

**Introductory Guide for Staff Gaining Higher Education
Academy [HEA] recognition for Professional Practice and
Continuing Professional Development [CPD] against the UK
Professional Standards for teaching and supporting learning
in Higher Education [UKPSF] At Worcester**

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1. Introduction

The recognition process outlined in this guide provides the opportunity for University of Worcester staff to demonstrate effective engagement with the *UK Professional Standards Framework for teaching and supporting learning in Higher Education [UKPSF]*, through evidencing and reflection upon professional practice and CPD activity, and thus to gain recognition as Associate Fellow, Fellow or Senior Fellow of the Higher Education Academy. It seeks to be inclusive of all staff involved in teaching or supporting student learning; whether academic staff, academic-related or in any other University role where they help students learn. It also seeks to be inclusive in terms of the CPD activities it acknowledges and rewards; including formal and informal development activities whether accredited, organised or ad hoc in nature, integrated with work practices or undertaken as additional activity. It acknowledges that CPD is ‘a continuous process that applies throughout working life,’ [FSD 1.2.1] which is managed, undertaken and recorded by the individual in the light of their own and the University’s needs and goals.

This guide explains how to go about making an application for recognition and how that application is supported, assessed and the process quality assured and enhanced. It also briefly explains how the recognition process relates to:

- The aims, dimension and descriptors of the UKPSF
- The Higher Education Academy’s Fellowship recognition
- The University Strategic Plan
- The University Learning, Teaching and Assessment Strategy
- The University Framework for Staff Development
- The University Staff Development Policy
- University staff, educational and leadership development provision

2. Context

The University of Worcester established a *Framework for Staff Development* in July 2009 in response to commitments in the *University Strategic Plan 2007-2012*. The latest iteration of the *University Strategic Plan 2013-18* commits the University to ‘develop our staff to be professionally effective whatever their role’ [SP p.23] and ‘to support staff to achieve the highest possible levels of professional attainment’ [SP, p13]. The Framework for Staff Development is inclusive in its approach, seeking to be applicable to all University staff and to draw together university expectations of its staff, in relation to staff development provision and the various systems which support that development.

The University's staff and educational development provision provides routes to recognition by the Higher Education Academy for descriptor one leading to Associate Fellow, and descriptor two leading to Fellow status, with the HE Academy. These can be achieved by undertaking the University's formal accredited provision within the Postgraduate Certificate in Learning and Teaching in Higher Education/MA in Higher Education Practice:

- The module 'LTHE 4141: supporting student learning' conveys recognition as Associate Fellow of the Higher Education Academy, provided you complete a short registration process on completion of the module.
- The Post Graduate Certificate in Learning and Teaching in Higher Education conveys Fellowship of the Higher Education Academy, provided you complete a short registration process on completion of the programme.

These existing routes to recognition are designed primarily to support those new or relatively new to teaching and supporting learning in Higher Education as part of their initial professional development. However, the Worcester Scheme affords a route to recognition by the Higher Education Academy, against the UKPSF, provided by this guide and is intended primarily for experienced staff with over three years' experience teaching or supporting learning in Higher Education. As such, it provides an opportunity for colleagues to gain recognition of their professional practice through evidencing and reflection upon that practice and associated CPD activity.

3. The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education and Higher Education Academy Fellowships

'The Higher Education Academy recognises the importance of the UK Professional Standards Framework and aligns its fellowship categories with the descriptors.' [UKPSF p8] This means that the Higher Education Academy's fellowship categories provide a nationally recognised way for staff to demonstrate their professional standing as teachers and supporters of learning in Higher Education. Such recognition is important for both the individual and for the university. For example, for the individual increasingly there is an expectation that those who teach in HE have a recognised HE teaching qualification/HEA fellowship status and for universities there is the compulsory collection of statistics on staff teaching qualifications by HESA. The various fellowships of the HE Academy also convey benefits with the HE Academy such as regular mail updates of events and access to web resources and project funding, as well as the formal recognition of professional standing.

The mapping of the UKPSF descriptors to HE Academy Fellowships is as follows:

- Descriptor One: Associate Fellowship
- Descriptor Two: Fellowship
- Descriptor Three: Senior Fellowship
- Descriptor Four: Principal Fellowship

4. Your application

You may decide to make an application for recognition as a result of personal reflection or discussion of your CPD activity with your line manager. Your first step should be to 'express an interest' to the Educational Development Unit [EDU] in making an application. This can be done by emailing the EDU at TheWorcesterScheme@worc.ac.uk. This will allow the EDU to advise you on the next cycle of application workshops and panel meetings and to discuss with you a practical timescale for the application, to suit your needs.

Whatever the standard descriptor you intend to address, your application will need to include a completed personal details cover sheet and declaration, two references using the relevant (D1/D2/D3) reference proforma (referees should only be asked to complete their reference statement once you have completed your claim i.e. so they can comment on the full claim), and a list of examples of practice discussed using the supplied mapping document, and for D3 two case studies. Beyond this, the format and nature of the application you make will depend on the route you choose and the descriptor you wish to address. You will need to send your referee your reflective commentary or the PowerPoint for your presentation and your UKPSF mapping document.

4.1. Application by reflective commentary (written route)

This route provides the opportunity to identify examples of your practice in teaching and support of learning, alongside evidence of CPD, and to build it into an application by providing an integrative reflective commentary which relates the identified examples **to the relevant UKPSF descriptor**.

Details of the examples and evidence relevant for each descriptor are provided below but in each case the reflective commentary will need to relate these directly to the appropriate areas of activity and explain how they are underpinned by core knowledge and address the professional values. It is important to think of the list of examples in the appendix as specific, relevant examples for discussion in the commentary rather than just a collection (list) of evidence. For guidance on the two case studies for D3 please see the relevant guidance in the D3 (Senior Fellow) section below.

4.2. Application by presentation and professional dialogue for D1 and D2

This route provides the opportunity to give a presentation of your claim against the UKPSF and to discuss this claim directly with the two assessors. You are advised to use the UKPSF Mapping document to ensure that you take a reflective approach in preparing your presentation and also demonstrate that you are making reference to examples of practice and CPD activity.

For D1, the scope of the presentation and discussion will depend on the descriptors you choose to address with more extensive presentation required for D2. Your presentation needs to provide examples and evidence in relation to each descriptor. Examples and evidence relevant for each descriptor are provided below but in preparing your presentation you are asked to explain how these are related directly to appropriate areas of activity and explain how they are

underpinned by core knowledge and professional values.

You may choose to structure your presentation, according to the descriptors or according to particular themes and approaches in your practice. Alternatively some use a chronological and reflective approach to their career to structure their presentation.

You will need to submit the UKPSF Mapping document, the PowerPoint of your presentation, a completed personal details cover sheet and declaration, and two references using the relevant (D1/D2) reference form by the submission date. (Referees should only be asked to complete their reference statement once you have completed your PowerPoint and UKPSF mapping document which you will need to send to them so that they can comment on the claim).

Submission is via The Worcester Scheme blackboard organisation site to which you will be registered with your normal staff ID on confirming your interest in making an application for HEA fellowship recognition via The Worcester Scheme. Please contact the scheme administrator via theworcesterscheme@worc.ac.uk if you have any queries regarding registration on the blackboard site. Deadlines for submission are also advertised on the blackboard organisation site.

Two Assessors will review your documentation and then contact you to arrange a mutually convenient date for your presentation and professional dialogue. You will be asked to give your presentation to two assessors. After your presentation you will be asked to wait outside the room whilst the assessors make an initial assessment and confirm questions for the dialogue.

These questions will, for example, ask you to elaborate further on points in your presentation, to discuss some areas in more detail, provide specific examples of your practice in relation to the D1 or D2 descriptors or to consider how you assess the impact of your practice. Example of previously asked questions are:

How would you summarise your teaching values? For example, what sort of a teacher do you see yourself as?

How have you engaged with learning and teaching scholarship? Can you give specific examples of how it has shaped your practice?

Please give us an example of changes you have made to any aspect of your teaching practice and the impact this has had.

Your presentation revealed that you are very 'student-centred', and under A3 you talked about various modes of feedback you provide for students. Can you give us a flavour of how students have responded to this?

The presentation and dialogue will be videoed for moderation purposes, so that they can, for example, be reviewed by external examiners.

5. Which standard descriptor is right for you?

5.1. Descriptor One: Associate Fellowship of the HE Academy

Associate Fellowship of the Higher Education Academy is appropriate for colleagues who support student learning but not as their main role or function. This level of recognition might therefore be appropriate for:

- Full time research students – particularly those looking towards a career as academics
- Hourly Paid lecturers particularly where their role does not encompass the full range of L&T activities as defined by the UKPSF 'dimensions of practice'.
- Academic staff on less than a 0.5 contract particularly where their role does not encompass the full range of L&T activities as defined by the UKPSF 'dimensions of practice'.
- Some student services staff, learning technologists, library staff, disability and dyslexia service staff, etc. – for whom directly supporting student learning is a small part of their function.
- Technicians and demonstrators
- Research staff who undertake limited teaching duties
- Workplace mentors for student placements

5.2. Descriptor Two: Fellowship of the HE Academy

Fellowship of the Higher Education Academy is appropriate for colleagues, with at least three years of experience of working in higher education, who teach and support learning as their main role or function:

- Academic staff on a 0.5 contract or above where their role encompasses the full range of L&T activities as defined by the UKPSF 'dimensions of practice'.
- Academic Liaison Librarians

5.3. Descriptor Three: Senior Fellowship of the HE Academy

Senior Fellowship of the Higher Education Academy is appropriate for colleagues who lead teaching and the support of student learning within the University who have normally worked in Higher Education for at least five years. This entails **successful co-ordination, support, supervision, management and/or mentoring of others** (whether individuals and/or teams) in relation to teaching and learning. **Application for this level does not just relate to longevity in HE or job title** it requires evidence of influence and impact in enhancing learning and teaching beyond your own classroom.

This level of recognition might therefore be appropriate for:

- Course, programme or subject leaders
- Institute learning and teaching leads and representatives
- Senior student services staff with responsibility for learning support or development programmes

5.4. Descriptor Four: Principal Fellowship

Application for this descriptor should be made directly to the Higher Education Academy. Principal Fellowship of the HE Academy is appropriate for colleagues with a demonstrable record of strategic leadership of learning and teaching which has impacted on the whole Institution or wider (inter)national settings.

Descriptor	Typical Staff	HEA Recognition
1	Those who support student learning but not as their main role or function e.g. early career researchers, staff supporting learning with limited teaching in terms of hours and/or range of activities.	Associate Fellow
2	Those who teach and support learning as their main role or function e.g academics or support staff with substantive T&L responsibilities, substantive L&T role.	Fellow
3	Experienced staff demonstrating sustained impact and influence (leadership) in L, T and A.	Senior Fellow
4	Highly experienced and / or senior staff with sustained strategic leadership responsibility in L, T and A.	Principal Fellow

Table - Summary of HEA descriptors and the HEA accredited recognition routes available to University of Worcester staff

6. Applying for recognition against descriptor one and Associate Fellowship of the HE Academy

For this descriptor applicants should be able to demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- I. Successful engagement **with at least two of the five Areas of Activity**
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of **at least K1 and K2**
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.

5.5. Application by reflective commentary and supporting mapping document

The core of your application should consist of a 2000 word reflective commentary on how your professional practice addresses UKPSF descriptor one drawing on relevant supporting examples from that practice and your CPD activity. The commentary will discuss:

- Your understanding of how students learn and how this shapes your practice
- Your professional practice in **at least two of the 'areas of activity'** in the UKPSF, briefly outlining your activity before exploring select examples in more depth.
- How these areas of activity relate to your core knowledge of your subject and learning and teaching methods
- How your practice is informed by the UKPSF's professional values

The rest of the application will draw on select, relevant examples of practice along the lines suggested in the table below. Use the supplied appendix template 'UKPSF dimensions mapping document' to *list* the examples of evidence.

5.6. Application by presentation and professional dialogue

You will be asked to make a 10 minute presentation of your claim for recognition. This will be supported by relevant supporting examples drawn from that practice and your CPD activity as outlined in the table below. The presentation will be followed by a 20 minute discussion of your claim and examples with the assessors. The presentation and discussion will set out to explore:

- Your understanding of how students learn and how this shapes your practice
- Your professional practice in at least two of the 'areas of activity' in the UKPSF, briefly outlining your activity before exploring select examples in more depth.
- How these areas of activity relate to your core knowledge of your subject and learning and teaching methods
- How your practice is informed by the UKPSF's professional values.

Use the supplied appendix template 'UKPSF dimensions mapping document' to *list* the examples of evidence.

5.7. Reference requirements

Your application should be accompanied by two referee statements using the D1 reference template. The referees should be colleagues who are in a position to comment on your record of effectiveness in relation to teaching and the support of learning and be able to indicate the veracity of the application. One of these referees will normally be your line manager.

5.8. Possible Examples of Practice for descriptor one

All applications are different and individual, shaped by experience, subject approach and style of writing. We strongly advise you to include an introductory paragraph to provide background material on your role and experience, subject areas etc. Generally, people then choose to structure their application in one of three ways; according to each of the areas of activity, around one or two themes or biographically. Which ever structure you utilise **you should integrate and weave the Professional Values and Core Knowledge into discussions about any activities**, explaining how your own professional values and knowledge have shaped your practice. In the following tables of examples each activity, core knowledge and professional values is separated out to ensure you better understand what each area is about but this is for example purposes only.

	Area of Activity	Possible activities	Possible examples	Questions to consider
A1	Design and plan learning activities and/or programmes of study	Designing individual sessions or learning activities whether delivered face-to face or on-line	Session plans and outlines; learning objects such as pebblepad or blackboard materials	How does the session address its learning outcomes and prepare students for their assessment? How do activities in the session support student learning?
A2	Teach and/or support learning	Use of different teaching approaches or modes of delivery, such as tutoring dialogue, lecturing input, workshop activity, provision of learning materials, etc.	Session plans or outlines, peer observation records, learning materials	What has informed your choice of learning and teaching method? [educational research or evidence such as student feedback, peer observation] What alternative methods did you reject and why?
A3	Assess and give feedback to learners	Formal or informal summative or formative assessment activity and feedback designed to give students an idea of how they are doing.	Session plans, assessment briefs or tasks, self-assessment quizzes, activities that provide tutor or peer feedback to students, written feedback.	How is the assessment helping students monitor and improve their performance?
A4	Develop effective learning environments and approaches to student support and guidance	Support of learning outside the formal classroom setting, tutoring or e-learning support	Guidance materials, e-learning materials, tutorial notes, social media links	How do you encourage and support learning outside the classroom?
A5	Engage in CPD in subjects/disciplines and their pedagogy, incorporating research scholarship and the evaluation of	Attending staff development events or conferences on professional practice, discipline or learning,	Peer learning through observation records, student feedback, reflections on	How have I improved my support for student learning through engagement in CPD?

	professional practice	scholarship an updating, learning from evaluative feedback	events attended	
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Core Knowledge (K)	Engagement in	Examples of evidence to cite which may demonstrate effective practice
<p><i>K1: The subject material</i></p> <p>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, teaching approaches, assessment and feedback.</p>	<p>What is the distinctive nature, or culture, of the discipline and the particular expectations of teaching? What are the issues or challenges arising from the context in which teaching takes place, and the appropriate methods of teaching the subject at different levels (e.g. first year undergraduate to masters level); academic or practice-based knowledge appropriate to the unit of study</p>	<ul style="list-style-type: none"> • Qualifications • Range and level of subject focused teaching • Participation in subject associations
<p><i>K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</i></p> <p>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</p>	<p>This is clearly linked to demonstrating Core Knowledge 1 with its focus on an understanding of the subject material, but is specifically concerned with the strategies and approaches used to teach or support the learning of the subject.</p> <p>Knowledge and understanding of a range of teaching methods and approaches:</p> <ul style="list-style-type: none"> • Appreciation of criteria for selecting and using appropriate approaches to facilitate learning • Alignment of teaching, learning and assessment 	<ul style="list-style-type: none"> • Session plans • Self-reflective logs • Peer observations • Student evaluations

students.	<ul style="list-style-type: none"> • Familiarity with literature (both generic and, appropriate, discipline focused) in relation to theories of teaching 	
<p><i>K3: How students learn, both generally and within their subject/discipline area?</i></p> <p>This might relate specifically to the nature of the subject (Core Knowledge 1).</p>	<p>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. And familiarity with literature (both generic and , as appropriate discipline focused) in relation to theories of learning</p>	<ul style="list-style-type: none"> • Session plans • Reflection logs • Peer observations • Attendance at learning and teaching related seminars, workshops and conferences
<p><i>K4: The use and value of appropriate learning technologies</i></p> <p>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.</p>	<p>Engagement needs to demonstrate how and why specific technologies, of all types and ages, are used appropriately to support learning. It will address what the learning and teaching needs are and why particular technology is used to address them:</p> <ul style="list-style-type: none"> • A range of technologies to enhance learning, including current innovations which support a diversity of learners, 	<ul style="list-style-type: none"> • Accounts of use of the VLE or PebblePad • Shared case studies • Reflective logs • Materials and resources demonstrating the use

	<ul style="list-style-type: none"> The effectiveness of technologies for individual contexts 	
<p><i>K5: Methods for evaluating the effectiveness of teaching</i></p> <p>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.</p>	<ul style="list-style-type: none"> Range of evaluation techniques, individual or institutionally led Understanding of rationales for choices and ways of using evaluation outcomes 	<ul style="list-style-type: none"> Informal session evaluations Peer observations Formal module feedback
<p><i>K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</i></p> <p>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.</p>	<p>Key to evidencing this area at this descriptor is how you might demonstrate engagement with feedback to enhance specific learning opportunities and the student learning experience.</p> <p>This will also include knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested at your level of practice.</p>	<ul style="list-style-type: none"> Engagement with feedback to enhance practice. Involvement in review and validation processes Relating provision to institutional frameworks and strategies, QAA requirements and professional standards frameworks.

Professional Value	Engagement in	Examples of evidence to cite which may demonstrate effective practice
<i>V1: Respect individual learners and diverse</i>		

<p><i>learning communities</i></p> <p>This focuses on the way teaching and supporting learning incorporate activities, actions and approaches which respect individual learners. The practitioner needs to be able to demonstrate that they value diversity and promote inclusivity.</p>	<ul style="list-style-type: none"> • The use of learner-centred and co-learning approaches to teaching where appropriate • A concern for individual progress and achievement • Sensitivity to a range of background factors (e.g. cultural, ethnic, socio economic) that may impact on learning 	<p>Evidence might include consideration and application of the findings from:</p> <ul style="list-style-type: none"> • Studies, • Reading, • Peer and student feedback, • Design of teaching materials,
<p><i>V2: Promote participation in higher education and equality of opportunity for learners</i></p> <p>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.</p>	<p>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 approaches to ensuring equality of opportunity:</p> <ul style="list-style-type: none"> • Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice. 	<ul style="list-style-type: none"> • Teaching and learning philosophies, strategies and methods, • Teaching session/ programme materials and resources, • Organisation and approach taken to tutorial support, • Online logs, blogs and discussion boards, • Evaluation and reflections on the above.
<p><i>V3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development</i></p> <p>This value advocates the importance of direct professional involvement in enquiry (in teaching and learning) to support the individual's own</p>	<p>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</p>	<p>Evidence might include consideration and application of the findings from:</p> <ul style="list-style-type: none"> • studies, reading, • Peer and student feedback, • Design of teaching

<p>professional development and to enhance their teaching or learning support activities.</p> <p>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.</p>	<p>enhance practice and the learning experience.</p> <ul style="list-style-type: none"> • Teaching which is clearly informed by subject research • Teaching which is informed by research and scholarship in subject pedagogy • Teaching which is demonstrably fit for purpose • Knowledge and use of subject pedagogy literature 	<p>materials,</p> <ul style="list-style-type: none"> • Teaching and learning philosophies, strategies and methods, • Teaching session/ programme materials and resources, • Organisation and approach taken to tutorial support, • Online logs, blogs and discussion boards, • Evaluation and reflections on the above
<p><i>V4: Acknowledges the wider context in which higher education operates recognising the implications for professional practice.</i></p> <p>The focus here is on 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.</p>	<p>Engagement with colleagues/literature beyond immediate module/course group to share good practice in subject, pedagogic, and relevant social and legal practices/influences and to learn from others. This may include engagement with employer, social enterprise and professional body associations</p> <p>Awareness of social and political agendas that influence recruitment, retention and student success.</p>	<p>Evidence might include consideration and application of the findings from the following types of activities and how this is reflected in your own L, T, and A practice development:</p> <ul style="list-style-type: none"> • Networking beyond the University for example in higher education subject groups • Attendance of conferences / external events • Scholarship in teaching and learning • Participation in professional development activities.

5.9. Assessment criteria for descriptor one

Applicants will be able to demonstrate effectiveness in relation to the learning and teaching aspects of their professional role through:

- Successful engagement in appropriate teaching and support of learning activities in relation to at least two of the 'areas of activity.'
- Knowledge of subject material [K1] and appropriate methods for teaching and support of learning in the subject area and at the appropriate academic level [K2]
- A commitment to appropriate professional values [V1-4]
- Engagement in relevant professional practices, subject and pedagogic research and/or scholarship in relation to the areas of activity.
- Successful engagement in professional development activity in relation to learning, teaching and assessment responsibilities, as appropriate.

7. Applying for recognition against descriptor two and Fellowship of the HE Academy

At descriptor 2 applicants will be able to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

7.1. Application by reflective commentary supported by mapping document

The core of your application should consist of a 3000 word reflective commentary on how your professional practice addresses UKPSF descriptors drawing on relevant, selected supporting examples drawn from that practice and your CPD activity, as suggested in the table below. The reflective commentary will:

- Discuss your understanding of how students learn and how this underpins your teaching philosophy
- Work through each of the 'areas of activity' outlined in the UKPSF providing a brief description of your activity in that area plus a commentary on worked examples of your practice.
- Relate your discussion of your teaching philosophy and 'areas of activity' to all relevant core knowledge and professional values within the UKPSF.

7.2. Application by presentation and professional dialogue and mapping document

You will be invited to give a 15 minute presentation of your claim. This will explain your teaching

philosophy and understanding of how students learn. It will explain how examples of your practice and CPD activity, as suggested in the table below, demonstrate your successful engagement with all five Areas of Activity in the UKPSF. It will set out your knowledge across all aspects of Core Knowledge in the UKPSF and will demonstrate a commitment to all the Professional Values. Your presentation will be followed by a 30 minute discussion of your practice and CPD with the assessors. This will be recorded for moderation purposes.

Use the supplied appendix template 'UKPSF dimensions mapping document' to list the examples of evidence.

7.3. Reference requirements

Your application should be accompanied by two referee statements using the D2 reference proforma. The referees should be colleagues who are in a position to comment on your record of effectiveness in relation to teaching and the support of learning and be able to indicate the veracity of the application. One of these referees will normally be your line manager.

7.4. Possible Examples of Practice for Descriptor Two

All applications are different and individual, shaped by experience, subject approach and style of writing. We strongly advise you to include an introductory paragraph to provide background material on your role and experience, subject areas etc. Generally, people then choose to structure their application in one of three ways; according to each of the areas of activity, around one or two themes or biographically. Which ever structure you utilise **you should integrate and weave the Professional Values and Core Knowledge into discussions about any activities**, explaining how your own professional values and knowledge have shaped your practice. In the following tables of examples each activity, core knowledge and professional values is separated out to ensure you better understand what each area is about but this is for example purposes only.

	Area of Activity	Possible activities	Possible examples	Questions to consider
A1	Design and plan learning activities and/or programmes of study	Module, unit and programme design	Module or unit outline, programme specifications, short courses.	How is this programme coherent, fit for purpose and constructively aligned? How does it build upon your subject knowledge [K1] and understanding of how students learn[K3]?
A2	Teach and/or support learning	Use of a wide range of appropriate teaching approaches or modes of delivery, such as tutoring dialogue, lecturing input, workshop activity, provision of learning materials,	Session plans or outlines, peer observation records, learning materials	What informed your choice of learning and teaching method [K2]? (educational research [V3] or evidence such as student feedback, peer observation)

		etc.		
A3	Assess and give feedback to learners	Use of a range of appropriate formal, informal, formative and summative approaches to assessment as part of a broader assessment strategy.	Module or unit outlines, Assignment briefs, feedback to students.	How does the assessment help students learn and/or provide an appropriate means of measuring achievement? How is the assessment aligned with the learning outcomes?
A4	Develop effective learning environments and approaches to student support and guidance	Support of learning and teaching materials for use outside formal sessions, e.g. academic tutoring, e-learning objects, etc.	e-learning materials, reusable learning objects, tutoring records.	How do you support student learning between or outside of formal sessions? How do you establish a learning environment on your programmes?
A5	Engage in CPD in subjects/disciplines and their pedagogy, incorporating research scholarship and the evaluation of professional practice	Scholarship, professional updating, research, attendance at subject or learning and teaching workshops conferences or events, peer observation.	Accreditation and attendance certificates for CPD, public outputs, observation records.	How have you engaged in CPD in pedagogy and your subject in order to address the identified needs of your students?

Core Knowledge (K)	Engagement in	Examples of evidence to cite which may demonstrate effective practice
<p><i>K1: The subject material</i></p> <p>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</p>	<p>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); academic or practice-based knowledge appropriate to the unit of study</p>	<ul style="list-style-type: none"> • Qualifications • Range and level of subject focused teaching • Publications, including electronic, with subject focus • Participation in subject associations

and feedback.		
<p><i>K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</i></p> <p>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.</p>	<p>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.</p> <p>Knowledge and understanding of a range of teaching methods and approaches:</p> <ul style="list-style-type: none"> • Appreciation of criteria for selecting and using appropriate approaches to facilitate learning • Alignment of teaching, learning and assessment • Familiarity with literature (both generic and, appropriate, discipline focused relation to theories of teaching 	<ul style="list-style-type: none"> • Assessment • Self-reflective logs • Peer supported review • Student evaluations • Pedagogically based publications
<p><i>K3: How students learn, both generally and within their subject/discipline area?</i></p> <p>This might relate specifically to the nature of the subject (Core Knowledge 1).</p>	<p>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. And familiarity with literature (both generic and , as</p>	<ul style="list-style-type: none"> • Assessment • Reflection logs • Publications on teaching and learning • Attendance at learning and teaching related seminars, workshops and conferences

	appropriate discipline focused) in relation to theories of learning	
<p><i>K4: The use and value of appropriate learning technologies</i></p> <p>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.</p>	<p>Engagement needs to demonstrate how and why specific technologies, of all types and ages are used appropriately to support learning. It will address what the learning and teaching needs are and why particular technology is used to address them:</p> <ul style="list-style-type: none"> • A range of technologies to enhance learning, including current innovations which support a diversity of learners, including those learning contracts • The effectiveness of technologies for individual contexts 	<ul style="list-style-type: none"> • Accounts of use • Shared case studies • Reflective logs • Materials and resources demonstrating the use
<p><i>K5: Methods for evaluating the effectiveness of teaching</i></p> <p>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.</p>	<ul style="list-style-type: none"> • Range of evaluation techniques, individual or institutionally led • Understanding of rationales for choices and ways of using evaluation outcomes 	<ul style="list-style-type: none"> • Resources developed for evaluation • Meta-analysis of student feedback (including NSS)
<p><i>K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular</i></p>	<p>Key to evidencing this area is how you might demonstrate engagement with feedback to enhance practice and the student learning experience. This might include an account of how you seek opportunities to obtain feedback</p>	<ul style="list-style-type: none"> • Engagement with feedback to enhance practice, from External Examiners, AQR etc

<p><i>focus on teaching</i></p> <p>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.</p>	<p>other than relying on the institutional procedures already in place.</p> <p>This will include knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested at an institutional level.</p>	<ul style="list-style-type: none"> • Involvement in review and validation processes • External examiner activity
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Professional Value	Engagement in	Examples of evidence to cite which may demonstrate effective practice
<p><i>V1: Respect individual learners and diverse learning communities</i></p> <p>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.</p>	<ul style="list-style-type: none"> • The use of learner-centred and co-learning approaches to teaching where appropriate • A concern for individual progress and achievement • Sensitivity to a range of background factors (e.g. cultural, ethnic, socio economic) that may impact on learning • The promotion and facilitation of student responsibility and autonomy • Modelling discourse about and evaluating the discipline/subject area • Curriculum developments reflecting the above as/where appropriate 	<p>Evidence might include consideration and application of the findings from:</p> <ul style="list-style-type: none"> • studies, • reading, • personal enquiry of teaching, learning, learners, the subject, the environment etc to enhance practice and the student learning experience, • Peer and student feedback, • Design of teaching materials, • Teaching and learning

<p>The practitioner needs to be able to demonstrate that they value and can work effectively with and within these diverse communities.</p>		<p>philosophies, strategies and methods,</p> <ul style="list-style-type: none"> • Teaching session/ programme materials and resources, • Organisation and approach taken to tutorial support, • Online logs, blogs and discussion boards, • Evaluation and reflections on the above.
<ul style="list-style-type: none"> • <i>V2: Promote participation in higher education and equality of opportunity for learners</i> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice • Knowledge of in-reach and out-reach initiatives in, for example schools and partners colleges • Curriculum developments reflecting the above 	
<p><i>V3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development</i></p> <p>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.</p> <p>Using one's own discipline based research to enhance</p>	<p>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.</p> <ul style="list-style-type: none"> • Teaching which is clearly informed by subject research • Teaching which is informed by research and scholarship in 	<p>Evidence might include consideration and application of the findings from:</p> <ul style="list-style-type: none"> • studies, reading, • personal enquiry of teaching, learning, learners, the subject, the environment etc to enhance practice and the student learning experience, • Peer and student feedback,

<p>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.</p>	<p>subject pedagogy</p> <ul style="list-style-type: none"> • Teaching which is demonstrably fit for purpose • Knowledge and use of subject pedagogy literature • Curriculum developments reflecting the above 	<ul style="list-style-type: none"> • Design of teaching materials, • Teaching and learning philosophies, strategies and methods, • Teaching session/ programme materials and resources, • Organisation and approach taken to tutorial support, • Online logs, blogs and discussion boards, • Evaluation and reflections on the above
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<p><i>V4: Acknowledges the wider context in which higher education operates recognising the implications for professional practice.</i></p> <p>The focus here is on 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.</p>	<p>Significant contact with colleagues/literature beyond immediate module/course group to share good practice in subject, pedagogic, and relevant social and legal practices/influences and to learn from others. Engagement with relevant employer, social enterprise and professional body associations. Good awareness of social and political agendas that influence recruitment, retention and student success.</p>	<p>Evidence to include consideration and application of the findings from some or all of the following types of activities and how this is reflected in the development of your own L, T and A practice:</p> <ul style="list-style-type: none"> • External examining • Networking beyond the University • Attendance of conferences / external events • Scholarship in teaching and learning • Participation in professional development activities.
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7.5. Assessment criteria for descriptor two

Applicants will be able to demonstrate a broad understanding of, and effective engagement in, appropriate approaches to teaching and learning support as key contributors to high quality student learning through:

- Successful engagement across all areas of activity [A1-5] informed by appropriate core knowledge [K1-6] and a commitment to professional values [V1-4]
- Successful incorporation of subject and pedagogic research and/or scholarship in relation to the areas of activity, as part of an integrated approach to academic practice
- Successful engagement in CPD in relation to teaching, learning, assessment and, if appropriate, related professional practices.

8. Applying for recognition against Descriptor three and Senior Fellowship

Applications for recognition against descriptor 3 will be able to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
- VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

8.1. Application by Commentary, Case Studies and mapping document

The core of your application will consist of a 3000 word reflective commentary on how your professional practice addresses UKPSF descriptor three, drawing on relevant supporting examples drawn from your on-going professional practice and CPD activity. There will be a particular focus on establishing a track record of effective work in learning, teaching and assessment as well as your activity in successfully leading, co-ordinating, supporting, supervising, managing or mentoring others in relation to teaching, learning and assessment. Additionally, you will be expected to provide two 1500 word case studies of your leadership work in relation to the UKPSF, demonstrating:

- The significant and positive impact of your activity in leading, co-ordinating, supporting, supervising, managing or mentoring others in relation to teaching, learning and assessment.
- Your sustained effectiveness in relation to teaching and learning and that you meet the criteria for Senior Fellowship.

These case studies should demonstrate the impact of your work over a sustained period. For example: the impact of your work on the development of others' learning and teaching practice, and your own development as a practitioner, it might include work as an external examiner, with a professional body, peer and student (e.g. internal or NSS survey data, qualitative) feedback e.g. as part of normal quality assurance and quality enhancement activity.

8.2. Reference requirements

Your application should be accompanied by two referee statements using the D3 reference proforma. The referees should be colleagues who are in a position to comment on your record of effectiveness in relation to teaching and the support of learning and be able to indicate the veracity of the application. One of these referees will normally be your line manager.

8.3. Possible Examples of Practice for Descriptor Three

All applications are different and individual, shaped by experience, subject approach and style of writing. We strongly advise you to include an introductory paragraph to provide background material

on your role and experience, subject areas etc. Generally, people then choose to structure their application in one of three ways; according to each of the areas of activity, around one or two themes or biographically. Which ever structure you utilise **you should integrate and weave the Professional Values and Core Knowledge into discussions about any activities**, explaining how your own professional values and knowledge have shaped your practice. In the following tables of examples each activity, core knowledge and professional values is separated out to ensure you better understand what each area is about but this is for example purposes only.

	Area of Activity	Possible activities	Possible examples	Questions to consider
A1	Design and plan learning activities and/or programmes of study	Course team leadership, development of programmes of study, review and quality enhancement of programmes	Programmes of study, course committee notes, periodic review documentation.	How have you led or influenced the effective development of programmes based on an understanding of how students learn?
A2	Teach and/or support learning	Use of a wide range of learning and teaching approaches, sharing effective practices with others, mentoring colleagues on learning and teaching approaches	Case study materials, coaching and mentoring records, peer observations	How have you developed and disseminated learning materials that encourage engagement from diverse groups of students?
A3	Assess and give feedback to learners	Development of innovative assessments at programme level, sharing effective assessment practices, leading implementation of new assessment approaches	Programme assessment patterns, assessment designs, moderation records, external examining records.	How have I influenced course assessments to ensure there is opportunity for students to demonstrate their full potential?
A4	Develop effective learning environments and approaches to student support and guidance	Technology enhanced learning leadership and development, academic tutoring or placement mentoring co-ordination	Web site, social learning site, guidance or case study material	How has your use of educational technology influenced others and engaged students beyond the classroom?
A5	Engage in CPD in subjects/disciplines and their pedagogy, incorporating research scholarship and the evaluation of professional practices	Leading pedagogic evaluation and research projects, public outputs on subject and pedagogic research. Provision of CPD for others.	Workshop or public output materials. Certificates plus reflections, published articles.	In what ways has your CPD engagement been deployed to support others through dissemination and peer support?

Core Knowledge (K)	Engagement in	Examples of evidence to cite which may demonstrate effective practice
<p><i>K1: The subject material</i></p> <p>Evidence should fundamentally relate to how an understanding of the nature of the subject is used to inform the leadership of design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback.</p>	<p>How do you ensure that student learning within the context of your responsibilities is enriched by disciplinary research, scholarship and professional practice [your own and that of others]? What are 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); academic or practice-based knowledge appropriate to the unit of study?</p>	<ul style="list-style-type: none"> • Qualifications • Range and level of subject focused teaching • Publications, including electronic, with subject focus • Participation in subject associations • Leadership of curriculum developments
<p><i>K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</i></p> <p>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</p>	<p>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 enhance teaching or support of learning in the subject.</p> <p>How have you led or helped others develop knowledge and understanding of an appropriate range of teaching methods and approaches, to include:</p> <ul style="list-style-type: none"> • Appreciation of criteria for selecting and using appropriate approaches to facilitate learning • Alignment of teaching, learning and assessment • Familiarity with literature (both generic and, appropriate, 	<ul style="list-style-type: none"> • Assessment • Self reflective logs • Peer supported review • Student evaluations • Pedagogically based publications • Leadership of curriculum developments • Project leadership in teaching development in the subject • Research and evaluation work to lead the improvement of

taught and the readiness of students.	discipline focused relation to theories of teaching	discipline pedagogy
<p><i>K3: How students learn, both generally and within their subject/discipline area?</i></p> <p>This might relate specifically to the nature of the subject (Core Knowledge 1) but also knowledge of applicable general theory and ideas in relation to HE learning teaching and assessment.</p>	<p>Fostering a dynamic approach to teaching through creativity and innovation. Placing the student learning experience at the heart of your academic practice. Leadership of developments in response to an understanding of 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. 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. And familiarity with literature (both generic and , as appropriate discipline focused) in relation to theories of learning.</p>	<ul style="list-style-type: none"> • Assessment • Reflection logs • Publications on teaching and learning • Attendance at learning and teaching related seminars, workshops and conferences • Provision of learning and teaching related seminars, workshops and events. • Development of evidence informed teaching learning and assessment programmes
<p><i>K4: The use and value of appropriate learning technologies</i></p> <p>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.</p>	<p>Encouraging and helping colleagues to engage with appropriate technologies, of all types and ages to support learning. It will address what the learning and teaching needs are and why particular technology is used to address them:</p> <ul style="list-style-type: none"> • A range of technologies to enhance learning, including current innovations which support a diversity of learners, including those learning contracts • The effectiveness of technologies for individual contexts 	<ul style="list-style-type: none"> • Accounts of use • Shared case studies • Reflective logs • Materials and resources demonstrating the use • Project work to promote engagement with technology enhanced learning • Mentoring and coaching of others in technology enhanced approaches

<p><i>K5: Methods for evaluating the effectiveness of teaching</i></p> <p>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.</p>	<p>Developing and promoting effective evaluation approaches to encourage reflection and critique in colleagues and promote enhancement of the student learning experience</p> <ul style="list-style-type: none"> • Range of evaluation techniques, individual or institutionally led • Understanding of rationales for choices and ways of using evaluation outcomes • Leading and implementing programme evaluations • Engaging students and colleagues in evaluating their practices 	<ul style="list-style-type: none"> • Resources developed for evaluation • Meta-analysis of student feedback (including NSS) • Inputs to periodic reviews and evaluation documents intended to enhance programme provision
<p><i>K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</i></p> <p>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.</p>	<p>Key to evidencing this area is how you might demonstrate engagement with feedback to enhance practice and the student learning experience. This might include an account of how you seek opportunities to obtain feedback other than relying on the institutional procedures already in place. It should include examples of engaging others in appropriate responses to quality enhancement processes.</p> <p>This will include knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested at an institutional level.</p>	<ul style="list-style-type: none"> • Engagement with feedback to enhance practice, from External Examiners, AQR etc • Involvement in review and validation processes • External examiner activity

Professional Value	Engagement in	Examples of evidence to cite which may demonstrate effective practice
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<p><i>V1: Respect individual learners and diverse learning communities</i></p> <p>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 promote this value through their work and leadership of others.</p>	<ul style="list-style-type: none"> • The use of learner-centred and co-learning approaches to teaching where appropriate • A concern for individual progress and achievement • Sensitivity to a range of background factors (e.g. cultural, ethnic, socio economic) that may impact on learning • The promotion and facilitation of student responsibility and autonomy • Modelling discourse about and evaluating the discipline/subject area • Curriculum developments reflecting the above as/where appropriate 	<p>Evidence might include consideration and application of the findings from:</p> <ul style="list-style-type: none"> • studies, • reading, • personal enquiry of teaching, learning, learners, the subject, the environment etc to enhance practice and the student learning experience, • Peer and student feedback,
<p><i>V2: Promote participation in higher education and equality of opportunity for learners</i></p> <p>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</p>	<p>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:</p> <ul style="list-style-type: none"> • Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice • Knowledge of in-reach and out- 	<ul style="list-style-type: none"> • Design of teaching materials, • Teaching and learning philosophies, strategies and methods, • Teaching session/ programme materials and resources, • Organisation and approach taken to tutorial support,

<p>learning. How have you led or encouraged others to promote this value across HE provision?</p>	<p>reach initiatives in, for example schools and partners colleges</p> <ul style="list-style-type: none"> • Curriculum developments reflecting the above 	<p>discussion boards,</p> <ul style="list-style-type: none"> • Evaluation and reflections on the above.
<p><i>V3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development</i></p> <p>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.</p> <p>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.</p>	<p>This focuses on the promotion 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 beyond your own. 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. Through mentoring, coaching, staff development or leadership, promoting and encouraging:</p> <ul style="list-style-type: none"> • Teaching which is clearly informed by subject research • Teaching which is informed by research and scholarship in subject pedagogy • Teaching which is demonstrably fit for purpose • Knowledge and use of subject pedagogy literature • Curriculum developments reflecting the above 	<p>Evidence might include consideration, dissemination and application of the findings from:</p> <ul style="list-style-type: none"> • studies, reading, • personal enquiry of teaching, learning, learners, the subject, the environment etc to enhance practice and the student learning experience, • Design of shared teaching materials and resources, • Teaching and learning philosophies, strategies and methods, • Organisation and approach taken to peer support and development, • Online logs, blogs and discussion boards, • Evaluation and reflections on the above

<p>V4: Acknowledges the wider context in which higher education operates recognising the implications for professional practice.</p> <p>The focus here is on 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.</p>	<p>In own practice engagement beyond immediate course and university context to share good practice in subject, pedagogic, and relevant social and legal practices/influences and to learn from others. Engagement with relevant employer, social enterprise and professional body associations. Thorough and detailed awareness of social and political agendas that influence recruitment, retention and student success. Through mentoring, coaching, staff development or leadership, promoting and enabling others to engage with these 'wider context' agendas to develop their L, T and A practice appropriately.</p>	<p>Evidence likely to include consideration and application of the findings from some or all of the following activities including to enable and support the development of the L, T and A practice of others:</p> <ul style="list-style-type: none"> • External examining • Networking beyond the University • Attendance of conferences / external events • Scholarship in teaching and learning • Participation in professional development activities.
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8.4. Assessment criteria for descriptor three

Applicants will be able to demonstrate a thorough understanding of, and effective engagement in, approaches to teaching and learning support as a key contribution to high quality student learning through:

- Successful and sustained engagement across all areas of activity [A1-5] informed by appropriate core knowledge [K1-6] and a commitment to professional values [V1-4]
- Successful incorporation of subject and pedagogic research and/or scholarship in relation to the areas of activity, as part of an integrated approach to academic practice
- Successful engagement in CPD in relation to teaching, learning, assessment, scholarship and, if appropriate, related academic or professional practices
- Successful leadership, co-ordination, support, supervision, management and or mentoring of others (whether individuals or teams) in relation to teaching and learning.

9. Support for you in making your application

Support for your application for recognition is provided through a number of sources, designed to support you in developing your claim.

Introductory workshops introduce the Worcester's Continuing Professional Development (CPD) Scheme for professional recognition accredited by the Higher Education Academy (HEA). The workshop aims to help you understand The Worcester Scheme, to make a decision regarding which is the right recognition route for you (in some instances this may be determined by probationary requirements) then, as appropriate, to start to plan to complete the application process.

Writing Workshops are normally for those who have already attended an introductory workshop, and begun to plan or draft your applications and provide feedback and guidance. There is some writing time during the session.

Writing Retreats are designed to provide a quiet space away from your office for you to work on your application. The Directors of the Scheme are on hand to answer any questions, however, the aim of the retreat is to create a quiet and dedicated space to write with minimum distractions.

Informal mentors are allocated on request. They are someone who has been through the process recently and can advise, nudge, chivvy and support you on making your application. Their role is to be a friendly supportive guide to help you along the way.

Support Groups are put together by some institutes and often linked to the annual Peer Supported Review of Teaching.

Line manager support – ideally your application should be discussed with your line manager either as part of the appraisal process or on a less formal basis. It may be that your application was proposed through the appraisal process. The line manager will normally provide one of the references to support your application. **PLEASE NOTE: Your application will not be able to be considered if you are involved in any formal HR procedures; candidate names are provided to HR on a confidential basis prior to assessment to confirm this.**

The Worcester Scheme Blackboard Site has a range of support materials including videos of the introductory and writing workshops and sample paragraphs from successful applications.

10. The Assessment Process

Your application must be submitted via the Worcester Scheme blackboard site. You will be registered onto this site, and thus have access to all materials and advice, once you have registered an interest in the scheme and attended an introductory workshop. If you have any queries about registration please email theworcesterscheme@worc.ac.uk or phone the Scheme Administrator, on 01905 54 2779.

The progress of your application will be overseen by a University recognition panel. This panel will include an external member. This panel will normally meet four times in any academic year.

This panel will send your application out for review by two (three in the case of D3) reviewers (see below) and will make the final decision on the basis of reviewer recommendations.

For those submitting via the presentation and dialogue route the two Assessors will review your

documentation and then contact you to arrange a mutually convenient date for your presentation and professional dialogue. Both reviewers will attend your presentation. After you have given your presentation you will be asked to leave the room briefly whilst assessors adapt and confirm the questions that will structure the dialogue.

The external panel member is able to see all applications, including recordings of those applications undertaken via presentation and dialogue, and all recommendations that have been made. The panel moderates decisions and has oversight of the operation of the recognition process.

Summary of the assessment processes for all descriptors of the UKPSF are covered by the UW HEA accredited CPD scheme:

Descriptor	Reviewer/ Assessor	Moderation
D1	Two independent* Reviewers recognised to a minimum of D2 (FHEA)	All submissions are available to the external panel member via the blackboard site. A representative sample is reviewed by the External Panel Member.
D2	Two independent* Reviewers recognised to a minimum of D2 (FHEA)	All submissions are available to the external panel member via the blackboard site. A representative sample is reviewed by the External Panel Member.
D3	Three independent Reviewers two of which are recognised to a minimum of D3 (SFHEA) and one of which is recognised to a minimum of D2 (FHEA)	All submissions are available to the external panel member via the blackboard site. A representative sample is reviewed by the External Panel Member.

Where submission is via the presentation and dialogue route – a recording of this is uploaded onto Blackboard for the external panel member to review.

Outcome:

Successful applicants will be eligible for the ‘applied for’ category of HEA Fellowship.

Should your application be unsuccessful in the first instance, you will be provided with feedback, guidance and support on making an enhanced resubmission.