UNIVERSITY OF LEICESTER

Leicester Learning Institute

Professional Educational Excellence Recognition Scheme (PEERS)

Experiential Route

Guidance

Senior Fellow of the HEA

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

June 2017

Higher Education Academy

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Introduction

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

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

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

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

1 UK Professional Standards Framework

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

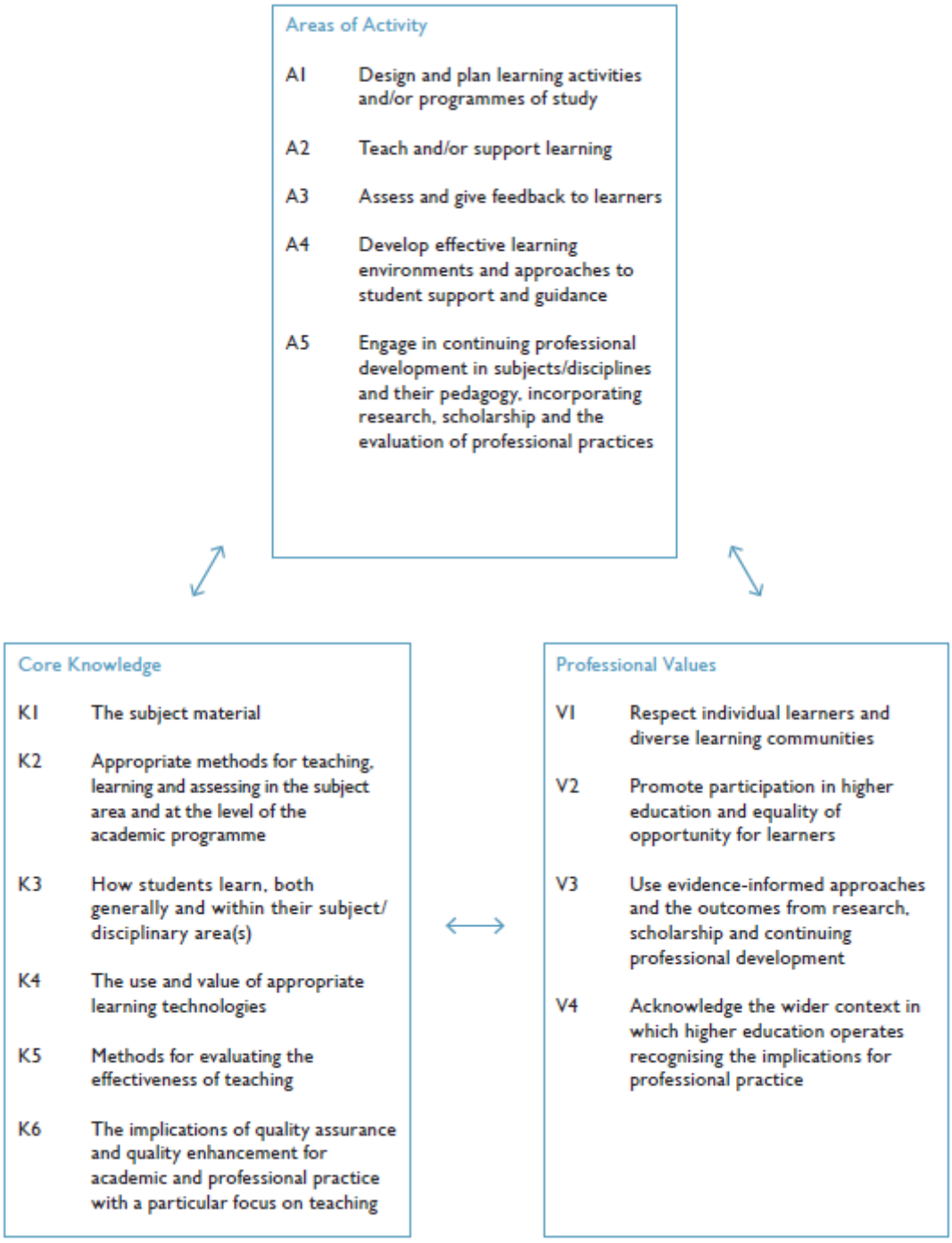
The **Dimensions of Practice** are a set of statements outlining the:

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

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

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

1.1 The Dimensions of the Framework



1.2 The Descriptors

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

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

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.

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.

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 Senior Fellowship (SFHEA)

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.

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.

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.

2.1 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 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.

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 for Senior Fellow must provide <u>two</u> '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.

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

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

2.2 Previous Recognition

Applicants are required to complete all parts of the evidence-based portfolio regardless of whether they hold 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.

2.3 Working with the Dimensions

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

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. This is particularly true

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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.

2.3.2 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.

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. 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.

Stage 1: What areas of your teaching practice do you want to develop? What do you want to learn and why?

Step 3: Include short, medium and long term goals spanning the next two years.

ONTINUED PROFESSION				
Stage 1	**Stage 2**	**Stage 3**		
Objective/Goal	**Individual steps needed to achieve objective**	**By date**	**Completed**	**Reflections on learning and the impact /potential use in practice**

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.

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.

Example of a CPD plan by a successful applicant

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.		