



UNIVERSITY OF
LEICESTER

Leicester Learning Institute

Professional Educational Excellence Recognition Scheme (**PEERS**)

Experiential Route Guidance

Fellow of the HEA

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

June 2017



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Introduction

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

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

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

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

1 UK Professional Standards Framework

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

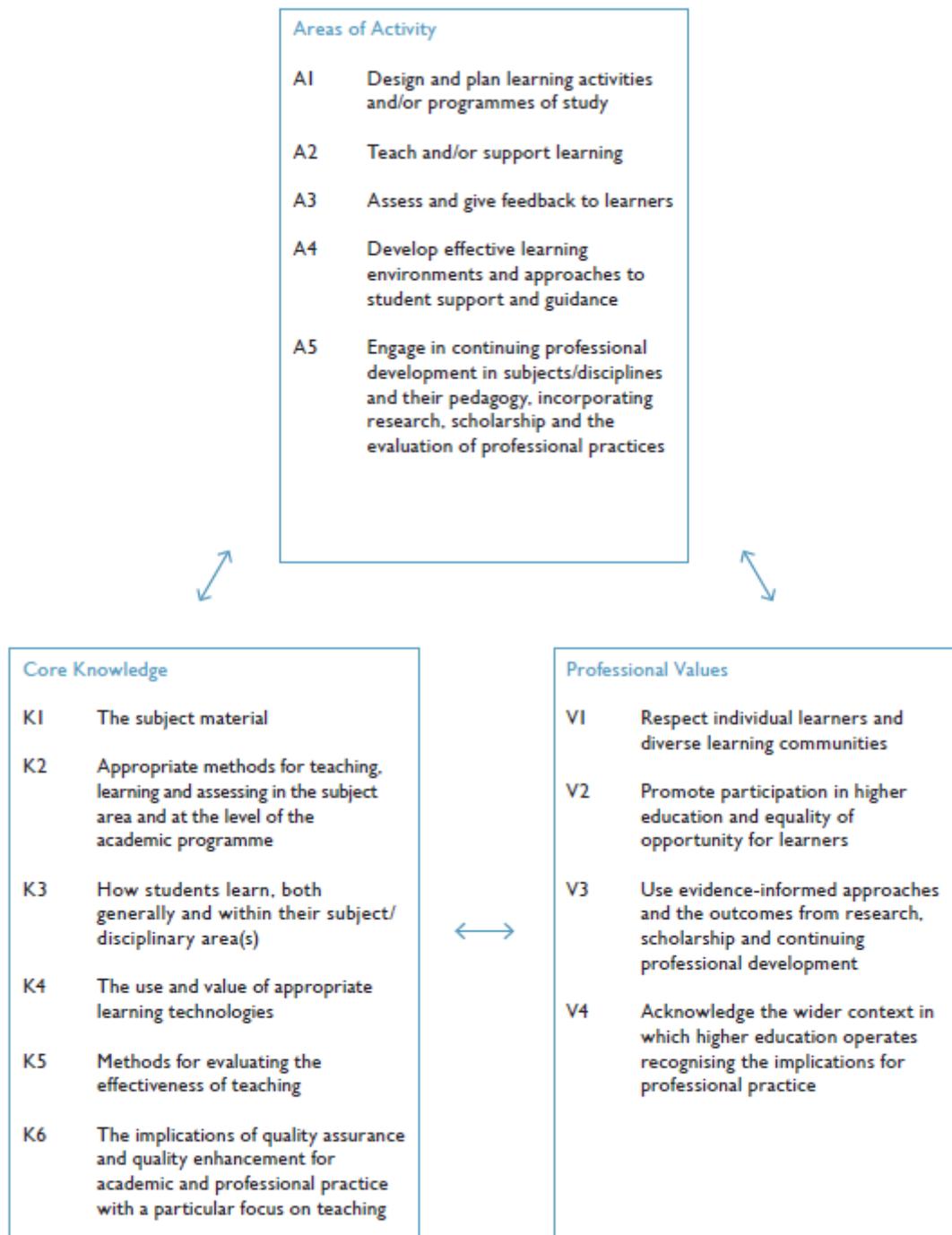
The **Dimensions of Practice** are a set of statements outlining the:

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

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

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

1.1 The Dimensions of the Framework



1.2 The Descriptors

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

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

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.

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

Individuals working at D3 are able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams.

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

Individuals working at D4 are normally highly experienced academics, who are able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings.

2. Applying for Fellow Recognition (FHEA)

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.

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.

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.

2.1 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 software used by the University to ensure academic integrity. 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

Under the HEA-accreditation agreement, applicants through PEERS need to evidence intentions to remain in good standing. Therefore applicants must provide a Continuing Professional Development (CPD) action plan which outlines their planned and/or anticipated continuing professional development activities in 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. I'm aware of current thinking that technology can enhance learning by ensuring easy access to learning materials. Increase my knowledge of flipped learning to explore how it can be applied to my teaching.*

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

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

Professional development activities could include:

- Observing or shadowing experienced colleagues' teaching or their feedback practice.
- 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 for an example). 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 for Fellow must provide two 'Referee Statements' from experienced colleagues or senior staff - at least one of whom must work directly with the applicant. Referees must be able to comment on the *impact*,

effectiveness and quality of the applicant's teaching and/or learning support practices. In providing a statement in support of the application, referees must:

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

The reference should:

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

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

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

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

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

More information for referees can be found at: www.le.ac.uk/peers

2.2 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.

2.3 Working with the Dimensions

The Higher Education Academy provides the following guidance for working with and evidencing the Dimensions of the UKPSF¹.

2.3.1 How do the Dimensions relate to each other?

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

2.3.2 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.

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?

2.3.3 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.

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

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

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

As with the other dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the Professional Values overlap and are integrated in individual and institutional practice. For example, the Professional Values impact on the Core Knowledge and the Areas of Activity by shaping the activity and the understanding and knowledge in an almost unconscious way. Evidencing the Professional Values takes place in a setting which itself reflects values through the

institutional mission and culture, although this may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence.

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

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

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

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

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

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

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

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

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

This is concerned with being alert to the issues that may impact on institutional missions and/or which might have an influence on curriculum design and/or personal and collective professional practice. This might for example include how an individual has responded to the current demands of the Disability Discrimination

Act, the employment agenda, or the widening access and participation agenda. Current agendas include; sustainability (the practice of sustainability and education for sustainability), and student engagement.

3. Development Opportunities

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

- on-line tutorials and resources – in particular visit the PEERS website at www.le.ac.uk/peers;
- invitations to attend particular Learning and Teaching sessions 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.

4. Assessment Decisions

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

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

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

- a. *Application Accepted.* Successful applicants will receive brief advice from the Panel about sharing good practice and/or future continued professional development as appropriate.
- b. *Application Referred.* Applicants may be invited to re-submit. Feedback will be offered to unsuccessful applicants outlining what they need to do for their re-submission. They will be expected to re-submit for the next scheduled UAP. The re-submission will either be *accepted or rejected*. Only one re-submission will be accepted within a two-year period.
- c. *Application Rejected.*
 - i. If the UAP feels that an applicant does not meet the criteria for the Fellowship category, the Panel will recommend that she/he waits to gather further evidence.
 - ii. An application will also be rejected if the UAP finds evidence of plagiarism. In addition, a formal statement will be sent to the applicant's Head of Department with the request that he/she takes action and reports back to the UAP.

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

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

Blackboard site **after** the deadline date. Applicants will be informed of the deadline date for re-submissions.

5. Overview of the process for the Experiential Route

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

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

In addition, the LLI provides 'writing retreats' - a 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.

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.

CONTINUED PROFESSION				
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
<p>Stage 1: What areas of your teaching practice do you want to develop? What do you want to learn and why?</p>			<p>Step 3: Include short, medium and long term goals spanning the next two years.</p>	
<p>Stage 2: How are you planning to develop your practice? Outline the practical steps you will take to achieve your goal. Review the list of different types of CPD activities outlined earlier in this document.</p>			<p>Stages 4 and 5 are left blank in your application as you will not have completed the activities yet. As you undertake the activities you can fill in these sections to demonstrate your commitment to developing your teaching practice.</p>	

Example of a CPD plan by a successful applicant

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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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		