UNIVERSITY OF LEICESTER

Leicester Learning Institute

Professional Educational Excellence Recognition Scheme (PEERS)

Handbook for Applicants, Mentors and Referees/Advocates

Experiential Route

For Gaining HEA Fellowship

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

Updated June 2017

Higher Education Academy

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Introduction

The UK Professional Standards Framework (UKPSF) is a national, descriptor-based framework which was developed by the Higher Education Academy through consultations with Universities UK[1], the Standing Conference of Principals (SCOP)[2], the NUS and the UK HE funding bodies. The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education. The UKPSF was originally proposed in the White Paper, *The Future of Higher Education,* (2003) and the first version was introduced in 2006. The Framework was revised in 2011 and now provides the opportunity for staff who teach and support learning to benchmark their practice against four descriptors of practice aligned to Fellowship of the Higher Education Academy.

The Higher Education Academy (HEA) is an independent organisation funded by grants from the UK higher education funding bodies, subscriptions from HEIs, and grant and contract income for specific initiatives. This organisation supports the sector in providing the best possible learning experience for students through a range of services to develop and enhance teaching. Four categories of HEA Fellowships (Associate Fellow, Fellow, Senior and Principal Fellow) have been aligned to the Descriptors of the UKPSF and the HEA has encouraged HEIs to develop accredited Continuing Professional Development (CPD) schemes to provide development opportunities and routes to recognition for these Fellowships. As a consequence, the University of Leicester has developed the Professional Educational Excellence Recognition Scheme (PEERS) which is meaningful and relevant to our particular context.

Gaining HEA Fellowship offers many benefits to individuals, including:

- consolidating their personal development and emphasizing their professional practice in HE;
- entitlement to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA);
- providing a valuable measure of success which is increasingly sought by employers across the education sector as a condition of appointment and promotion. It is also increasingly recognized by international institutions.

In addition, by offering an HEA accredited Continuing Professional Development (CPD) scheme, the University can:

- facilitate alignment with the UKPSF, Continuing Professional Development (CPD) activities and the University's probation and promotion requirements;
- oversee and manage the scheme to provide targeted mentoring and support where appropriate;
- publicly and explicitly demonstrate the University's commitment to excellence in learning and teaching to assure quality (HEA Fellowships are included in the HESA Teaching Qualifications return);
- guide and monitor the scheme to align with the University's discourse.

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[1] Universities UK is the representative body for the executive heads of UK universities. Together with Higher Education Wales and Universities Scotland, it works to advance the interests of universities.

[2] A body similar in function to Universities UK but representing non-university higher education institutions.

Prior to PEERS, the Postgraduate Certificate in Academic Practice in HE was the only University of Leicester HEA accredited route for gaining Fellowship and this provision was primarily for new academic staff. Experienced staff and part-time tutors had to apply directly to the HEA for Fellowship. The new University of Leicester scheme, PEERS, co-ordinated by the Leicester Learning Institute (LLI), will enable professional recognition for all the categories of HEA Fellowship through two routes:

The Programme Route: provision which supports Fellowship applications at Descriptors 1 and 2.

- Part-time tutors, demonstrators, researchers and staff working in the Professional Services who contribute to teaching/support student learning for 20 hours or more a year can undertake a 30-credit programme to gain Associate Fellowship (AFHEA).
- Academic staff, who have a teaching commitment of 30 hours or more a year and undertake all five Areas of Activity listed in the UKPSF can undertake a 60-credit Postgraduate Certificate in Academic and Professional Practice to gain Fellowship (FHEA). This programme is aimed at staff with less than 3 years' teaching experience in higher education.

The Experiential Route: provision which supports Fellowship applications at Descriptors 1, 2, 3 and 4 for all the categories of HEA Fellowship (AFHEA, FHEA, SFHEA and PFHEA). Applicants will be able to combine professional development activity and reflect on their experience to evidence their learning. Applications are assessed by a University Accreditation Panel which normally meets twice a year.

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.

Using this Handbook

This handbook is aimed at applicants following the Experiential Route and includes information for mentors and referees/advocates. For ease of navigation, it is presented in three sections:

- Section A will be useful to staff applying for all the various categories of HEA Fellowship, their mentors and referees/advocates.
- Section B is sub-divided into four sections for each of the Fellowship applications. The sub-categories will be useful to applicants and their mentors.
- Section C provides guidance to referees and advocates supporting Fellowship applications.

Section A

1 UK Professional Standards Framework

1.1 The Aims of the Framework

1. To support the initial and continuing professional development of staff engaged in teaching and supporting learning.

2. To foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.

3. To demonstrate to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.

4. To acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning.

5. To facilitate individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

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

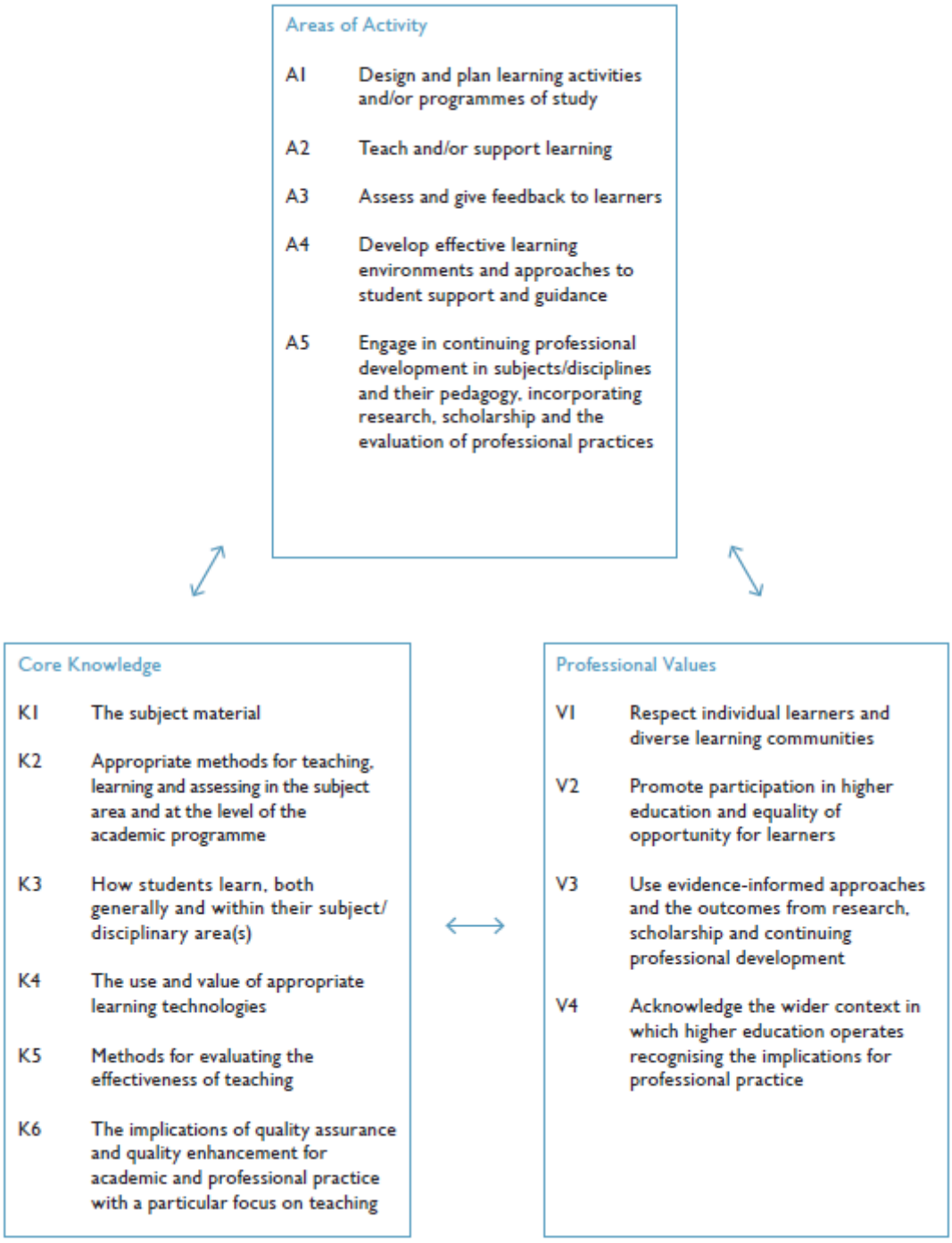
The **Dimensions of Practice** are a set of statements outlining the:

- **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)

1.2 The Dimensions of the Framework



1.3 The Descriptors

1.3.1 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.

1.3.2 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.

Typically, those likely to be at Descriptor 2 (D2) include:

a. *Early career academics.*
b. *Academic-related and/or support staff* holding substantive teaching and learning responsibilities.
c. *Experienced academics relatively new to UK higher education*.
d. *Staff with (sometimes significant) teaching-only responsibilities* including, for example, within work-based settings.

We strongly advise applicants to have 30 hours or more teaching commitments and have at least three year's teaching experience in higher education before applying for Fellowship. Staff who have less teaching experience are advised to follow the PEERS Programme Route.

1.3.3 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.

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 advisory responsibilities* within an institution.

1.3.4 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.

Typically, those likely to be at Descriptor 4 (D4) include:

a. *Highly experienced and/or senior staff* with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.
b. *Staff responsible for institutional strategic leadership and policymaking* in the area of teaching and learning.
c. *Staff who have strategic impact and influence* in relation to teaching and learning that extends beyond their own institution.

2 The PEERS Experiential Route

The PEERS Experiential Route provides staff with the opportunity to make an application for Fellowship based on experience, knowledge and skills. When applying for Fellowship on the basis of experiential learning, applicants are required to provide an evidence-based portfolio for assessment. These are outlined in Table 1. Fellowship applications for Associate Fellow, Fellow and Senior Fellow will be assessed by a University Accreditation Panel (UAP). The University has also been accredited to consider Principal Fellow applications with panels comprising external assessors.

Staff will only be allowed to submit one application within a two-year period (this excludes a re-submission invited by the UAP – see Section 2.3). 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.

2.1 Fellowship Applications - The Evidence Based Portfolio

Associate, Fellow and Senior Fellow applications will take the form of an evidence-based portfolio incorporating three elements: a Fellowship Claim, a Continuing Professional Development Action Plan and two references. Applications for Principal Fellowship will include a Principal Fellowship claim and three advocate statements.

2.1.1 The Fellowship Claim

The format for making a claim is a formal substantial written exposition (see Table 1 for length of claims/word count). All applicants are required to produce a 'Fellowship Claim' which:

- outlines the nature/content of their leadership, teaching or learning support role and how this has been and is being developed;
- explains their personal motivation and goals in relation to their leadership, teaching or support for learning;
- makes explicit reference and demonstrates alignment to the relevant Dimensions of the UK Professional Standards Framework (UKPSF) - i.e. the *Areas of Activity, Core Knowledge* and *Professional Values* as set out in the UKPSF – by articulating through the use of examples in practice, the ways in which they are relevant and achieved in relation to the specific category of Fellowship for which they are applying;
- makes 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.

Applicants applying for Principal Fellowship should demonstrate both the breadth and depth of relevant experience in relation to the strategic leadership of teaching and learning.

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.

Application templates for the various categories of Fellowship are available on the PEERS website (www.le.ac.uk/peers).

Table 1 – Components for Fellowship Applications

HEA Fellowship Categories	**Experiential Route**
Descriptor 1: AFHEA	Evidence-based Portfolio incorporating • 1,400-word Associate Fellowship Claim • CPD Action Plan • 2 Referee Statements
Descriptor 2: FHEA	Evidence-based Portfolio incorporating • 3,000-word Fellowship Claim • CPD Action Plan • 2 Referee Statements
Descriptor 3: SFHEA	Evidence-based Portfolio incorporating • 5,000-word Senior Fellowship Claim • CPD Action Plan • 2 Referee Statements
Descriptor 4: PFHEA	Evidence-based Portfolio incorporating: • 7,000-word Principal Fellowship Claim • 3 Advocate Statements

2.1.2 CPD Action Plans

Under the HEA-accreditation agreement, applicants need to demonstrate intended good standing. Therefore applications for Associate, Fellow and Senior Fellow include a Continuing Professional Development (CPD) Action Plan (not included in the word count). Applicants should outline their planned and/or anticipated continued professional development activities as well as their teaching and learning related goals for the forthcoming two years. **N.B.** Successful applicants must engage in their planned activities and record their professional development.

2.1.3 Referee Statements for Associate, Fellow and Senior Fellow Applications

Applicants for Associate, Fellow and Senior Fellow must provide two 'Referee Statements'. The referees should be in a position to comment, from **first-hand experience**, on the applicant's work in their current role. Both referees must be familiar with the requirements of the UKPSF and be able to substantiate the applicant's *impact, effectiveness and quality* in relation to teaching and/or the support of learning in higher education appropriate to the requirements of the Dimensions of the UK Professional Standards Framework for the Descriptor of the claim. At least one of your referees should be a Fellow, Senior or Principal Fellow **OR** be an appropriate, experience member of staff working for the University.

In providing a statement in support of the application, referees unreservedly recommend the applicant for recognition in the relevant category.

N.B. It is the applicant's responsibility to obtain the references and submit them with their application **before** the deadline date. More guidance for referees is supplied in Section C and on the PEERS website (www.le.ac.uk/peers).

2.1.4 Advocate Statement for Principal Fellowship applications

Applicants for recognition as a Principal Fellow are required to provide three 'Advocate Statements' from individuals familiar with their work. As a minimum, one advocate must be a Senior or Principal Fellow of the HEA and, in addition, at least one advocate must be external to the University of Leicester.

In providing their statements of support, advocates must have first-hand knowledge of the applicant's work and his/her commitment and effectiveness of sustained leadership and impact at strategic level. Advocates must be prepared to unreservedly recommend the applicant for recognition as Principal Fellow.

More guidance for advocates is supplied in Section C.

2.2 Assessment of Applications

2.2.1 University Accreditation Panels (UAP)

Fellowship applications for the four HEA categories will be assessed by an appropriate University Accreditation Panel (UAP). Assessors forming the panels will be HEA Fellowship holders from the University who have been trained by the Higher Education Academy. Members of the Accreditation Panels which review Fellowship and Associate Fellowship applications will normally comprise two HEA Fellows. For the review of Senior Fellowship applications, three Senior Fellows will consider applications.

For the consideration of Principal Fellowship applications, two members of the panel will be sought externally. If, for any reason, the University is unable to consider a Principal Fellowship application, the applicant will be supported in submitting their claim directly to the Higher Education Academy for consideration.

The PEERS Co-ordinator, or her/his representative, will chair the panels but will not make a judgement on individual applications. The PEERS Co-ordinator's role will be to ensure parity of decisions and will have the authority to ask that a panel re-considers all the applications submitted, if she/he feels that the decisions are not consistent with those of other UAPs and other institutions. Table 2 shows the membership for each Accreditation Panel.

An external Senior Fellow has been appointed to sample applications to ensure that reliable HEA Fellowship judgements are made and to support the continuing development of the scheme. She/he will also attend at least one of the panels considering Senior Fellowship applications for each call.

The University Accreditation Panels will normally meet twice a year to consider applications.

Table 2 – Membership for each of the Accreditation Panels

To consider Associate and Fellowship applications	PEERS Co-ordinator - Chair 2 x Fellows
To consider Senior Fellowships	PEERS Co-ordinator - Chair 3 x Senior Fellows
To consider Principal Fellowships	PEERS Co-ordinator - Chair 3 Panel members - 2 x External and 1 x Internal, one of whom is a Principal Fellow. The other two can hold either a Principal or a Senior Fellowship.

2.2.2 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.

Each application will be assessed according to the requirements for the relevant UKPSF Descriptor. A breakdown of criteria for each of the Fellowships is provided in Table 3[3].

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

a. *Application Accepted* at D1, D2, D3 or D4. 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 will 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 will be unable to meet the criteria for their chosen Fellowship category, the Panel will recommend that the applicant re-submits for a different category, if appropriate (i.e. when the applicant does not already hold that particular Fellowship). Applicants will need to review and appropriately amend their original submission before submitting for the recommended level of Fellowship. However, applicants may prefer to wait for two years to gather further evidence for their chosen (original) Fellowship.

    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). Applicants will be informed of the deadline date for re-submissions.

[3] Taken from the UKPSF at https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf accessed on 2 March 2015.

Table 3 – Assessment Criteria for each of the Fellowships

Associate Fellow (D1)
The successful application demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Clear evidence of the following is provided in the application: I. Successful engagement with at least two of the five Areas of Activity. II. Successful engagement in appropriate teaching and practices related to these Areas of Activity. III. Appropriate Core Knowledge (K) and understanding of at least K1 and K2. IV. A commitment to appropriate Professional Values in facilitating others' learning. V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities. VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.
Fellow (D2)
The successful application demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Clear evidence for the following is provided in the application: I. Successful engagement across all five Areas of Activity. II. Appropriate knowledge and understanding across all aspects of Core Knowledge. III. A commitment to all the Professional Values. IV. Successful engagement in appropriate teaching practices related to the Areas of Activity. V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice. VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practice.

Senior Fellow (D3)
The successful application demonstrates a thorough understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Clear evidence for the following is provided in the application: I. Successful engagement across all five Areas of Activity. II. Appropriate knowledge and understanding across all aspects of Core Knowledge. III. A commitment to all the Professional Values. IV. Successful engagement in appropriate teaching practices related to the Areas of Activity. V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice. VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices. VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.
Principal Fellow (D4)
The successful application demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Clear evidence for the following is provided in the application: I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments. II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings. III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning. IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.). V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

2.3 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 quiet space at Princess Road East (dates published on the PEERS website). Applicants will be able to work on their application and use the resources provided in the room.

3. Once applicants have a draft, they 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 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.

2.4 Governance and Quality Assurance Arrangements

The monitoring and review of the quality and effectiveness of the process for the Experiential Route will be undertaken by the LLI. Procedures for quality assurance will include:

- Training for all University Accreditation Panel assessors and mentors by the Higher Education Academy.
- The appointment of an external PEERS Assessor to sample applications to ensure consistency and the reliability of HEA Fellowship judgements.
- A PEERS Co-ordinator, who will be a member of the LLI team, will advise applicants and oversee the training of assessors and mentors. In addition, the Co-ordinator (or his/her representative) will attend all the University Accreditation Panels (UAPs) to ensure consistency in the decision-making process. The Co-ordinator will not make judgements concerning individual applications but will have a consultancy role.
- All assessors (internal and external to the University) appointed to the University Accreditation Panels will be required to hold an appropriate level of Fellowship and have appropriate experience in teaching and programme development, in supporting staff in their learning and teaching development, and in the assessment of evidence and reflective practice.
- While a member of staff may be called upon to undertake accreditation duties or mentor staff, the University will ensure that robust quality assurance mechanisms are in place so that staff reviewing applications as part of a University Accreditation Panels will not have previously mentored or advised those particular applicants.
- In addition, internal assessors will not be called upon to consider applications from colleagues from their own department/school.
- Applications will be submitted to a discrete Blackboard site managed by the LLI.
- The LLI will formally record the outcomes of the University Accreditation Panels. This record will be kept for five years.
- Applicants cannot appeal against the decision of the University Accreditation Panel. However, process related appeals may be made to the PEERS Co-ordinator in the first instance. Following a successful appeal, the application would normally then be considered at the next UAP meeting.
- To ensure that applicants make a considered and comprehensive attempt to demonstrate that they meet the assessment criteria for the category of Fellowship sought, only one submission will be allowed within a two-year period. This does not include a re-submission or a recommendation made by the UAP for an unsuccessful applicant to apply for a different level of Fellowship.
- All submissions are processed through Turnitin, the software used by the University to ensure academic integrity.

2.5 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 via the LLI and PEERS website;
- invitations to attend particular Learning and Teaching sessions for the Postgraduate Certificate in

Academic and Professional Practice that may be of interest (although participants do not have to enrol for the accredited programme);

- 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);
- University funding for learning and teaching initiatives (known as the University's Teaching Enhancement Project Funding);
- reward and recognition for learning and teaching (e.g. University Distinguished Teaching Fellowship awards, Teaching Partnership awards, National Teaching Fellowship awards);
- pedagogic research and publications;
- 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. In addition, staff may undertake other roles (e.g. external examiner, programme reviewer/accreditor, senior tutor, Director of Studies etc.) that contribute to professional development.

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.

Applicants are expected to keep up-to-date with recent research and developments in learning and teaching. 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.

2.6 Working with the Dimensions

The Higher Education Academy provides the following guidance for working with and evidencing the Dimensions of the UKPSF[4].

2.6.1 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. This is particularly true when working with Descriptors 3 and 4. 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.

2.6.2 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. For Descriptors 2 and 3 there would be an increasing emphasis on the use of feedback and feed-forward approaches being routinely used to improve learning and develop learner autonomy. At Descriptor 4 the focus might be about a wider sphere of influence in policies and practices concerning assessment and feedback in supporting learning.

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.

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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.

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?

2.6.3 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.

2.6.4 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.

In Descriptor 4 the Professional Values are enshrined within evidence of 'a commitment to and an understanding of the use and value of the UKPSF'. This locates the Professional Values at the heart of why things are done a certain way, what is held as important by the individual and the aspirations and forces driving their work. Evidencing this might draw on examples of how practice is influenced by an individual's personal obligation and responsibility to the Professional 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.

Section B – Applying for Fellowship

This section outlines each Descriptor of the UKPSF and what is required for each Fellowship application.

1. Applying for Associate Fellowship

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.

1.1 Descriptor 1

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.

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.

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.

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.

1.2 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 plagiarism detection software used by the University. Therefore applicants must ensure that the work submitted is their own.

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

The CPD Action Plan

To evidence intentions to remain in good standing, 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. 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** undertake the activities listed 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.

Referee Statements

Applicants must provide <u>two</u> 'Referee Statements' from experienced colleagues or senior staff, one of whom must work directly with the applicant and be able to comment, from first-hand experience, on the individual's work in their current role. Both referees must be familiar with the requirements of the UKPSF and be able to comment on the *effectiveness and quality* of the applicant's teaching and/or learning support practices, appropriate to the requirements for Descriptor 1.

It is the applicant's responsibility to obtain the references and submit them with their application **before** the deadline. Guidance for referees is supplied in Section C and on the PEERS website.

2 Applying for Fellow Recognition

To become a Fellow, applicants will need to submit an application to the University scheme that provides evidence of effectiveness in their professional role that is commensurate with Descriptor 2 of the UKPSF.

We strongly advise applicants to have 30 hours or more teaching commitments a year and have at least three years' teaching experience in higher education. Staff who have less teaching experience are advised to follow the PEERS Programme Route.

2.1 Descriptor 2

The UKPSF describes individuals working at Descriptor 2 as those who can demonstrate a **broad understanding** of **effective** approaches to teaching and learning support as **key contributions** to high quality student learning. They should be able to provide evidence of:

D2.1 Successful engagement across all five Areas of Activity.

D2.2 Appropriate knowledge and understanding across all aspects of Core Knowledge.

D2.3 A commitment to all the Professional Values.

D2.4 Successful engagement in appropriate teaching practices related to the Areas of Activity.

D2.5 Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice.

D2.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

Descriptor 2 reflects main grade teaching responsibilities and is the expected descriptor for all staff who undertake substantive teaching as part of their role. This descriptor recognises and acknowledges good practice within the learning contexts of higher education, wherever this takes place, and however teaching and the support of learning is approached. Further, it recognises the diversity of staff who, in different ways, provide such teaching and support.

Typically, those likely to be at Descriptor 2 (D2) include:

a. *Early career academics.*
b. *Academic-related and/or support staff* holding substantive teaching and learning responsibilities.
c. *Experienced academics relatively new to UK higher education*.
d. *Staff with (sometimes significant) teaching-only responsibilities* including, for example, within work-based settings.

Pen Portrait for Descriptor 2

David has been appointed as an academic at the University after having taught in HE for a number of years overseas and briefly in the UK before moving to Leicester. He is keen to benchmark his teaching and learning practice against the UKPSF. David could undertake the Postgraduate Certificate in Academic and Professional Practice on a voluntary basis and gain 'Fellow' recognition via the Programme Route, but as this is primarily designed for those staff new to teaching in HE, reflecting on his practice and writing an application to make a claim for Fellow through the Experiential Route is more appropriate.

2.2 Making an Application

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

- A Fellowship Claim (3,000 words excluding references)
- A CPD Action Plan
- Two Referee Statements

The Fellowship Claim

Applicants need to demonstrate a **broad understanding** of **effective** approaches to teaching and learning support as **key contributions** to high quality student learning. They should demonstrate achievement and success in **all** the Dimensions of the Framework - the Areas of Activity, Core Knowledge and Professional Values – and are expected to incorporate relevant subject and pedagogic research and/or scholarship in their approaches. In addition, applicants should demonstrate engagement in continuing professional development activities with specific regard to learning and teaching and which result in the enhancement of their teaching.

Examples of teaching activities that could be discussed and evidenced:

- Identifying the learning needs of students and writing appropriate learning outcomes.
- Ensuring alignment between the content, learning and teaching methods and materials, and the learning outcomes.
- Selecting and developing appropriate teaching methods and materials for a variety of teaching activities ranging from small group tutorials to large lectures.
- Selecting and utilizing appropriate technologies to support and enhance approaches to learning, teaching and assessment.
- Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment.
- Providing critical and constructive feedback and guidance to learners.
- Supervising students work in learning, teaching and/or research activities.
- Using reflection to develop personal teaching, e.g. modifying practice in response to student and peer review/feedback, analysis of the effectiveness of teaching design & delivery.

- Participating in peer review of teaching and mentoring activities to improve professional practice.
- Engaging with formal internal quality assurance processes mediated by an external examiner.

There are two approaches to **structuring the claim**. Applicants can either:

- address each of the Areas of Activity separately (600 words for each Activity), **or**
- provide two case studies (3,000 words divided up as required)

The claim should evidence **all** the Dimensions of the UKPSF and illustrate how they are integrated, embedded and demonstrated in the applicant's practice. It is recommended that applicants highlight the dimensions addressed throughout their Fellowship Claim by making references where applicable i.e. A1, V2, K1 etc.

When addressing each of the Areas of Activity, applicants might find it useful to reflect on:

- What particular methods and approaches they employ for an Area of Activity.
- The reasons for their choice 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 this practice links to the Core Knowledge and to the Professional Values of the UKPSF.
- What applicants have learned to inform their future practice and to continue their professional development.

For example, when addressing A3 (Assess and give feedback to learners) applicants should consider:

- The main types of formative and/or summative assessment that they use with students and whether it is formal or informal.
- How and why they choose those particular approaches and methods.
- How they ensure that the assessments are valid indicators of what their students need to learn, that marking is reliable and that the standards set are appropriate.
- How they give feedback to students and ensure it supports and improves their understanding of the subject, their performance and/or their development as learners.
- Where their practice has incorporated other dimensions of the UKPSF i.e. the Professional Values and Core Knowledge, and explain what is utilised and why.

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.

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

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

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

The CPD Action Plan

To evidence intentions to remain in good standing, applicants must provide a Continuing Professional Development (CPD) action plan which outlines their planned and/or anticipated continuing professional development activities in relation to 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. 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.
- Attending courses or discipline-specific learning and teaching events.
- 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.
- Attending meetings to increase your knowledge of wider learning and teaching issues. This could be a department learning and teaching committee, staff-student committee or University Special Interest Group.
- Participating in subject and other network activities.
- Implementing new approaches or conducting pedagogic research.
- Being a mentor.
- Deputising for colleagues.
- Become an External Examiner.
- 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 (institutionally or nationally).
- 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** undertake the activities outlined 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.

Referee Statements

Applicants must provide two 'Referee Statements' from experienced colleagues or senior staff, one of whom must work directly with the applicant and be able to comment, from first-hand experience, on the individual's work in their current role. Both referees must be familiar with the requirements of the UKPSF and be able to comment on the *impact, effectiveness and quality* of the applicant's teaching practices, appropriate to the requirements for Descriptor 2.

N.B. It is the applicant's responsibility to obtain the references and submit them with their application **before** the deadline. Guidance for referees is supplied in Section C and on the PEERS website.

2.3 Previous Recognition

If applicants hold Associate Fellowship of the HEA, they will still need to demonstrate all the requirements for Descriptor 2. However, they can draw upon their claim for Descriptor 1 but will need to reflect on how they have developed and broadened their understanding of effective approaches to learning and teaching and can provide evidence to support this from a substantive teaching role.

Applicants who have achieved or completed an award/programme related to teaching and learning which has not led to HEA recognition, (teaching qualification for other educational sectors i.e. Postgraduate Certificates in Education etc.) can draw on this experience but are still required to demonstrate recent effective alignment between practice and the UKPSF appropriate for Descriptor 2.

3 Applying for Senior Fellowship

To become a Senior Fellow, applicants will need to submit an application to the University scheme that provides evidence of effectiveness in their professional role that is commensurate with Descriptor 3 of the UKPSF.

3.1 Descriptor 3

The UKPSF describes individuals working at Descriptor 3 as those who can demonstrate a **thorough understanding** of **effective approaches** to teaching and learning support as a **key contribution to high quality student learning**. They should be able to provide evidence of:

D3.1 Successful engagement across all five Areas of Activity.

D3.2 Appropriate knowledge and understanding across all aspects of Core Knowledge.

D3.3 A commitment to all the Professional Values.

D3.4 Successful engagement in appropriate teaching practices related to the Areas of Activity.

D3.5 Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

D3.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.

D3.7 Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

Individuals should 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 provisions. 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 advisory responsibilities* within an institution.

Applicants claiming attainment of Descriptor 3 will normally have a **considerable** level of expertise, developed over time, in supporting high quality student learning in all Dimensions of the Framework. They will have gained relevant experience through the use of a range of approaches including, mentoring, coordinating, supervising and managing individuals and groups. Individuals will evidence the depth and sophistication of their understanding and demonstrate a sustained and successful engagement with the UKPSF, indicating specifically how such knowledge, understanding and expertise is used in their approach to teaching, mentoring and their leadership roles.

Descriptor 3 recognises extended good practice both within the classroom (or learning environment) and in supporting the student learning experience in a wider context. This would normally include evidence of effective and significant impact on students, on colleagues and on the organisation/institution. Evidence of

a **wider sphere of influence** than the classroom and the student group (the basic expectation for Descriptor 2), is required here. A relatively limited experience of programme and/or module management, for example, or in mentoring new staff, **will not** be sufficient.

Pen Portrait for Descriptor 3

Simon has been a Teaching Fellow for several years. He successfully completed the Postgraduate Certificate in Academic Practice in HE (PGCAPHE) and as a result became Fellow of the HEA. Since then, Simon has designed and led a number of new modules and became the Programme Director for one of the degree programmes.

Simon has always in engaged in evaluating his teaching practice (both formally and informally) and has made several evidence-informed changes to his practice by engaging in pedagogic research. For example, he has just finished his report for a successful University Teaching Enhancement Fund project which he undertook with colleagues from other departments at Leicester. He has presented at various learning and teaching events and conferences, including the University's Annual Learning and Teaching Conference, and published in journals with a learning and teaching focus.

Simon is keen to support new members of staff and is a facilitator for one of the sessions for the PG Cert which involves supporting new academics in their development as practitioners. As part of this role, he regularly undertakes teaching observations and provides constructive feedback.

Given these various activities that Simon has undertaken over the last five years since becoming a Fellow, he believes he now has enough evidence to make a claim for SFHEA.

Descriptor 3 incorporates all the requirements for Descriptor 2 and can, therefore, be viewed as building on Descriptor 2. One way to view the difference is that Descriptor 2 is primarily concerned with all who teach and is a core expectation, whilst Descriptor 3 addresses experienced teachers and others who demonstrate **leadership** in their learning and teaching practices and related activities. This descriptor requires evidence of wider impact, sustained success and influence. This would be the case with individuals who, for example, have developed and led substantial programmes of teaching and learning, led cross (and inter-) institutional teaching and learning focused projects, provided leadership for work in discipline based communities, or those who have led consultancy for major pieces of pedagogic work in subject associations and professional bodies.

In relation to the Framework, 'mentoring' is seen as applicable to the context in which it takes place and would normally be understood to mean providing support, challenge and guidance to less experienced members of staff or colleagues in order to help them develop themselves and, in particular, the teaching and learning aspects of their professional practice. This may or may not take place within the formal umbrella of institutional mentoring schemes.

3.2 Making an Application

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

- A Senior Fellowship Claim (5,000 words excluding references)
- A CPD Action Plan
- Two Referee Statements

The Senior Fellowship Claim

Applicants need to demonstrate that they meet all the requirements for Descriptor 3 of the UKPSF. The claim should include appropriate rationales for the choices made and evidence of **success, influence and impact** in teaching and/or supporting learning. Evidence should be based on real examples of practice that draw upon scholarly activity in learning and teaching. The claim should evidence how the Core Knowledge and the Professional Values of the UKPSF are applied.

Senior Fellows should 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. Applicants need to sufficiently evidence this in their claim.

Examples of teaching activities:

- Demonstrating leadership in the design, delivery and evaluation of programmes of study, at various levels.
- Designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate.
- Incorporation of discipline and pedagogic research and/or scholarship into learning and teaching, and evaluating its effectiveness.
- Ensuring that programme design and delivery complies with relevant quality standards and regulations.
- Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning (e.g. participating in PEERS as a mentor).
- Operational leadership within own institutional setting (e.g. in developing and/or leading local policy implementation, participating in relevant committees, participating in peer review of programme validation and accreditations, participation in PEERS as an assessor).
- Providing pedagogic leadership in initiatives/projects.

The Senior Fellowship Claim should be structured into three sections:

1. **A reflective account** which demonstrates how the applicant's practice aligns to the requirements for Descriptor 3 – D3.1 to D3.6 as listed above in section 3.1.

   The account should outline the applicant's underpinning philosophy for their teaching practice and how this impacts upon the students' learning experience. Drawing upon relevant literature and their continued professional development activities – whether individual, collaborative or team-based – applicants should present a rationale for the approaches taken and indicate the strategies of

evaluation and analysis employed to measure the effectiveness of their teaching. This account should include the education, training, employment, roles and experience which have contributed to their professional development as teacher, mentor, facilitator of learning and academic leader.

To evidence D3.7 – Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning – applicants should present two case studies.

2. **Case Study 1** Applicants should provide an example of leading, managing and enhancing the curriculum of programmes in their subject and/or discipline area where influence and impact are demonstrated.

   Elements to consider in this case study include:

   - The ways in which you liaise 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);
   - The ways you have fostered dynamic approaches to learning and teaching through creativity and innovation;
   - How you support, encourage and implement evaluation processes designed to enhance the student learning experience;
   - 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.

3. **Case Study 2** Applicants should provide an example of successful co-ordination, support, supervision or mentoring of other staff.

   Elements to consider in this case study include:

   - How you have supported other colleagues to enhance their practices;
   - Specific examples of how you have enhanced academic practice through co-ordinating/managing others;
   - 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;
   - 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.

Examples for Case Study 2 include:

- Reflecting on how you have supported new or less experienced members of staff by observing their practice and helping them contextualise what they have learnt on a PG Cert or other professional development training/activity within their own context and practice.
- Another example might be how you have supported colleagues through peer observations and reviews of teaching/marking. Include how you provided constructive feedback to help them frame and structure their reflections on that aspect of their practice; how you supported their engagement with the UKPSF and your own reflections of what you learned from the experience.
- Alternatively, you could base your case study on a project that you have co-ordinated to enhance student learning (pedagogic research, new teaching initiative, a project funded by the University Teaching Enhancement Project Fund etc.) and demonstrate how you have shared your knowledge to support the development of colleagues at the University of Leicester or in other institutions.

Word count: Although the three sections should total 5,000 words excluding references, there is some leeway in the word count for the individual sections. As a guide, we would suggest 2,000 words for the Reflective Account and 1,500 words for each case study.

Applicants can include in their claim relevant feedback that they have received (e.g. quotes from colleagues, students, external examiners). Any feedback included must be anonymised, or submitted with permission. Any quantitative data would also be useful for evidencing claims.

Applicants should make reference to relevant literature. A recognised system of referencing must be used.

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

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

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

The CPD Action Plan

To evidence intentions to remain in good standing, applicants must provide a Continuing Professional Development (CPD) action plan which outlines their planned and/or anticipated continuing professional development activities in relation to 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.

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:

- Attending courses or discipline-specific learning and teaching events.
- Participating and/or leading subject and other network activities.
- Implementing new approaches or conducting pedagogic research.
- Being a mentor.
- Deputising for colleagues.
- Undertaking External Examining duties.
- 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 community of practice (institutionally or nationally).
- Undertaking peer review of journal articles.
- Keeping a reflective journal or blogging.

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** undertake the activities outlined and record their development. Therefore your CPD plan should be a live document that is annotated and updated on a regular basis.

Referee Statements

Applicants must provide <u>two</u> 'Referee Statements' from colleagues or senior staff, one of whom must work directly with the applicant and be able to comment, from first-hand experience, on the individual's work in their current role. Both referees must be familiar with the requirements of the UKPSF and be able to comment on the *impact, effectiveness and quality* of the applicant's leadership and teaching practices, appropriate to the requirements for Descriptor 3.

N.B. It is the applicant's responsibility to obtain the references and submit them with their application **before** the deadline. Guidance for referees is supplied in Section C and on the PEERS website.

3.3 Previous Recognition

Applicants are required to complete all parts of the evidence-based portfolio regardless of whether they have FHEA or not. The first section of the Senior Fellowship Claim – the Reflective Account – will ensure that evidence of successful engagement at Descriptor 2 is demonstrated for those applicants who have not achieved this previously.

4 Applying for Principal Fellowship

To become a Principal Fellow, applicants will need to submit an application to the University scheme that provides evidence of effectiveness in their professional role that is commensurate with Descriptor 4 of the UKPSF.

4.1 Descriptor 4

The UKPSF describes individuals working at Descriptor 4 as highly experienced academics who are able to demonstrate **a sustained record of effective strategic leadership in academic practice and academic development as a key contribution** to high quality student learning. Applicants should be able to provide evidence of:

D4.1 Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments.

D4.2 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.

D4.3 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.

D4.4 Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.).

D4.5 A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

Descriptor 4 is distinctly different to Descriptors 1, 2 and 3. It is relevant to highly experienced teachers who are or have been widely respected for their effective teaching and who have progressed into senior roles. They will have substantial experience and knowledge of teaching and supporting learning and will be using this to make an impact at a senior level. The nature of their work may mean that they will not currently have any direct contact with students in teaching or supporting learning. Their work will normally include the effective strategic leadership of academic practice/development leading to the development and implementation of high quality student learning experiences. They might be one, or both, of the following:

- A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning;
- Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond their own institution.

Applicants for Descriptor 4 should have a sustained, effective record of strategic impact at institutional, national or international level and be committed to wider strategic leadership in teaching.

The evidence used for Descriptor 4 will be dependent on the context in which the individual is working but in many respects is likely to be fundamentally different from the type of evidence required for Descriptor 3. The focus need not primarily be on an individual's teaching and learning practices but might focus on the contributions made, for example, to subject pedagogy, innovative approaches, and the evidence of effectiveness and impact at a strategic level. This evidence can draw on a broad range of experiences and activities and be underpinned by an understanding and commitment to the Core Knowledge and Professional Values.

As the individual will not necessarily have immediate contact with learners they would need to draw on examples of their work which illustrate their understanding of the use and the value of the UKPSF. This might include how they have used the UKPSF to shape and develop policy, strategy and schemes within their organisation. For example: a learning and teaching strategy underpinned by professional values; an institution wide peer review of a teaching scheme incorporating the UKPSF which is then further recognised in promotion structures; the development and implementation of innovative teaching and learning approaches within the organisation in response to the specific needs of their students.

Other evidence might include:

- Championing various elements within the Dimensions of the Framework.
- Undertaking successful strategic leadership roles which have enhanced student learning.
- Leading the development and/or implementation of effective institutional policies and/or strategies for delivering high quality teaching and/or supporting staff.
- Leading or contributing in significant ways, to the development of an institutional learning and teaching strategy underpinned by the Professional Values of the UKPSF.
- Playing a major role in undertaking an institutional peer review process which scrutinises a UKPSF-related teaching scheme.
- Developing and providing mentoring and/or coaching opportunities for colleagues/peers.
- Leading on institution-wide work on quality enhancement initiatives.
- Conducting and/or disseminating national or international pedagogic innovatory practices.

4.2 Making an Application

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

- A Principal Fellowship Claim (7,000 words excluding references)
- Three Advocate Statements

The Principal Fellowship Claim

Applicants need to demonstrate that they meet all the requirements for Descriptor 4 of the UKPSF. To apply to become a Principal Fellow, applicants need to present **a sustained** record of **effective strategic leadership** in academic practice and academic development as a key contribution to high quality student learning.

By applying to become a Principal Fellow applicants have the opportunity to:

- reflect on the effectiveness of their work in relation to strategic leadership in teaching and supporting learning in higher education;
- model academic leadership to other staff and be able to encourage and support them to seek recognition for their work in this area;
- demonstrate their sustained and effective record of influence and impact in teaching and supporting learning by gaining national and increasingly international recognition for their contribution within the higher education context.

The UK Professional Standards Framework (UKPSF) is central to the recognition of individuals as Principal Fellows. Applicants will need access to and a working knowledge of its contents in order to prepare their application.

The Claim is made up of **five** sections to enable applicants to demonstrate how their practice aligns to the requirements for Descriptor 4 – D4.1 to D4.5 as listed above in section 4.1. A template is available for Principal Fellowship applications on the LLI website.

1. Championing the Framework (aligned to D4.1)

Under this section, applicants should provide a summary of evidence demonstrating their active commitment to and championing of all the Dimensions of the Framework through work with students and staff, and in institutional developments to attain D4.1. This functions as an overarching descriptor in that the entries provided will be reflected upon in 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 UKPSF within the institution. D4.1. can be evidenced through impact in institutional, national and international environments through your individual contribution. The evidence needs to be authentic rather than abstract or conceptual concepts.

The UKPSF Dimensions of Practice should be integrated throughout the application. In your leadership role you are not required to demonstrate direct student interaction but your influence and impact on others and their interactions with students through all aspects of the dimensions must be evidenced. For example, leadership in relation to inclusive practice and internationalisation of the curriculum could align to Professional Values 1, 2 and 3 and could appear in D4.2 to illustrate enhancing learning and teaching quality. This may also impact on assessment policy and issues relating to Core Knowledge 6.

You are required to record the educational impact activities that you have undertaken using the headings as indicated below in Table 4. Capture the key areas of influence you have had in relation to high quality student learning. Focus on the last five years, although earlier activities which continue to have an impact may be included. Your championing of the Framework should be embedded within the whole application. You will elaborate on your entries listed for section 1 to address - through reflection - sections 2-5 of the application.

Table 4 – Evidencing Descriptor 4.1

Title (or description of engagement)	Period		Used as evidence for Descriptor				
	From	To	4.1	4.2	4.3	4.4	4.5
E.g. member of Task and Finish Group aligning academic probation and promotion with UKPSF and CPD schemes	2014	present	✓		✓		

Your subject research should only be included where it is focused on the pedagogy of your subject. Similarly, general managerial roles will be relevant only where they are related strategically to teaching and supporting learning.

Sections 2 – 5 should be reflective.

2 Strategic leadership to enhance student learning (aligned to D4.2)

Applicants should evidence how they have provided successful, strategic leadership to enhance student learning. The main focus should be on how their 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 key to this section is strategic leadership and impact on student learning institutionally and beyond.

Choose relevant examples from your first section 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.

3 Policies and strategies (aligned to D4.3)

Applicants should evidence how they have established effective organisational policies and/or strategies for supporting and promoting others.

In this section you need to explain how you have exercised influence on learning, teaching and assessment through effective organisational policies. For example, 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 from your first section 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.

4 Integrated Academic Practice (aligned to D4.4)

Applicants should evidence how they 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 from your first section 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.

5 Continuing Professional Development (aligned to D4.5)

Applicants should evidence their sustained and successful commitment to and engagement in Continuing Professional Development (CPD) activities related to academic, institutional and/or other professional practices. They should also include their academic and professional qualifications in this section.

Choose relevant examples from your first section 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.

Word count: All five sections should total 7,000 words excluding references. Sections 2-5 should be given substantive treatment but they need not be of equal length.

Advocate Statements

Applicants for recognition as a Principal Fellow are required to provide three 'Advocate Statements' from individuals familiar with their work. As a minimum, one advocate must be a Senior or Principal Fellow of the HEA and, in addition, at least one advocate must be external to the University of Leicester. Guidance for advocates is supplied in Section C.

4.3 Previous Recognition

Since Descriptor 3 and Descriptor 4 are distinctly different, applicants are not expected to resubmit evidence for having attained Descriptor 3. However, applicants who already hold SFHEA can draw on the evidence

they provided for Descriptor 3 to provide background and context for the developments used to evidence Descriptor 4. This would need to be accompanied by relevant additional evidence of the interpretation and application of the Dimensions for Descriptor 4 in current work.

Section C
Guidance for Referees and Advocates

1 Referee Statements for Associate Fellowship and Fellowship Applications

Applicants for Associate Fellow and 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.

2 Referee Statements for Senior Fellowship Applications

Applicants for Senior Fellow must provide two 'Referee Statements' from experienced colleagues or senior staff who can comment and substantiate the applicant's evidence of sustained record of effectiveness in relation to learning and teaching. Referees must be able to comment on the *impact, effectiveness and quality* of the applicant's organisation, leadership and/or management of specific aspects of learning and teaching provision.

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 experience and achievements in learning and teaching;
- support the evidence submitted in relation to leadership and/or the management/organisation of specific aspects of learning and teaching provision within the context of the applicant's role to meet the Dimensions of the UK Professional Standards Framework for Descriptor 3;
- be in a position to unreservedly recommend the applicant for recognition as Senior Fellow.

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 Senior Fellowship.

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 Senior 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 400-500 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.

3 Advocate Statement for Principal Fellowship Applications

Applicants for recognition as a Principal Fellow are required to provide three 'Advocate Statements' from individuals familiar with their work. As a minimum, one advocate must be a Senior or Principal Fellow of the HEA and, in addition, at least one advocate must be external to the University of Leicester. In providing their statements of support, advocates must:

- be familiar with requirements of the UKPSF;
- have first-hand knowledge of the applicant's work and his/her commitment and effectiveness of sustained leadership and impact at strategic level;
- comment on the applicant's most recent roles and responsibilities, outlining evidence of effective organisational policies and/or strategies for supporting and promoting others and/or contribution to developments in learning and teaching at an institutional level. The advocate may also comment on the applicant's contribution to national initiatives in developing approaches to learning and teaching;
- provide practical examples of how the applicant's work has supported, influenced and impacted the work of the advocate directly and/or that of others;

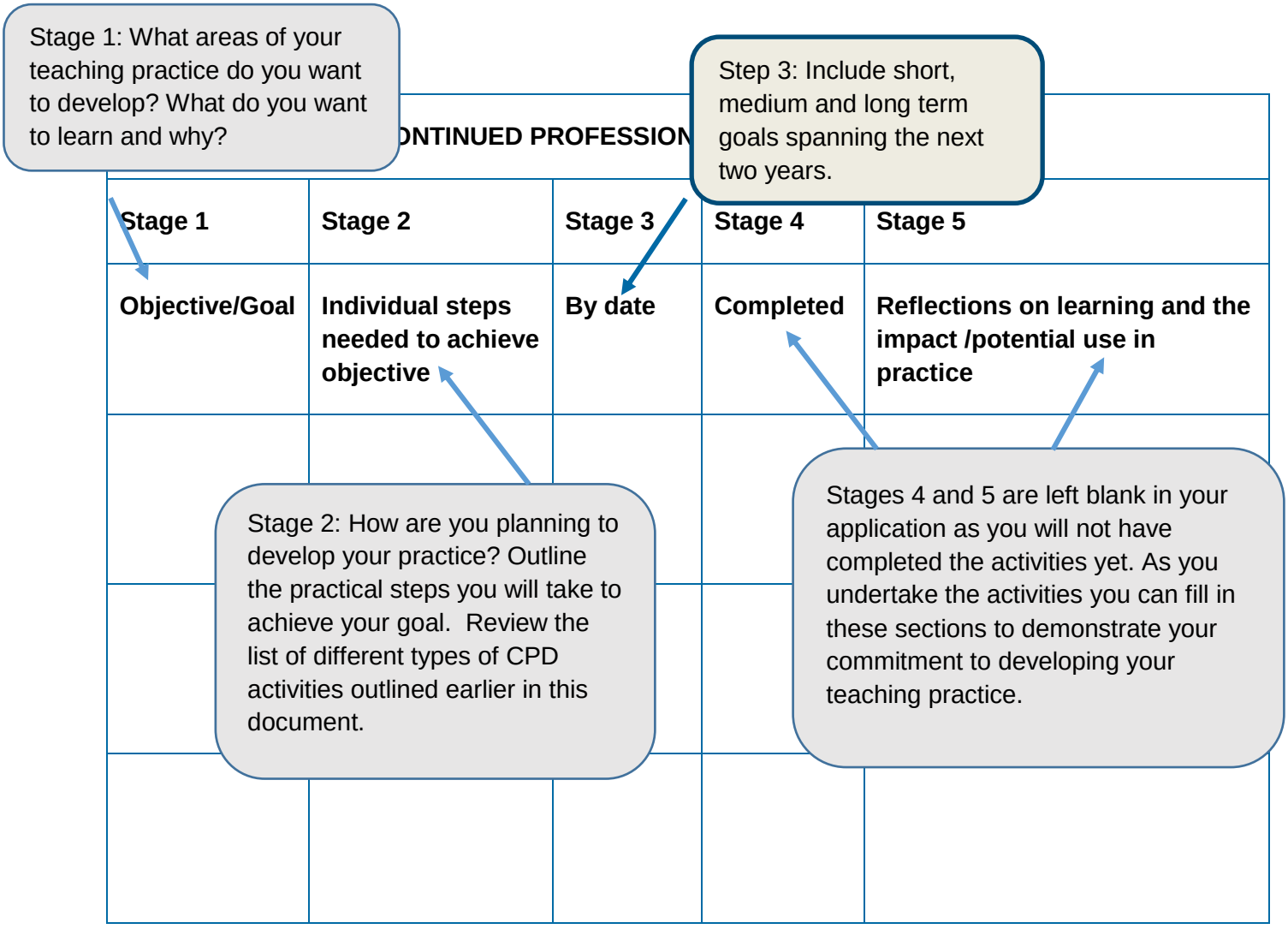
- comment on how the applicant meets the dimensions of the UKPSF at Descriptor 4, using their knowledge of the applicant's work, experience in effective strategic leadership and academic development within the context in which the applicant works;
- be in a position to unreservedly recommend the applicant for recognition as Principal Fellow.

The University of Leicester reserves the right to contact an advocate in order to clarify any specific points made in their statement. Whilst there is no specific word length for an Advocate Statement for Principal 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 400-500 words.

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.



Examples of CPD plans by successful applicants

CONTINUED PROFESSIONAL DEVELOPMENT PLAN (Fellow)				
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Objective/Goal	**Individual steps needed to achieve objective**	**By date**	**Completed**	**Reflections on learning and the impact /potential use in practice**
Establish a departmental Teaching and Learning reading group to investigate and share best practice.	- Tap the collective experience of existing HEA Fellows in the department to create a reading programme. - Establish a regular meeting schedule to include current and aspiring HEA fellows.	Fall 2016		
Consider implications for widening access in new Major/Minor programmes.	- Compile complete statistics of learner outcomes based on degree. - Open a dialogue with related departments regarding their learners' needs. - Ensure that our broader student backgrounds and experience base are adequately accounted for.	Fall 2017		
Acquire and record evidence for development of SFHEA case study.	- Increase my management, support and coordination of others in relation to teaching and learning. - Provide more pedagogic leadership beyond the department. - Engage more proactively with College and University teaching and learning groups.	Spring 2018		

CONTINUED PROFESSIONAL DEVELOPMENT PLAN (Senior Fellow)				
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Objective/Goal	**Individual steps needed to achieve objective**	**By date**	**Completed**	**Reflections on learning and the impact /potential use in practice**
Think out aspects of teaching to update through training/ refresher courses – e.g. seminar/ small group teaching skills. Despite having done many a session, it can still be frustrating to find not all have prepared/read materials, even if a small task.	1. To check central/ LLI online support guides for small-group teaching. 2. Peer observe colleagues for other modules. 3. Look also at pedagogic research literature and any HEA support materials.	1, In summer, or else in semester 1 2016-17. 2. Semester 1 2016-17 sessions. 3. To pursue such across summer period.		
New field-skills training – to learn more about techniques such as LIDAR and laser mapping but also to update my First Aid training.	To seek relevant CPD courses here in Leicester or in Oxford (with a long-established archaeology-oriented CPD programme) or with Historic England at Swindon.	To undertake across the next academic year, but with First Aid update planned for Summer 2016.		
To continue to learn more about Blackboard as a teaching and learning tool, notably via its discussion functions (I use such discussion for one MA module successfully, but learning how to do this more efficiently and effectively would be important).	First exploit the online guidance documentation & look for any relevant workshops/courses that become available. To test out ideas with co-staff for Year 2 module.	July 2016 (after exams & teaching – the best time to reflect on courses and to think out CPD; and to check for workshops over the summer so as to be able to implement ideas for Semesters 1 and 2 2016-17.		