UNIVERSITY OF LEICESTER

Leicester Learning Institute

Professional Educational Excellence Recognition Scheme (PEERS)

Experiential Route

Guidance

Associate Fellow of the HEA

Aligned to the UK Professional Standards Framework for Teaching and Supporting Learning and accredited by the Higher Education Academy.

June 2017

Higher Education Academy

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Introduction

The Experiential Route: provision supports applications at Descriptors 1, 2, 3 and 4 of the UK Professional Standards Framework for all the categories of HEA Fellowship (AFHEA, FHEA, SFHEA and PFHEA). Applicants are able to combine professional development activity and reflect on their experience to evidence their learning. Applications are assessed by University Accreditation Panels comprising Fellowship holders from across the University who have been trained by the Higher Education Academy.

PEERS is open to all staff who are employed at the University of Leicester and/or who teach or support the learning of students studying at the University.

Staff will only be allowed to submit one application within a two-year period. This stipulation is designed to ensure that staff gain appropriate support in a timely way and that they recognise the need to take seriously the work required in demonstrating that they meet the assessment criteria for the appropriate level of Fellowship being sought.

Deadline dates for calls for applications are published on the PEERS website (www.le.ac.uk/peers)

1 UK Professional Standards Framework

The Framework has two components: the Dimensions of Practice and the Descriptors.

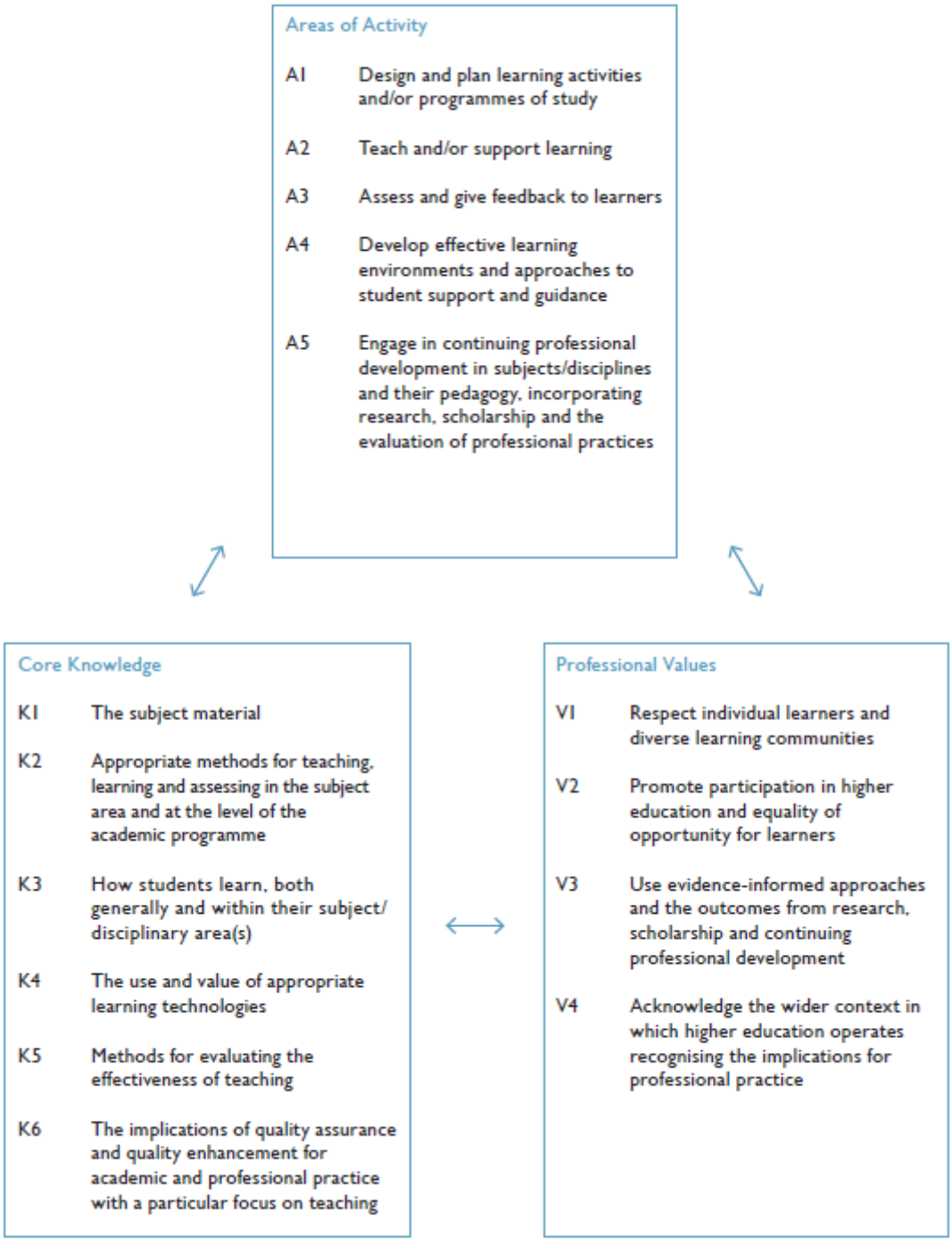
The **Dimensions of Practice** are a set of statements outlining the:

- **Areas of Activity** undertaken by teachers and supporters of learning within HE.
- **Core Knowledge** that is needed to carry out those activities at the appropriate level.
- **Professional Values** that someone performing these activities should embrace and exemplify.

The **Descriptors** are a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within Higher Education.

- Descriptor 1 (D1) aligned to Associate Fellow of the Higher Education Academy (AFHEA)
- Descriptor 2 (D2) aligned to Fellow of the Higher Education Academy (FHEA)
- Descriptor 3 (D3) aligned to Senior Fellow of the Higher Education Academy (SFHEA)
- Descriptor 4 (D4) aligned to Principal Fellow of the Higher Education Academy (PFHEA)

1.1 The Dimensions of the Framework



1.2 The Descriptors

DESCRIPTOR 1 (D1) - Associate Fellowship: Higher Education Academy (AFHEA)

Individuals working at D1 are able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.

Typically, those likely to be at Descriptor 1 (D1) include:

a. *Early career researchers* with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral researchers etc.).
b. *Staff new to teaching* (including those with part-time academic responsibilities).
c. *Staff who support academic provision* (e.g. learning technologists, learning developers and learning resource/library staff).
d. *Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities.*
e. *Experienced staff in relevant professional areas* who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio.

We strongly advise applicants to have 20 hours or more teaching commitments a year and have at least a year's experience before applying for Associate Fellowship.

DESCRIPTOR 2 (D2) - Fellowship: Higher Education Academy (FHEA)

Individuals working at D2 are 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.

DESCRIPTOR 3 (D3) - Senior Fellowship: Higher Education Academy (SFHEA)

Individuals working at D3 are 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.

DESCRIPTOR 4 (D4) - Principal Fellowship: Higher Education Academy (PFHEA)

Individuals working at D4 are normally highly experienced academics, who are 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.

2. Applying for Associate Fellowship

The UKPSF describes individuals working at Descriptor 1 as those who can demonstrate an **understanding** of specific aspects of **effective** teaching, learning support methods and student learning. They should be able to provide evidence of:

D1.1 Successful engagement with **at least two** of the five Areas of Activity.

D1.2 Successful engagement in appropriate teaching and practices related to these Areas of Activity.

D1.3 Appropriate Core Knowledge (K) and understanding of **at least K1 and K2**.

D1.4 A commitment to **appropriate Professional Values** in facilitating others' learning.

D1.5 Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.

D1.6 Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.

Descriptor 1 is relevant to those who do not engage in the full spectrum of activities that might define academic or academic related practice, but who have a specific role in teaching and supporting HE learning. Such individuals, whatever their role or status, are not able to evidence engagement and expertise in all dimensions of the UKPSF. The descriptor is designed to be flexible and reflect the variety of different combinations of activities that HE teaching and learning may include.

Other examples of those working towards or at Descriptor 1 would be a clinician who supports students' learning in the clinical setting and who is involved in objective structural clinical examinations (OSCEs); a learning technologist with responsibilities for staff development who is engaged in designing and delivering workshops and online materials but who has no responsibility for assessment, or a librarian who similarly supports student learning, designs activities to develop students' library research capabilities, but who plays no role in assessment. This descriptor allows the user to interpret and apply the Dimensions of the UK Professional Standards Framework in a way that is meaningful to their practice whilst ensuring that the expectations of a restricted teaching and supporting learning role are addressed.

To become an Associate Fellow, you will need to submit an application to the University scheme that provides evidence of your effectiveness in your professional role that is commensurate with Descriptor 1 of the UKPSF.

We strongly advise applicants to have 20 hours or more teaching/supporting learning commitments a year and have at least a year's experience before applying.

Pen Portrait for Descriptor 1

Alexandra is a Professor and supervises a number of PhD students. Due to the nature of her contract, she spends the majority of her time carrying out research activities. She is however able to clearly evidence engagement with two of the Areas of Activity through her research supervision and is keen to develop her skills in using technology to better support her students overseas. Alexandra has been talking with the Leicester Learning Institute about enhancing the Blackboard course she has been developing over the years and to explore the use of discussion forums for peer and tutor support.

2.1 Making an Application

For an Associate Fellowship applicants need to provide an evidence-based portfolio incorporating:

- An Associate Fellowship Claim demonstrating engagement with a minimum of **two of the Areas of Activity** of the UKPSF (1,400 words excluding references)
- A CPD Action Plan
- Two Referee Statements

Pen Portrait for Descriptor 1

Jack supports one of the teaching teams in his department in setting up the laboratory for teaching undergraduate students. In addition to supporting students during their practicals, Jack also provides support to final year students and postgraduate students running labs. He has developed a number of resources to support the students in their learning including some online resources. Jack is often involved in providing feedback when students are analysing the outputs from their experiments.

Jack is able to evidence engagement with two Areas of Activity through these supporting learning responsibilities. He has been asked to develop some workbooks and other resources and is keen to ensure they are inclusive.

The Associate Fellowship Claim

The Associate Fellowship claim is a reflective narrative/account of professional practice (1,400 words).

a) Applicants need to demonstrate engagement with a minimum of **two of the Areas of Activity**. They should choose areas that are relevant to their work and/or which will develop their skills for future roles and activities. For example, a graduate teaching assistant may not be required to design or plan learning activities and/or programmes of study (A1) nor to assess and give feedback to students (A3) but may well be teaching in small seminar groups or in laboratory sessions (A2) and will be responsible for ensuring that they provide their learners with appropriate resources and for following up tutorial sessions and other front-line teaching (A4). It may also be the case that they are required to reflect upon the effectiveness of what they are doing, gather evaluative information on their teaching and to show how they are addressing the issues raised (A5).

b) Individuals should demonstrate **Core Knowledge** (at least K1 and K2) relevant to the two Areas of Activity.

c) An awareness and commitment to all the **Professional Values** should also be evidenced. This might be integrated into the evidence presented for the Areas of Activity and Core Knowledge through providing a relevant rationale as to why particular approaches have been used (Professional Value 1), the principles (Professional Value 2) and relevant research/theory that underpins their practice (Professional Value 3).

d) It is recommended that applicants highlight the dimensions addressed throughout their Associate Fellowship Claim by making references where applicable i.e. A1, V2, K1 etc.

e) In addition to the selected Areas of Activity, Core Knowledge and the Professional Values, and in keeping with the particular characteristic of higher education, evidence of incorporating relevant subject and pedagogic research and/or scholarship within the activities chosen is expected. Therefore, applicants should make reference to relevant literature, particularly through challenging or, where appropriate, defending specific theories/concepts in order to further illuminate evidence from their own professional practice. A recognised system of referencing must be used.

Examples of teaching activities that could be evidenced:

- Teaching responsibilities possibly as a team member within an established programme.
- Assessment and related activities, including providing feedback.
- Providing constructive feedback (formative and summative) to students in teaching/facilitation roles.
- Developing and providing a supportive and effective learning environment.
- Contributing to skills development of learners/students, e.g. introducing the use of techniques and/or equipment.
- Contributing to the development of learners professional practice e.g. in relation to professional codes of conduct.
- Developing learning and teaching materials, resources, methods and approaches.
- Using a range of technologies to support the learning of others and one's own professional development in relation to teaching.
- Evaluation and analysis of sessions or activities with planned changes for enhancement.
- Engaging in professional development activities.

When addressing an Area of Activity, applicants might find it useful to reflect on:

- What particular methods and approaches they employ for this Area of Activity.
- Why they do so with references to relevant literature, evidence-based research, quality assurance processes etc. as appropriate.
- The impact on student learning, including how this is measured and evidenced.
- How their practice links to elements of the Core Knowledge and to the Professional Values of the UKPSF.
- What applicants have learned to inform their future practice.

For example, if evidencing A2 (Teach and/or support learning), applicants should consider:

- The main ways in which they support students.
- The activities or techniques they use and how these activities relate to students' understanding of the subject/discipline.
- How they came to use them and why they think these activities were successful in supporting student learning
- How they have incorporated relevant Core Knowledge and the Professional Values of the UKPSF and what was utilised and why.

Applicants can include relevant feedback that they have received within their claim. This might include quotes from colleagues and students and quantitative evaluation data. However, quotes should be used sparingly and must be submitted with permission.

N.B. All submissions are processed through Turnitin, the software used by the University to ensure academic integrity. Therefore applicants must ensure that the work submitted is their own.

The CPD Action Plan

Under the HEA-accreditation agreement, applicants through PEERS need to evidence intentions to remain in good standing. Therefore applicants must provide a Continuing Professional Development (CPD) Action Plan which outlines their planned and/or anticipated continuing professional development activities in learning and teaching for the next two years. The plan is attached in the application template and is not included in the word count for the claim.

There are usually five stages in a professional development cycle:

1. **Identify goals (objectives)**

   What it is you want to learn and why? Assess your current level of performance and identify where you have needs and/or aspirations. Look at the areas of development identified in your application to help you highlight goals for your plan. *E.g. I'm aware of current thinking that technology can enhance learning by ensuring easy access to learning materials. Increase my knowledge of flipped learning to explore how it can be applied to my teaching.*

2. **Determine the individual steps needed to achieve these various objectives**

   You should identify the individual activities you will need to undertake to achieve your goal. For some goals, it may be more beneficial to observe colleagues or read a journal, for example, than attend a training event or conference.

   Professional development activities could include:

- Observing or shadowing experienced colleagues' teaching or their feedback practice.
- Participating in a training event.
- Being mentored by a more experienced member of staff through a particular activity or new project.
- Attending courses/conferences/events at the University to broaden your understanding of learning and teaching such as the University's Learning and Teaching annual conference and events at the Learning and Teaching Focus Week.
- Undertaking action research.
- Reviewing literature related to learning and teaching (ideally, be specific which journals/texts you will be accessing).
- Writing/presenting articles and papers.
- Belonging to a committee/pedagogic research community of practice.
- Keeping a reflective journal or blogging.

   E.g. Attend training events on flipped learning. Observe colleagues already implementing flipped learning approaches and share learning points. Find articles on the best applications of flipped learning within my own discipline.

3. **Set a date for achievement**

Set a date for completing each activity. To demonstrate how you intend to remain in good standing after achieving Fellowship, your CPD plan should include short, medium and long term goals spanning the next two years.

4. **Record when each objective has been achieved**

5. **Review learning/development and record the impact of this learning on practice** i.e. how will this learning/development be used in your teaching?

Applicants need to evidence planning by completing stages 1-3 in their application (see also Appendix 1). To remain in good standing, successful applicants **must** engage in these planned activities and record their development. Therefore your CPD plan should be a live document that is annotated and updated on a regular basis. This can then be used as evidence to support a claim for a different category of fellowship in the future.

The application form is available on the PEERS website (www.le.ac.uk/peers).

Referee Statements

Applicants for Associate Fellow must provide two 'Referee Statements' from experienced colleagues or senior staff - at least one of whom must work directly with the applicant. Referees must be able to comment on the *impact, effectiveness and quality* of the applicant's teaching and/or learning support practices. In providing a statement in support of the application, referees must:

- be familiar with requirements of the UKPSF;
- be able to comment, from first-hand experience, on the individual's work in their current role and be able to substantiate the applicant's record of effectiveness in relation to teaching and/or the support of learning in higher education. If they have been involved in peer observation of the applicant's teaching or support of learners, they are asked to draw on the evidence this provides;
- be in a position to unreservedly recommend the applicant for recognition in the relevant category.

The reference should:

- Provide the context to explain how the referee knows the applicant's work;
- Substantiate the applicant's claim;
- Comment on the applicant's effectiveness in relation to the claim;
- Recommend the applicant for recognition for the category of Associate Fellowship/Fellowship as appropriate.

The University of Leicester reserves the right to contact a referee in order to clarify any specific points made in their statement. Whilst there is no specific word length for a Referee Statement for Associate or Fellowship applications, in order for the above points to be addressed in sufficient detail, it would normally be expected that such a statement would be approximately 200-400 words.

References should, where possible, be presented on a letter-headed template. The referee's contact details (email and telephone number) must be included. The reference must be signed and the referee's name should also be printed.

Please note that to avoid any potential conflicts of interest, staff cannot supply a reference for an applicant, if they are also applying for the same category of Fellowship at the same time.

N.B. It is the responsibility of the applicant to obtain references and submit them with their application **before** the deadline date. More information for referees is available at: www.le.ac.uk/peers.

2.2 Working with the Dimensions

The Higher Education Academy provides the following guidance for working with and evidencing the Dimensions of the UKPSF[1].

2.2.1 How do the Dimensions relate to each other?

The Framework identifies the separate component parts of teaching and supporting learning roles. These are articulated in the *Dimensions of the Framework*. However, in practice when carrying out teaching and learning support roles all of the dimensions will be manifested in varying degrees. It is not desirable or even possible to separate out the dimensions when considering how to evidence practice. Linking and combining different dimensions more accurately reflects the true nature of teaching and enables the use of examples of real work. This approach might need to be supported by 'sign posting' indicating how and where the dimensions are evidenced.

2.2.2 How could I evidence my engagement with the Areas of Activity?

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

The evidence of Designing and Planning Learning Activities will normally be small scale for Descriptor 1, typically individual activities and/or sessions. This would range from module design to a whole programme of study for Descriptor 2 and those working towards Descriptor 3. In all cases, one would expect the design to reflect developing knowledge and understanding of the Core Knowledge and Professional Values dimensions.

Evidencing Area of Activity A2: Teach and/or support learning

In demonstrating the activities of teaching and supporting learning the evidence should demonstrate 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 curriculum aims.

Evidencing Area of Activity A3: Assess and give feedback to learners

Clear differentiation of how this area is evidenced would be expected for the different descriptors. For example, for Descriptor 1 an understanding of the importance of assessment and feedback and of the criteria for making informed, formative judgements about work and the role this plays in supporting learning through activities such as tutorials, work placements, observations, and practical work would be appropriate.

Evidencing Area of Activity A4: Develop effective learning environments and approaches to student support and guidance

The definition of 'learning environments' has been widely contested and is open to diverse interpretation. Individual practitioners work beyond the local physical environment of the classroom, the laboratory, studio or work place or the distance learning or electronic learning environment. 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. Individuals also take the range of environments available to students into account as well as how they are enabled to access, understand and utilise them.

[1] *© The Higher Education Academy, Guild HE, Universities UK 2011. All Rights Reserved.*

Evidencing Area of Activity A5: Engage in continuing professional developments in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

The Framework provides a powerful means of articulating the varied aspects of role and the potential for development in all areas of the teaching and supporting learning endeavour. This Area of Activity is concerned with enhancement and comprises three elements integral to teaching and supporting learning roles. Whilst the three elements might be viewed holistically it is important the elements are understood and demonstrated, particularly at Descriptors 1 and 2, to ensure successful integration.

The elements are:

- Continuing professional development in subjects/disciplines and their pedagogy
- Incorporating research and scholarship
- The evaluation of (one's own) professional practices

Evidence could appropriately focus on the question: How might an individual demonstrate that they have become a better teacher through continuing professional development, research and the evaluation of their teaching and learning related practices?

2.2.3 How should I evidence my understanding of the appropriate Core Knowledge?

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), an understanding of how the particular students learn (Core Knowledge 3) and the use of appropriate learning technologies (Core Knowledge 4). Linking the Core Knowledge to Areas of Activity provides greater coherence and depth to the evidence and more accurately reflects the reality of practice.

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).

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.

Evidencing Core Knowledge 3: How students learn, both generally and within their subject/discipline area

How students learn might be evidenced through demonstrating how an understanding of the characteristics of different learners (such as mature students, recent school leavers or workplace learners) impacts on how

their needs might be met in the context of learning, how this might reflect on the learning environment, teaching approaches and practices. Reference could be made to different theories of, or approaches to, learning and how these are evidenced by the use of different strategies for teaching and supporting learning. This might relate specifically to the nature of the subject (Core Knowledge 1).

Evidencing Core Knowledge 4: The use and value of appropriate learning technologies

Evidence needs to demonstrate how and why specific technologies, of all types and ages are used appropriately to support learning. Evidence will address what the learning and teaching needs are and why particular technology is used to address them. Evidence is likely to be linked to other areas of Core Knowledge, for example: how and why technology is used within a specific discipline, professional or vocational areas; for specific groups of learners; in specific learning contexts or environments.

Evidencing Core Knowledge 5: Methods for evaluating the effectiveness of teaching

An essential part of work in Higher Education is ensuring the effectiveness of teaching practices. This focuses on the methods (formal or informal) employed to gather information and data about the impact of teaching, how they are used and the impact of their use on developing practice.

Evidencing Core Knowledge 6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Quality assurance and quality enhancement are deeply embedded in higher education through procedures such as programme validation, monitoring and review. These processes shape academic practice and are implicit in what individuals do. Key to evidencing this area is how an individual might demonstrate engagement with feedback to enhance practice and the student learning experience. This might include an account of how they seek opportunities to obtain feedback other than relying on the institutional procedures already in place.

2.2.4 How should I evidence my commitment to the Professional Values?

The focus of Professional Values is the integrity of the individual practitioner. How they are manifested is likely to be different if the individual has the identity of an academic (working within an academic discipline) as compared to a professional (working in a professional or vocational area). Much will depend on the context and nature of their work.

Professional Values are often considered implicit within professional practice; there are, however, few assurances that this is the case. The UKPSF articulates how the Professional Values should explicitly underpin teaching and support learning in higher education; it requires the explicit demonstration of ‘a commitment to all the Professional Values’.

As with the other dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the Professional Values overlap and are integrated in individual and institutional practice. For example, the Professional Values impact on the Core Knowledge and the Areas of Activity by shaping the activity and the understanding and knowledge in an almost unconscious way. Evidencing the Professional Values takes place in a setting which itself reflects values through the institutional mission and culture, although this may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence.

For Descriptor 1, 2 and 3 the evidence of commitment to the Professional Values in practice will be demonstrably linked to the level of regard for institutional/organisational values and how these influence teaching and learning, and to the adoption and communication of positive attitudes and behaviours. In the process of programme accreditation, this will be demonstrated through exploring the ways the institutional processes (such as promotion and developmental review or appraisal) reflect the Professional Values. This could be through the alignment of the UKPSF Professional Values in institutional/organisational statements about their own values.

Evidencing Professional Value 1: Respect individual learners and diverse learning communities

This focuses on the way teaching and supporting learning incorporate activities, actions and approaches which respect individual learners. It depicts the ways we communicate and interact with individuals and different communities in the context of teaching and supporting learning. The term 'diverse learning communities' might include campus based groups of students, electronic communicates, work based communities, or be defined on the basis of ethnicity, faith, social class, age etc. The practitioner needs to be able to demonstrate that they value and can work effectively with and within these diverse communities.

Evidencing Professional Value 2: Promote participation in higher education and equality of opportunity for learners

The focus here is on providing evidence of how a commitment to participation in Higher Education and equality of opportunity for learners underpins practice related to teaching and supporting learning. There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity.

Evidencing Professional Value 3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development

This focuses on the use of evidence informed approaches, the ability to draw on and contribute to many sources of evidence and to use them to inform teaching and learning practice. It is about using the outcomes from research, scholarship and professional development to make principled, informed and considered judgements which enhance practice and the learning experience. This value advocates the importance of direct professional involvement in enquiry (in teaching and learning) to support the individual's own professional development and to enhance their teaching or learning support activities.

Evidence might include consideration and application of the findings from studies, reading, personal enquiry of (for example) teaching, learning, learners, the subject, the environment etc. to enhance practice and the student learning experience. Using one's own discipline based research to enhance the curriculum should be informed by reading or research about curriculum design, the nature of the subject itself and the learners in order to provide a rationale for the design of the curriculum and its delivery.

Evidencing Professional Value 4: Acknowledges the wider context in which higher education operates recognising the implications for professional practice.

This is concerned with being alert to the issues that may impact on institutional missions and/or which might have an influence on curriculum design and/or personal and collective professional practice. This might for example include how an individual has responded to the current demands of the Disability Discrimination Act, the employment agenda, or the widening access and participation agenda. Current agendas include; sustainability (the practice of sustainability and education for sustainability), and student engagement.

3. Development Opportunities

There are a variety of development opportunities for applicants following the Experiential Route. Although the following list is by no means exhaustive, activities include:

- on-line tutorials and resources – in particular visit the PEERS website at www.le.ac.uk/peers;
- invitations to attend particular Learning and Teaching sessions
- invitations to attend/contribute to the University's Annual Learning and Teaching Conference and bespoke department/college and other University-wide events (e.g. the Teaching and Learning Focus Week);
- engagement in a broad range of communities of practice (e.g. PedR group);
- active membership of committees and working groups (e.g. University Task and Finish Groups, L&T Committees, College Academic Committees);
- school/department/team development Away Days;
- the University's Peer Observation of Teaching and Peer Observation of Marking schemes.

There may be other external events/organisations that applicants are involved in such as the HEA discipline-based learning and teaching related events.

To support applicants preparing applications, the LLI run writing workshops. Applicants will be encouraged to work in pairs or small groups with colleagues who are also working towards the same Fellowship. PEERS Mentors will also be available to work with groups if required. Normally, mentors will be allocated to individuals for re-submissions.

Although applicants are not expected to become education research specialists, they will be expected to make reference to some literature base in their applications and demonstrate how it informs and underpins their practice. The following texts, which are available electronically through the Library, are recommended as a good place to start:

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University* (4th edn.), Maidenhead, Society for Research into Higher Education and Open University Press.

Fry, H., Ketteridge, S. and Marshall, S. (2014) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice* (4th edn.), Abingdon, Routledge.

More resources are available on the Talis Reading list at www.le.ac.uk/peers. Please note that you are not expected to read all the texts/papers but rather select those that seem most appropriate for your professional development. Applicants are also strongly encouraged to draw on literature for teaching in their discipline.

4. Assessment Decisions

In broad terms, the University Accreditation Panel (UAP) will judge individual applications using the following criteria:

- sufficient alignment with the Dimensions of the UK Professional Standards Framework - i.e. the *Areas of Activity, Core Knowledge* and *Professional Values* as set out in the UKPSF – relevant to the applicant's context*;*
- appropriate demonstration of the criteria relevant to the Descriptor of the Framework being claimed;
- appropriate reflection and self-awareness of development needs, including clear articulation and demonstration of appropriate and adequate scholarly activity.

The UAP will confirm the outcome for each application by placing the decision in the following categories:

a. *Application Accepted*. Successful applicants will receive brief advice from the Panel about sharing good practice and/or future continued professional development as appropriate.

b. *Application Referred.* Applicants may be invited to re-submit. Feedback will be offered to unsuccessful applicants outlining what they need to do for their re-submission. They will be expected to re-submit for the next scheduled UAP. The re-submission will either be *accepted* or *rejected*. Only one re-submission will be accepted within a two-year period.

c. *Application Rejected.*

i. If the UAP feels that an applicant does not meet the criteria for Associate Fellowship category, the Panel will recommend that she/he waits to gather further evidence.

ii. An application will also be rejected if the UAP finds evidence of plagiarism. In addition, a formal statement will be sent to the applicant's Head of Department with the request that he/she takes action and reports back to the UAP.

Applicants who have their applications rejected cannot re-apply for two-years.

Applicants will be informed of the outcome of their application and provided with feedback, as appropriate, by the PEERS co-ordinator (or her/his representative). Normally, this date will be published on the PEERS Blackboard site **after** the deadline date. Applicants will be informed of the deadline date for re-submissions.

5. Overview of the process for the Experiential Route

1. Potential applicants should attend one of the 'Overview' sessions for the PEERS Experiential Route. The session provides an explanation about the UK Professional Standards Framework and how the various categories of Fellowships of the Higher Education Academy are aligned to it. In addition, the requirements for each of the categories of Fellowship (Associate Fellow, Fellow and Senior Fellow) are outlined with information about applying. Dates are advertised on the PEERS website: www.le.ac.uk/peers.

2. Writing your application: Applicants will be encouraged to access the on-line resources available on the LLI website. They will also be encouraged to 'buddy' with other applicants.

   In addition, the LLI provides 'writing retreats' - a space for you to work at Princess Road East (dates available on the PEERS website). You can work on your application and use resources provided in the room.

3. Once you have a draft, you can **book** a 30-minute tutorial slot to obtain feedback and further guidance from one of the LLI's PEERS team. Details of how to book will be given at the overview session.

4. Submission dates for applications will be advertised on the PEERS website (www.le.ac.uk/peers). When applicants are **ready to submit**, they should self-enrol on the Blackboard site for this scheme (named 'PEERS Submission' – a link is available on the PEERS webpage) and should submit their full application including their references.

   N.B. It is the responsibility of the applicant to obtain the references and to submit them **before** the deadline date.

5. The University Accreditation Panel members meet to consider and discuss each of the applications. Decisions will be as follows:

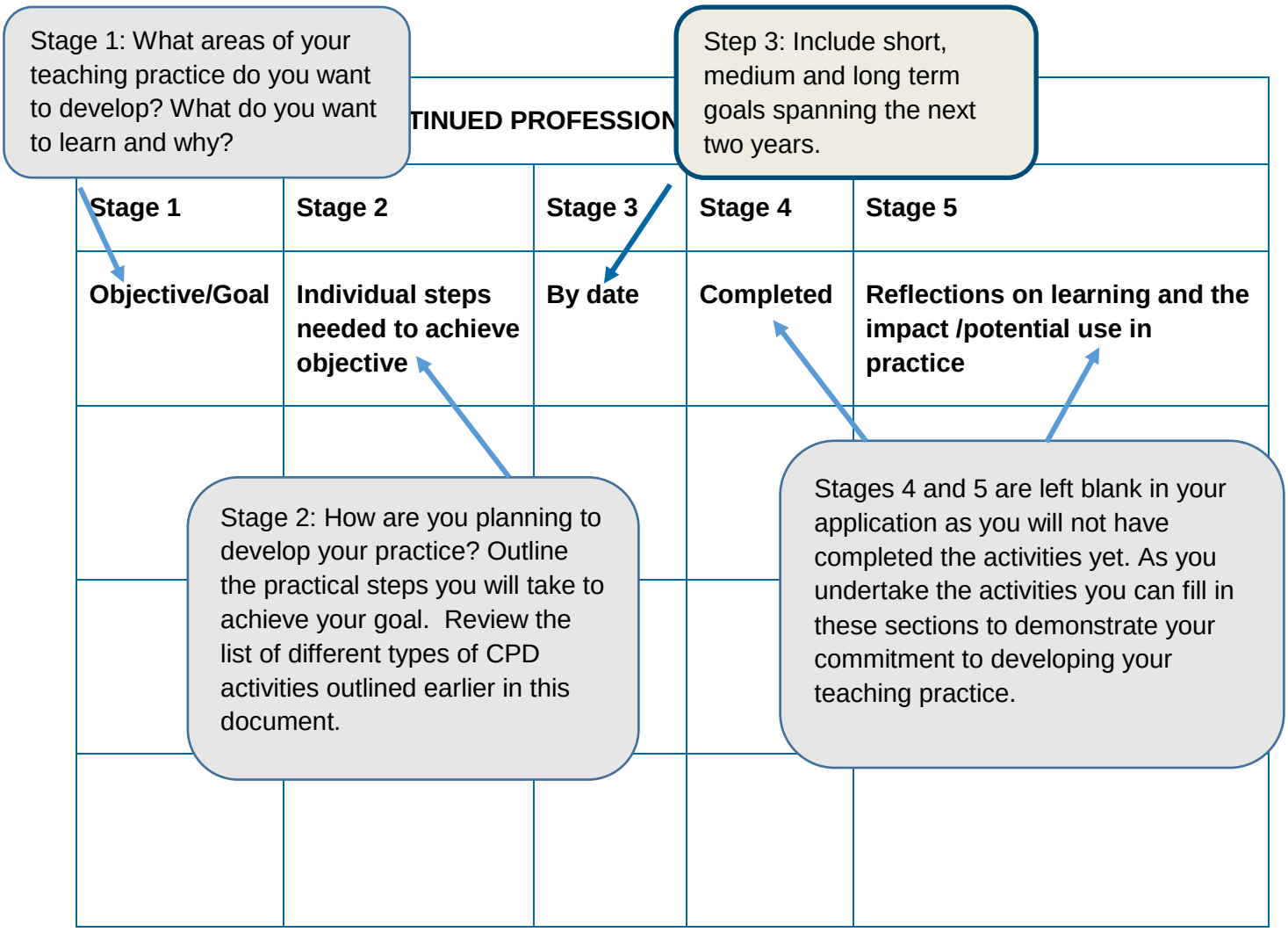
   i. *Application Accepted*
   ii. *Application Referred* – re-submission invited.
   iii. *Application Rejected*

In the case of Re-submissions, these will either be *Accepted* or *Rejected.*

Applicants will normally be notified of the UAP's decision by the PEERS Co-ordinator (or her/her representative. The outcome will be followed by appropriate feedback.

In cases of referred applications, applicants will be given feedback by the PEERS Co-ordinator (or his/her representative) and advised of a re-submission date.

Appendix 1

CPD Action Plan

Please outline your planned professional development activities to develop your learning and teaching practice for the next two years. There are usually five stages in a professional development cycle. Applicants need to evidence planning by completing stages 1-3.