>
<th>Descriptor 3</th>
<th><strong>Typical individual role/career stage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>i. Successful engagement across all five Areas of Activity</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>ii. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>iii. A commitment to all the Professional Values</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>iv. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>v. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>vi. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
<tr>
<td>vii. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</td>
<td><strong>Typical individual role/career stage</strong></td>
</tr>
</tbody>
</table>
## Descriptor 4 Principal Fellow

<table>
<thead>
<tr>
<th>Descriptor 4</th>
<th>Typical individual role/career stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>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:</td>
</tr>
<tr>
<td>i. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</td>
<td>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</td>
</tr>
<tr>
<td>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</td>
<td>b) Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning</td>
</tr>
<tr>
<td>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</td>
<td>c) Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
</tr>
<tr>
<td>iv. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
<td></td>
</tr>
<tr>
<td>v. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Evidencing your experience against the UKPSF

**Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

This Area of Activity refers to all your professional educational activities where you are preparing 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, 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 Area of Activity 1 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 your choice 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.

**Evidencing Area of Activity 2: 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 Area of Activity 2 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.

_Evidencing Area of Activity 3: 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 questionnaires, surveys, interviews, observations, testing, 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 Area of Activity 3 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.

Evidencing Area of Activity 4: 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 Area of Activity 4 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.

Evidencing Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

The UKPSF 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 professional 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 Area of Activity 5 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 C

Associate Fellowship of the Higher Education Academy (AFHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Associate Fellowship is based on meeting Descriptor 1 (D1) of the UKPSF.
2. Your narrative should be focused around selected Dimensions of the Framework and structured across two of the Areas of Activity of your choice which should evidence how you meet the requirements for Descriptor 1.
3. There will be considerable variation in applications, reflecting differences in individuals’ experience and job roles.
4. Your narrative is a personal account and its focus throughout should be on your own professional practice and decision-making.
5. You should include appropriate rationale for the choices made and any evidence of success and effectiveness in teaching and/or supporting learning. All your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Provide selective examples of practice in your narrative and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its impact on your current practice. Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. Your 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 you address the relevant Dimensions of the UKPSF. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure appropriate coverage. Refer to the HEA guidance notes on the Dimensions of the UKPSF to help support your understanding of the Dimensions.
8. Aim to include example(s) of your use of/commitment to the relevant Professional Values and Core Knowledge of the UKPSF throughout your narrative.
9. Adopt a reflective stance to your narrative and make clear why and how you apply appropriate Core Knowledge and 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. The Dimension of Core Knowledge is most easily evidenced through the Areas of Activity. For example, designing and planning a learning activity (Area of Activity 1) successfully would be determined by the use of appropriate teaching and learning methods (Core Knowledge 2).
11. **Evidencing Core Knowledge K1: The subject material**
This area is effectively evidenced with reference to the Areas of Activity or other areas of Core Knowledge. 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).

12. **Evidencing Core Knowledge 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 Core Knowledge 1 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.

13. 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 UKPSF is essential.**

14. 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.

15. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

All the experience and evidence presented in your narrative must relate to HE provision.
APPENDIX D

Fellowship of the Higher Education Academy (FHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. FHEA is based on meeting Descriptor 2 (D2) of the UKPSF
2. Your 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 UKPSF.
3. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description.
4. There will be considerable variation in applications, reflecting differences in individual experience and job roles.
5. Your claim 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 your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Provide selective examples of practice in your narrative and ensure they have direct relevance to your claim for Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others’ professional practice and on the wider learning and teaching context.
7. Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach.
8. Your application is centred round a process of continuing professional development which demonstrates your broad understanding of effective approaches to teaching and/or learning support.
9. It is important you address all the Dimensions of the UKPSF. Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies. 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 UKPSF is essential.
10. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

All the experience and evidence presented in your narrative must relate to HE provision.
APPENDIX E

Senior Fellowship of the Higher Education Academy (SFHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Senior Fellowship is based on meeting Descriptor 3 (D3) of the UKPSF. Your supporting documentation should evidence how you meet the requirements set out in Descriptor 3 of the UKPSF.

2. Your claim 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 your evidence will be based on real examples of practice that draw upon scholarly activity in learning and teaching.

3. Provide selective examples of practice in your alignment document and ensure they have direct relevance to your claim for Senior Fellowship. The quality of your evidence is much more important than the quantity of examples you provide.

4. Your supporting documentation should make clear how you apply the Core Knowledge and Professional Values to the evidence presented. This alignment of your work to the UKPSF is essential.

5. Where you reflect on any historical professional practice as part of your evidence, ensure you then reflect on its current impact on your or others’ professional practice and on the wider learning and teaching context.

6. Your application is centred round a process of continuing professional development which demonstrates your thorough understanding of effective approaches to teaching and/or learning support.

7. It is important that you address all the Dimensions of the UKPSF. Given the complex and integrative nature of professional practice for Senior Fellow, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Refer to our guidance notes on the DIMENSIONS OF THE FRAMEWORK to support your 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. Ensure you sufficiently evidence this in your claim.

9. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

In preparing your narrative, focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher,
mentor, facilitator of learning and academic leader. You might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.

Highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefitted from the continuous learning and development process involved.

You may wish to reflect on:

- **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**

Your case studies should provide 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.

Use the two case studies to address different aspects of Descriptor 3, with a focus on your organisation, leadership and/or management of specific aspects of learning and teaching provision.

You might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on your academic practice and/or on the practice of others. The emphasis should be on your effectiveness in relation to learning and teaching and should incorporate how you have led, organised or managed specific aspects of learning and teaching provision. **At least one of your case studies should focus on a situation where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas.**

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

Focus on particular aspects of your work such as:

**Developing quality enhancement**

- ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices;
- how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
• ways you have fostered dynamic approaches to learning and teaching through creativity and innovation.

Supporting other colleagues

• how you have supported other colleagues to enhance their practices;
• specific examples of how you have enhanced academic practice through co-ordinating/managing others;
• your roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
• course and programme development, review and revalidation.

Sustained engagement with educational and staff development

• staff development activities you have facilitated (informal and formal) that enhance your colleagues’ abilities to meet the dimensions of the UKPSF;
• how your contributions have promoted the student learning experience through professional development of staff under your influence and guidance e.g. through informal or formal mentoring arrangements;
• how you have disseminated your knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.

Evaluation of academic practice

• steps you have taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice;
• how you support, encourage and implement evaluation processes designed to enhance the student learning experience.
APPENDIX F

Principal Fellowship of the Higher Education Academy (PFHEA)
When preparing your Reflective Narrative of 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 (UKPSF) for teaching and supporting learning in higher education.
2. Your Reflective Narrative of 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 UKPSF 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 UKPSF within the institution. Championing the UKPSF relates to the dimensions which make up the UKPSF, 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 UKPSF. 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 UKPSF 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.
APPENDIX G

Guidance notes for referees

Who is this guidance for?
The guidance below is designed to help you prepare your reference for an applicant for fellowship of the Higher Education Academy (HEA). You should be a Fellow, Senior Fellow or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education provider. All referees need to be familiar with the UKPSF.

What is the function of the reference?
The function of the reference is to provide an informed peer review of the applicant’s work using your knowledge of their practice and the context in which he/she teaches or supports learning in higher education. If possible, please comment on the applicant’s most recent role and responsibilities. Please take time to read the applicant’s Narrative of Professional Practice (Written Route) or Teaching Philosophy (Dialogic Route) and supporting evidence enable you to write an appropriate reference.

What information do I need to provide?
You should be in a position to comment and substantiate the applicant’s record of effectiveness in relation to teaching and/or the support of learning in higher education. Your reference should primarily refer to the applicant's experience and achievements in learning and teaching and should refer to his/her research record only in so far as this directly informs their teaching.

Please comment directly on the content of the applicant’s documentation and base your reference on how the applicant meets the dimensions of the UK Professional Standards Framework at the relevant Descriptor. Please provide practical examples to support your comments wherever possible. If you have been involved in peer observation of the applicant’s teaching or support of learners, please draw on the evidence this provides. Similarly, please comment on any innovative practice and/or contribution to developments in teaching and learning within his/her discipline.

Is there a standard reference format?
We have provided forms (please see below – there are different forms for D1-3 and D4 applications) for you to add your reference to. This is a different kind of reference from one that is normally required for promotion or a job appointment, as we are looking for confirmation of the applicant’s commitment to effective practice in teaching and/or supporting learning, rather than general academic achievement.

How do I submit my reference?
This is an open reference so please make sure it is electronically signed and e-mailed to the applicant so it can be included with their application. If you wish your reference to be
confidential please place it in a sealed envelope before giving it to the applicant. We may wish to contact you to clarify points in your reference. If you need advice about the reference please contact appexp@warwick.ac.uk
### Reference form for HEA fellowship application

<table>
<thead>
<tr>
<th>Name of Applicant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Referee</td>
<td></td>
</tr>
<tr>
<td>Referee email address</td>
<td></td>
</tr>
<tr>
<td>Referee contact number</td>
<td></td>
</tr>
<tr>
<td>How long have you known the applicant and in what capacity?</td>
<td></td>
</tr>
</tbody>
</table>

Please comment on the following aspects of the applicant’s professional practice:

<table>
<thead>
<tr>
<th>Areas of activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core knowledge</td>
<td></td>
</tr>
<tr>
<td>Professional Values</td>
<td></td>
</tr>
<tr>
<td>Additional comments</td>
<td></td>
</tr>
</tbody>
</table>

Signed_______________________________

Date__________________________

Position in organisation________________________________________________

Name of organisation________________________________________________________

This can be an electronic signature but a typed name will not be accepted. Alternatively, you may type your name, but you must send appexp@warwick.ac.uk a separate email to confirm that you are supplying the reference for this candidate.
Reference form for HEA fellowship application

<table>
<thead>
<tr>
<th>Name of Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Referee</td>
</tr>
<tr>
<td>Referee email address</td>
</tr>
<tr>
<td>Referee contact number</td>
</tr>
<tr>
<td>How long have you known the applicant and in what capacity?</td>
</tr>
</tbody>
</table>

Please comment on the following aspects of the applicant’s professional practice. Comments associated with D4.1 (Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments) should be linked to the other aspects of the D4 Descriptor.

D4.2 Strategic leadership to enhance student learning

D4.3 Policies and strategies

D4.4 Integrated Academic Practice

D4.5 Continuing professional development

Additional comments

Signed________________________________________

Date__________________________

Position in organisation________________________________________________

Name of organisation____________________________________________________

________________________________
APPENDIX H

Guidance notes for assessors – Written Route

The Narrative of Professional Practice

Your judgement of an application will be based primarily on the candidate’s Narrative of Professional Practice. You should base your judgement on the requirements for the relevant Descriptor. Professional values underpin all of the professional activity of teaching and supporting learning and the candidate should provide evidence of their commitment to the values throughout their application. In principle, evidence of all of the professional values might be found anywhere within the Narrative of Professional Practice.

The evidence for successful engagement with each Area of Activity should be reflective and this reflection should be based directly on the other Dimensions of Framework - that is, on the Core Knowledge and Professional Values. Generalised reflection which ignores the structure of the Framework is not acceptable. It is essential that candidates demonstrate that they have engaged explicitly with all Dimensions of the Framework and not just with the Areas of Activity.

The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate’s approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.

The term ‘appropriate’ should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the learning technologies they choose to employ will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

It is unlikely that all candidates will be undertaking pedagogic research with a view to publication in peer reviewed journals, but it is essential that they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example, they might provide evidence of K2 and 3 through reference to reading practical guidelines on how students learn in their discipline as well as having discussed this with their colleagues and reviewed and acted on student feedback.

A real and practical commitment to CPD is central to the Framework and no candidate should gain HEA fellowship who has not clearly and explicitly evidenced such a commitment.
The references

In addition to the Narrative of Professional Practice, candidates also supply two references which you should use to confirm and complement the candidate’s claims. However, except for minor and marginal shortcomings in an application, you should not use the additional information in a reference to compensate for serious weaknesses. For example, you could draw on a reference to compensate for a ‘borderline’ element but not a ‘refer’. The key principle is that it is the candidate’s responsibility to make a satisfactory claim and they cannot be judged to have met the standard for the relevant Descriptor unless they have done so themselves through their Narrative of Professional Practice.

Conflict of interest

Please notify appexp@warwick.ac.uk immediately of any possible conflicts of interest so that the application in question may be re-allocated to another assessor as soon as possible. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant;
- work closely with a relative or close friend of the applicant;
- have previously reviewed the applicant’s application.

In any instance where your objective professional judgement or impartiality may be affected, then you should notify us.

Judging the application

You have the following choices to make regarding an application. These are:

<table>
<thead>
<tr>
<th>Accept</th>
<th>The evidence is sufficient to meet the criteria for the relevant descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer</td>
<td>1. Limited additional evidence and/or only minor changes to the application are required to meet the criteria. Additional evidence should be submitted within 30 days of the date indicated on the feedback form. The resubmission will be assessed by the same panel</td>
</tr>
<tr>
<td></td>
<td>2. The evidence is insufficient and the candidate will receive further support and guidance to re-apply</td>
</tr>
</tbody>
</table>
The Evaluation Cycle

1. For the written route you will be assigned to an assessment cycle, paired with another accreditor and will both jointly be responsible for reviewing applications ideally within 20 working days.

2. All assessors will receive a copy of the application at the same time and they will jointly make the judgement as to whether to accept or refer.

3. Assessors will record their decisions and comments on the evaluation grid sheet provided and return this to appexp@warwick.ac.uk

4. If an application is referred it will be the responsibility of the assessors to complete the evaluation pro forma and provide feedback to the applicant.

We would value your feedback on the above process both from the point of view of your role as accreditors and with regard to the robustness of the assessment.
APPENDIX I

Guidance notes for assessors – Dialogic Route

The Pedagogic Dialogue

Your judgement of an application will be based primarily on the candidate’s Pedagogic Dialogue. The supporting documentation submitted by the applicant will provide you with some context of their experience prior to the Dialogue and will help you to frame your questions. The Pedagogic Dialogue should provide an opportunity for applicants to expand on their teaching philosophy and explore how they meet the criteria of the UKPSF through a formal conversation supported by the evidence they have provided.

You should base your judgement on the requirements for the relevant Descriptor. Professional values underpin all of the professional activity of teaching and supporting learning and the candidate should provide evidence of their commitment to the values throughout their application.

The evidence for successful engagement with each Area of Activity should be reflective and this reflection should be based directly on the other Dimensions of Framework – that is, on the Core Knowledge and Professional Values. Generalised reflection which ignores the structure of the Framework is not acceptable. It is essential that candidates demonstrate that they have engaged explicitly with all Dimensions of the Framework and not just with the Areas of Activity.

The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate’s approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.

The term ‘appropriate’ should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the learning technologies they choose to employ will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

It is unlikely that all candidates will be undertaking pedagogic research with a view to publication in peer reviewed journals, but it is essential that they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example, they might provide evidence of K2 and 3 through reference to reading
practical guidelines on how students learn in their discipline as well as having discussed this with their colleagues and reviewed and acted on student feedback.

A real and practical commitment to CPD is central to the Framework and no candidate should gain HEA fellowship who has not clearly and explicitly evidenced such a commitment.

The references

Candidates also supply two references which you should use to confirm and complement the candidate’s claims. However, except for minor and marginal shortcomings in making their claim during the Pedagogic Dialogue, you should not use the additional information in a reference to compensate for serious weaknesses. For example, you could draw on a reference to compensate for a ‘borderline’ element but not a ‘refer’. The key principle is that it is the candidate’s responsibility to make a satisfactory claim and they cannot be judged to have met the standard for the relevant Descriptor unless they have done so themselves through their Pedagogic Dialogue.

Conflict of interest

Please notify appexp@warwick.ac.uk immediately of any possible conflicts of interest so that the application in question may be re-allocated to another panel. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant;
- work closely with a relative or close friend of the applicant;
- have previously reviewed the applicant’s application.

In any instance where your objective professional judgement or impartiality may be affected, then you should notify us.
Judging the application

You have the following choices to make regarding an application. These are:

<table>
<thead>
<tr>
<th>Accept</th>
<th>The evidence is sufficient to meet the criteria for the relevant descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer</td>
<td>1. Limited additional evidence and/or only minor changes to the application are required to meet the criteria. Aim one month of the date indicated on the feedback form and additional evidence should be submitted within 30 days from the date indicated on the feedback form and the resubmission will be assessed by the same panel 2. The evidence is insufficient and the candidate will receive further support and guidance to re-apply</td>
</tr>
</tbody>
</table>

The Evaluation Cycle

1. For the Dialogic route panels will be available during at least one week per term and you will be asked to sit on a maximum of four panels within a single week.
2. All assessors will receive a copy of the application at least one week prior to the date of the panel and at the end of each Pedagogic Dialogue they will jointly make the judgement as to whether to accept or refer.
3. Assessors will record their decisions and comments on the evaluation grid sheet provided and return this to appexp@warwick.ac.uk
4. If an application is referred it will be the responsibility of the assessors to complete the evaluation pro forma and provide feedback to the applicant.

We would value your feedback on the above process both from the point of view of your role as accreditors and with regard to the robustness of the assessment.
### Academic and Professional Pathway for Experienced Staff – APP EXP

**Higher Education Academy Fellowship Application**

<table>
<thead>
<tr>
<th>Applicant name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category of application:</strong></td>
<td><strong>Route:</strong></td>
</tr>
<tr>
<td>Assessor names:</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. (D4 only)</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment decision:**

**Summary remarks:**