Handbook for HEA Fellowship recognition at the University of West London (CPD route)
Institute for Teaching, Innovation and Learning (INSTIL)

Higher Education Academy Fellowship at UWL

Course Handbook

AY 2017 - 2018

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# Higher Education Fellowships at UWL (non-taught)

## Handbook

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Appendix I
Key Information

1.1 Welcome

This handbook outlines how academic and academic related staff at the University of West London (UWL) can gain Fellowship of the Higher Education Academy (HEA) based on their teaching experience.

This route is only available to academic members of staff who have taught for five years or more in UK Higher Education. If you have taught for less than five years, you will be required to complete the Postgraduate Certificate in Academic Practice (please see separate handbook for this course).

This handbook takes you through the procedure for building a case for Fellowship and guides you through the process.

INSTIL look forward to working with you.

On behalf of the team

Jannie Roed

1.2 Acknowledgements

INSTIL would like to extend its thanks to Dr Susan Moron-Garcia (University of Birmingham), Dr John Lea (Canterbury Christ Church University), Professor Digby Warren (London Metropolitan University), Mr Simon Warren (University of Greenwich), Ms Penny Burden (Kingston University), and to Ms Karen Hustler from the Higher Education Academy for their contributions to this provision.

This handbook is meant to guide members of staff through the recognition process at UWL. Some of the information and examples of what can be included in a submission have been copied from the HEA guidance documents on how to prepare a submission through the direct route. Please see https://www.heacademy.ac.uk/professional-recognition
1.3 Key contacts

The Higher Education Academy Fellowship provision at UWL is led by INSTIL which is based at St Mary’s Road, BY03.021. The programme is overseen by Jannie Roed (020 8231 2448; Jannie.Roed@uwl.ac.uk) and the administrator is Marium Malik-Gabol, Marium.Gabol@uwl.ac.uk

1.4 Overview of the process

Although the ultimate aim of the provision outlined in this handbook is to gain Fellowship status of the HEA, it also allows you to reflect upon your own professional practice, enhance your engagement with learning and teaching and help you consider and plan your academic career. The provision offered is accredited by the HEA and is therefore closely aligned with the UK Professional Standards Framework (UKPSF).

The UKPSF has four categories of Fellowship: Associate Fellowship, Fellowship, Senior Fellowship and Principal Fellowship. The UWL provision offers you a way in which you can gain recognition of your professional practice by the Higher Education Academy by building a case for Fellowship, Senior Fellowship or Principal Fellowship and present it to a panel of peers.

**Please note:** If you aim for Associate Fellowship only, you will need to complete the taught 20 credits level 7 course Supporting Student Learning. This course is available as blended learning.

**How do I get started?**

You need to set up a meeting with Jannie Roed from INSTIL who will take you through the application process and enter you on the register for staff members who are working towards Fellowship. In addition, it is strongly recommended that you attend the workshops scheduled throughout the year to discuss your application. All workshops run from 2.00-3.30 – rooms to be announced. **Please sign up for these workshops through Eventbrite:**

19th September 2017
2nd October 2017
13th November 2017
5th December 2017
11th January 2018
13th February 2018
Please note: You must attend an introductory workshop in order to register on the programme.

Members of staff from UWL’s academic collaborative partner institutions can apply for Fellowship through the CPD provision subject to a small fee. However, please note that the HEA will charge a fee for staff members who do not belong to a subscribing institution. Currently, the fees are:
- Fellow: £200
- Senior Fellow: £300
- Principal Fellow: 500

**Which category of Fellowship am I eligible for?**

At the introductory workshop you would normally have identified which category of Fellowship you are eligible for. It is important to note that the category of Fellowship does not reflect academic qualifications or seniority. Instead, your category of Fellowship will be guided by the requirements of the UK Professional Standards Framework (UKPSF) and your engagement with learning and teaching agendas – institutionally, nationally and internationally.

Ideally, building a case for Fellowship should be an integral part of academic staff’s annual Performance Review and Development (PRD).

Basically, if you apply for Fellowship you will focus on how you work with your students. If you apply for Senior Fellowship you will be demonstrating impact on practice. You will focus on how you influence staff with regard to learning and teaching through mentorship and leadership, how you disseminate good practice and how you promote the UKPSF amongst your colleagues. If you apply for Principal Fellowship, you need to demonstrate impact in the field of learning and teaching – institutionally, nationally and/or internationally. Please refer to section 2.3 for further details.

*Please note:* When building a case for Fellowship you must use examples from your practice based on teaching and learning at level 4 or above.

**What kind of support can I expect?**

Once you have registered on the CPD Fellowship programme you will be allocated a mentor through INSTIL. The mentor will support you in selecting the most appropriate activities to include in your portfolio. All mentors will be Fellows, Senior Fellows or Principal Fellows of the Higher Education Academy and will have received training in how to assess applications.

All final submissions are also peer reviewed by two other colleague (apart from your mentor) before being presented to a panel.

**Who will review my portfolio?**

Colleagues who act as reviewers will be Fellows, Senior Fellows or Principal Fellows of the Higher Education Academy and will have received training in how to assess applications (this is part of the mentor training). Reviewers will
normally have been through the application process themselves or they will have received training on how to assess an application against the UKPSF at workshops hosted by the HEA. All reviewers will be well acquainted with the UKPSF and the requirements for each category of Fellowship.

**How long will it take me?**
Once members of staff have registered they are normally expected to complete the recognition process within 12 months. You need to demonstrate that you have fully engaged with the UKPSF in order to produce a successful application, so make sure that you leave yourself enough time to work on your application. If you are unable to meet the initial deadline, please inform INSTIL as soon as possible.

**What does my application look like?**
You will need to complete a written portfolio (please see Appendix I in this Handbook for a template) AND an oral presentation in front of a panel. Your oral presentation will be informed by your written application and elaborate on the particular areas needed for the category of Fellowship you apply for. You will build your case for Fellowship by providing evidence (examples) from your own academic practice.

**Please note:** You must provide evidence that you have engaged with research and scholarship in the field of teaching and learning. You must be able to articulate the educational philosophy and values underpinning your teaching practice. This applies to all categories of Fellowships.

**How much evidence do I need for my case for Fellowship?**
The word length for a portfolio submission for Fellowship will normally be expected to be about 2,000 words. The presentation will be 30 minutes followed by 15 minutes questions and answers.

The word length for a submission for Senior Fellowship will be expected to be about 4,000 words. The presentation will be 30 minutes followed by 15 minutes questions and answers.

The word length for a submission for Principal Fellowship will be expected to be about 6,000 words. The presentation will be 45 minutes followed by 20 minutes questions and answers.

For all three categories of Fellowship it is important that the portfolio submission consists of a reflective narrative that is supported by concrete examples from your own practice.
Supporting statements
Your application must be supported by statements from colleagues. These are important documents as they are colleagues’ endorsement and support of your application. The colleagues you chose to write supporting statements will have read your teaching portfolio and assessed it against the criteria of the category of Fellowship you are applying for.

Fellowship
You will need to provide TWO supporting statements from colleagues who have at least Fellowship themselves.

Senior Fellowship
You will need to provide TWO supporting statements from colleagues one of whom must have Senior Fellowship. The other must be at least a Fellow of the HEA.

Principal Fellow
You will need to provide THREE supporting statements from colleagues. They must all be at least Fellows, and one must be a Senior Fellow and one must be from a colleague from another higher education institution that the University of West London.

Who will assess my submission?
Your submission will be assessed by an independent recognition panel. Panels will meet monthly from January 2016. All panels are chaired by the institutional lead for the programme, Dr Jannie Roed (SFHEA), and consists of two internal panel members and one external member.

Panels assessing Fellowship and Senior Fellowship applications will have an external panel member who is at least a Senior Fellow of the HEA and one internal panel member who is at least a Senior Fellow of the HEA.

Panels assessing Principal Fellowship applications will have an external panel member who is a Principal Fellow of the HEA and one internal panel member who is a Principal Fellow of the HEA.

The Chair will take notes of the panel’s discussion and provide feedback to the presenter about the final outcome. In addition, panel members’ decision will be recorded against each dimension of the UKPSF and their anonymous feedback will be returned to presenters.

Possible outcomes of panel decisions:

- Approve the application
- Reject the application but recommend re-submission in the same Fellowship category after six months
- Reject the application

Rejected applicants must work on their new application for at least six months before re-submitting to a panel.
**Colleagues currently on recognition panels**

External panel members currently consist of

**Penny Burden (SFHEA),** Principal Lecturer, Centre for Higher Education Research and Practice, Kingston University.

**Dr John Lea (PFHEA),** Assistant Director for Learning and Teaching, Canterbury Christ Church University

**Dr Simon Walker (PFHEA),** Head of Educational Development, University of Greenwich

**Dr Digby Warren (SFHEA),** Head of Centre for the Enhancement of Learning and Teaching, London Metropolitan University

All panel members, peer reviewers and mentors will attend two workshops to prepare them for the role.

**When will the assessment panel meet?**

Panels will be arranged as and when members of staff are ready to attend a panel.

**Please note that submissions will not be accepted unless they have been peer reviewed and are accompanied by the appropriate signed supporting statements.**

**The recognition panel**

External panel members currently consist of

**Penny Burden (SFHEA),** Principal Lecturer, Centre for Higher Education Research and Practice, Kingston University.

**Dr John Lea (PFHEA),** Assistant Director for Learning and Teaching, Canterbury Christ Church University

**Dr Simon Walker (PFHEA),** Head of Educational Development, University of Greenwich

**Dr Digby Warren (SFHEA),** Head of Centre for the Enhancement of Learning and Teaching, London Metropolitan University
Principles behind the Fellowship Provision

2.1 Introduction

The Higher Education Academy Fellowship provision at UWL consists of a taught, credit-bearing element (the Supporting Student Learning module and the Postgraduate Certificate in Academic Practice) and a non-credit element where participants work independently on building their case for Fellowship.

The provision is closely aligned with the UK Professional Standards Framework (UKPSF), and all aspects of the provision are underpinned by the framework’s four professional values. Whether you are aiming at Associate Fellowship, Fellowship, Senior Fellowship or Principal Fellowship, you will need to demonstrate that you:

1. Respect individual learners and diverse learning communities
2. Promote participation in higher education and equality of opportunity for learners
3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
4. Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

The assignments for the taught modules as well as the cases you will be preparing for the non-taught provision will all be based on reflection on your own academic practice. The reflective cycle will often follow the process outlined below based on Kolb’s model of experiential learning:
Another way of thinking reflectively about your work is to think about

1. What do I do?
2. How do I do it?
3. Why do I do it in this way?
4. How do I know that what I do is effective in helping students learn?

When building your case for Fellowship you will need to demonstrate knowledge of and critical appraisal of appropriate literature and research into learning and teaching within your discipline.

### 2.2 The UK Professional Standards Framework

#### Aims of the framework

The UK Professional Standards Framework (UKPSF):

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional setting
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and
assessment practices that support and underpin student learning

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

**Dimensions of the framework**

There are three dimensions to the UKPSF, Areas of Activity, Professional Values and Core Knowledge. Below is a diagram showing the three dimensions with the specific aspects included in each dimension.

### Areas of Activity:

<table>
<thead>
<tr>
<th>A1</th>
<th>Design and plan learning activities and/or programmes of study</th>
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</thead>
<tbody>
<tr>
<td>A2</td>
<td>Teach and/or support learning</td>
</tr>
<tr>
<td>A3</td>
<td>Assess and give feedback to learners</td>
</tr>
<tr>
<td>A4</td>
<td>Develop effective learning environments and approaches to student support and guidance</td>
</tr>
<tr>
<td>A5</td>
<td>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research scholarship and the evaluation of professional practice</td>
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</tbody>
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### Core Knowledge

<table>
<thead>
<tr>
<th>K1</th>
<th>The subject material</th>
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<tr>
<td>K2</td>
<td>Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3</td>
<td>How students learn, both generally and within their subject/disciplinary area(s)</td>
</tr>
<tr>
<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
</tr>
<tr>
<td>K5</td>
<td>Methods for evaluating the effectiveness of teaching</td>
</tr>
<tr>
<td>K6</td>
<td>The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.</td>
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</tbody>
</table>
When applying for Senior Fellowship or Principal Fellow of the HEA you need to present a narrative around your sustained impact on teaching, learning and assessment. Your narrative must be reflective and your activities must be mapped against the three dimensions of the UKPSF and the particular criteria for the category of Fellowship you apply for.

2.3 Descriptors

Descriptor 2 – Fellow

A Fellow of the HEA must 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:

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

Normally new members of academic staff will complete the Postgraduate Certificate in Academic Practice. This is a taught 60 credits course at level 7 which is accredited by the Higher Education Academy. On successful completion, participants become eligible for Fellowship. However, new members of staff who have taught in Higher Education for at least five years have the option of going through the CPD pathway to achieve Fellowship.

**Descriptor 3 – Senior Fellow**

A Senior Fellow of the HEA must 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

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

Senior Fellows will need to demonstrate sustained leadership in the field of learning and teaching. They must show how they have taken initiatives to changes in curriculum design and how they have demonstrated good practice within their School and across in the institution.

**Descriptor 4 – Principal Fellow**

A Principal Fellow of the HEA must be able to:
Demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality
student learning. Individuals should be able to provide evidence of:

- Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional development
- Successful strategic leadership to enhance student learning, with a particular, but not necessarily exclusive focus on enhancing teaching quality in institutional, and/or (inter)national settings
- Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Staff who prepare submissions for Principal Fellowship will be highly experienced practitioners who play a strategic role within their institution or have a strong national or international teaching profile. They may be involved in policy formation in relation to learning and teaching and/or implementation of such policies. Members of staff who aim for Principal Fellowship must show evidence of impact – preferably beyond their own institution.
Developing your Fellowship Application

3.1 Introduction

At the back of this handbook templates you will be expected to use for the written part of your submission have been included. The oral presentation can take any form you feel is most appropriate. It is important that your oral presentation draws on key aspects of your written submission, and both parts of the application must be closely aligned to the criteria of the particular category of Fellowship that you are applying for. The recognition panel will need to be satisfied that you meet ALL the criteria in order to award you fellowship.

3.2 Presenting your Fellowship application

When presenting your case for Fellowship, take care NOT to provide the panel with an extended CV and your job description. The panel is interested in your teaching and learning practice, so ensure that you provide clear evidence from your practice that underpin your claim for Fellowship. You will not be awarded any category of Fellowship just by doing your job.

You must use the template at the back of this handbook. The template is available online on http://www.uwl.ac.uk/instil/instil

You will not have time to discuss all aspects of your teaching career or practice so make sure that you select appropriate examples to present as evidence. Remember that the panel will also have the written part of your submission to refer to.

You may wish to include some of the following in your application:

1. Career milestones in relation to learning and teaching
   - roles and responsibilities in relation to learning, teaching and student support
   - qualifications obtained that focus on learning and teaching

2. Research, scholarship and/or professional practice
   - publications and presentations relating to learning and teaching
   - incorporation of research and scholarship into teaching and
supporting student learning
- links with professional bodies and wider communities

3. Involvement in teaching and learning activities
- funded projects (institutional/national)
- small to medium scale investigations and awards
- collaboration with professional bodies
- development and implementation of national learning and teaching agendas such as internationalisation, employability, flexible learning etc.
- dissemination of learning and teaching related expertise

4. Recognition and awards
- teaching prizes, fellowships, institutional awards for innovation
- professional body recognition

5. Collaboration
- advisory, support, co-ordination roles in teaching and supporting learning
- leadership and management roles

6. Educational and staff development activities
- mentor roles in professional development for new and inexperienced members of staff
- learning and teaching workshops and seminars
- contribution to the PGCert in Academic Practice
- relevant publications

7. Leadership, management and organisational roles
- active on the Learning, Teaching and Assessment Committee
- active on the Learning, Teaching and Assessment Network
- programme design, approval and review process
- quality assurance roles and responsibilities
- Field leadership and course leadership

When writing your application make sure that it is a coherent narrative where you give account of your activities and the values that underpin them. As you write your account you can cross-reference to the three dimensions in the UPPSF (see p. 13 in this handbook) to make sure that you cover all of them.

3.3 Your Application

Fellowship

This category requires you to demonstrate achievement and success in all the Dimensions of the Framework – i.e. the Areas of Activity, Core Knowledge and Professional Values. You will need to incorporate relevant subject and
pedagogic research and/or scholarship in your approaches. How you evidence this will be dependent on the context in which you are working, the nature of the subject, discipline or profession in which you teach, and the expectations of the institution in which you work.

You should aim to include example(s) of your use of/commitment to each element of the Professional Values and Core Knowledge throughout your account/presentation. These examples provide the evidence of your claim.

Ensure you **provide reasons for the choice of activities you describe**, and demonstrate that you reflect on your teaching practice and the students’ learning experience.

**Senior Fellowship**

Your case studies should provide reflective accounts of aspects of your practice which:

- Have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to teaching and learning
- Demonstrate your sustained effectiveness in relation to teaching and learning and that you meet the criteria for Senior Fellowship.

You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice.

Aspects for inclusion in this section might include:

- **Developing quality enhancement**
  - how you place learning and teaching and the student experience at the heart of your academic practice
  - how you have developed and disseminated good practice within learning and teaching
  - ways in which you lead 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)
  - ways you have fostered dynamic approaches to teaching and learning through creativity and innovation

- **Supporting other colleagues**
  - how you have supported other colleagues to enhance their practices
  - specific examples of how you have enhanced academic practice through co-ordinating/managing others
  - your roles in teaching and learning projects and initiatives at departmental, institutional or wider HE context
• **Sustained engagement with educational and staff development**
  - 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. For example, through informal or formal mentoring arrangements
  - how you have disseminated your knowledge and skills in teaching and supporting learning to audiences within, and external to your institution

• **Evaluation of academic practice**
  - steps 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
  - how you support, encourage and implement evaluation processes designed to enhance the student learning experience

**Principal Fellow**

In order to be eligible for Principal Fellowship you need to demonstrate sustained strategic leadership in the field of teaching and learning.

When preparing your case for Principal Fellowship your evidence should:

- Be drawn from a broad range of experiences and activities;
- Show clearly how you have met the requirements of each of the five Principal Fellow Descriptors;
- Be underpinned by and make clear how you apply and/or champion the Core Knowledge and Professional Values in carrying out the Areas of Activity set out in the UKPSF;
- Include examples of appropriate research and scholarly activity and of the leadership, management and administration of academic provision and support;
- Cover activity within your institution or wider (inter)national settings;
- Be a personal account focusing throughout on your own professional practice and decision-making;
- Where you are describing team or institution wide activities ensure that you make clear your own specific contribution.
3.4 Examples of Evidence

When preparing your case for Fellowship you will need to include evidence in support of your claims which means concrete examples from your practice. You will also need to demonstrate that you are familiar with pedagogic principles and learning theories. At the end of this Handbook you will find suggestions of some literature that you may find useful.

Please note: If you are preparing a case for Principal Fellowship, it is essential that you can demonstrate and evidence impact – impact on colleagues, impact on the shaping of policies or implementation of teaching and learning agendas, impact on pedagogical developments within your field/discipline, etc.

Below are examples of evidence that maybe used to support an application. The list is not exhaustive.

<table>
<thead>
<tr>
<th>Category</th>
<th>Evidence/activities</th>
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<tbody>
<tr>
<td>Principal Fellow</td>
<td>• Holding a National Teaching Fellowship*</td>
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<td></td>
<td>• Developing and implementing institutional/national/international strategies relating to L&amp;T</td>
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<td></td>
<td>• Presenting at national and international conferences and seminars on aspects of L&amp;T</td>
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<td>• Facilitating external workshops on L&amp;T or educational leadership</td>
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<td>• External academic engagement which has an impact on L&amp;T communities, such as:</td>
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<td>- Organising external networks</td>
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<td>- Journal editing</td>
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<td>- Organising conferences that have an impact on the student experience (through L&amp;T or through integrating research into the L&amp;T agenda)</td>
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<td>• Consultancy relating to L&amp;T</td>
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<td>- acting as an Associate of the HEA</td>
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<td></td>
<td>- acting as a discipline expert at events where you would be commenting on the wider curriculum development within your field</td>
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<td>• Collaborative research/scholarship projects with national or international partners.</td>
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<td>• External reviewer for journals</td>
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<td>• Leading on strategic implementations of policies/initiatives</td>
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<tr>
<td>Senior Fellow</td>
<td>• Holding a National Teaching Fellowship*</td>
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<td></td>
<td>• External examining – if contributing to curriculum development in other universities as an consultant</td>
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<td></td>
<td>• Doctoral supervision and examining</td>
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<td></td>
<td>• Mentoring colleagues in the field of learning and teaching</td>
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<td>• Mentoring colleagues in developing HEA Fellowship applications</td>
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<td>• Contributing to the annual L&amp;T conference</td>
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<td></td>
<td>• Completing courses – accredited or non-accredited – in aspects of L&amp;T</td>
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<td>• Lead on internal learning and teaching networks</td>
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<td>• Lead on curriculum development and review</td>
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<td>• Lead on internal technology projects</td>
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<td></td>
<td>• Holding a Teaching Award*</td>
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• Contributing to the teaching of the PGCert in Academic Practice
• Acting as panel a member for Fellowship applications
• Contributing to credit bearing courses in learning and teaching such as the UWL SEDA accredited course in Postgraduate Supervision

Fellow

• Contributing to the annual L&T conference
• Completing courses – accredited or non-accredited – in aspects of L&T
• Contribute to internal learning and teaching networks
• Contribute to curriculum development and review
• Contribute to internal technology projects
• Holding a Teaching Award*
• Contributing to the teaching of the PGCert in Academic Practice
• Acting as panel a member for Fellowship applications
• Introducing innovative teaching and learning practices

*please note – it is not enough to hold a teaching award. If a teaching award is included as evidence for a category of Fellowship it needs to be included in the general narrative as evidence of how you have demonstrated strategic impact and/or moved the teaching and learning agenda forward in your field.

Please note: It is NOT enough to present a folder with pieces of evidence. The evidence will need to be accompanied by a narrative linking your activities together in a coherent form, clearly indicating where and how you meet the criteria descriptors 2, 3 or 4 as appropriate. You must make use of the template at the back of this handbook.

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

### 3.5 Statements in support of your Fellowship application

A submission for Fellow and Senior Fellow of the HEA must include supporting statements from TWO colleagues who are able to comment on the work and evidence you present in your application. For D2 applications at least one of the supporting statements must be by a Fellow of the HEA. For D3 applications at least one of the supporting statements must be by a Senior Fellow of the HEA.

The submission for Principal Fellow (D4) must include supporting statements from THREE colleagues who are able to comment on the work and evidence you present in your application. All three statements must comment on your strategic impact within the field of learning and teaching in Higher Education. At least one must be a Senior Fellow of the HEA and one must be from a higher education institution other than UWL.
Supporting statements should be taken seriously and should be written using the template included at the back of this handbook. The template is also available online on [http://www.uwl.ac.uk/instil/instil](http://www.uwl.ac.uk/instil/instil). They are not job references but statements supporting you in your claim for Fellowship in a particular category, and the statements must demonstrate that your colleagues support your application. Your colleagues must read your submission document closely and comment on the evidence you have presented. Also, your colleagues must relate your application to the UKPSF. If colleagues have not engaged with the UKPSF they should not agree to be referees. INSTIL runs regular workshops on how to write supporting statements. For further details, please contact Jannie Roed (Jannie.Roed@uwl.ac.uk; ext. 2448)

*Applications can be rejected due to poor supporting statements.*

### 3.6 Suggested Reading

#### Academic practice


#### Academic identities


Clegg, S. (2008a) Femininities/masculinities and a sense of self: thinking gendered
academic identities and the intellectual self. *Gender and Education* 20(3), 209-221.


**Action learning**


**Assessment**


See also the following academic journals for up-to-date research:

Journals:

*Assessment in Education*

*Assessment and Evaluation in Higher Education*

*Educational Assessment*

**Emotions in learning**


Diversity


Redmond, P (2003) “I just thought it was for people with loads of money.” Experiences and aspirations of widening participation participants. Paper from resources at www.heacademy.ac.uk

**Higher education and neo-liberalism**


**Higher education in a global context**


Learning technology


Reflection


Researching own practice


Research supervision


Theories of learning


Appendix I

Institute for Teaching, Innovation and Learning

Narrative of activities against the UK Professional Standards Framework (UKPSF) for gaining Fellowship of the Higher Education Academy (D2) through the CPD provision

Fellowship (D2)

Name:
School:
Date of submission:
Date of panel:
Supporting Statements:

1. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow

2. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow
Your application for D2 (Fellowship) should be no more than 2,000 words.

Please note that when completing your application, you should include evidence from your own practice. Please provide concrete examples and ensure that you include pedagogical scholarship to underpin your claim.

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

Presentation:
Please indicate in about 300 words the areas you are going to focus your presentation on. You have 30 minutes to present your case for Fellowship.
Narrative of activities against the UK Professional Standards Framework (UKPSF) for gaining Senior Fellowship of the Higher Education Academy (D3) through the CPD provision

**Senior Fellowship (D3)**

Name:

School:

Date of submission:

Date of panel:

Supporting Statements:

1. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow

2. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow
Your application for D3 (Senior Fellowship) should be no more than 4,000 words.

Please note that when completing your application, you should include evidence from your own practice. Please provide concrete examples and ensure that you include pedagogical scholarship to underpin your claim.

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

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

Presentation:
Please indicate in about 300 words the areas you are going to focus your presentation on. You have 30 minutes to present your case for Senior Fellowship.
Institute for Teaching, Innovation and Learning

Narrative of activities against the UK Professional Standards Framework (UKPSF) for gaining Principal Fellowship of the Higher Education Academy (D4) through the CPD provision

Principal Fellowship (D4)

Name:

School:

Date of submission:

Date of panel:

Supporting Statements:

1. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow

2. Name:
   Title:
   School:
   Institution:
   E-mail:
   In what capacity can this person comment on your work?
   Is this person a:
   Fellow
   Senior Fellow
   Principal Fellow

3. Name:
   Title:
   School:
   Institution:
   E-mail:
In what capacity can this person comment on your work?
Is this person a:
Fellow
Senior Fellow
Principal Fellow

Your application for D4 (Principal Fellowship) should be no more than 5,000 words.

Please note that when completing your application, you should include evidence from your own practice. Please provide concrete examples and ensure that you include pedagogical scholarship to underpin your claim.

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

2. Successful, strategic leadership to enhance student learning, with a particular, but no necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings

3. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning.

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

5. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, Institutional and/or other professional practice.

Presentation:
Please indicate in about 500 words the areas you are going to focus your presentation on. You have 45 minutes to present your case for Principal Fellowship.
Institute for Teaching, Innovation and Learning

Statement in Support of Fellowship (D2) of the Higher Education Academy

Name of applicant: _____________________________________________________________

Date of panel: ________________

I confirm that I have read the applicant’s written submission □

I confirm that I am familiar with the UKPSF □

Please comment on the applicant’s achievements and evidence against each of the D2 criteria below.

If you need further advice on how to complete a supporting statement please contact Jannie Roed (Jannie.Roed@uwl.ac.uk; ext.: 2448). INSTIL also runs regular workshops for colleagues writing supporting statements.
<table>
<thead>
<tr>
<th><strong>Descriptor D2 Criteria</strong></th>
<th>Please comment on the applicant’s claims against each of the criteria. You can also add appropriate achievements/ evidence not mentioned by the applicant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td></td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td></td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td></td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td></td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td></td>
</tr>
</tbody>
</table>

**Signature:**

*(All statements must be signed either by hand or by electronic signature)*
Statement in Support of Senior Fellowship (D3) of the Higher Education Academy

Name of applicant: ________________________________

Date of panel: _______________

I confirm that I have read the applicant’s written submission □

I confirm that I am familiar with the UKPSF □

Please comment on the applicant’s achievements and evidence against each of the D3 criteria below.

If you need further advice on how to complete a supporting statement please contact Jannie Roed (Jannie.Roed@uwl.ac.uk; ext.: 2448). INSTIL also runs regular workshops for colleagues writing supporting statements.
<table>
<thead>
<tr>
<th>Descriptor D3 Criteria</th>
<th>Please comment on the applicant’s claims against each of the criteria. You can also add appropriate achievements/ evidence not mentioned by the applicant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td></td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td></td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td></td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td></td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td></td>
</tr>
<tr>
<td>VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</td>
<td></td>
</tr>
</tbody>
</table>

**Signature:**

*(All statements must be signed either by hand or by electronic signature)*
Statement in Support of Principal Fellowship (D4) of the Higher Education Academy

Name of applicant: ________________________________

Date of panel: ________________

I confirm that I have read the applicant’s written submission □

I confirm that I am familiar with the UKPSF □

Please comment on the applicant’s achievements and evidence against each of the D4 criteria below.

If you need further advice on how to complete a supporting statement please contact Jannie Roed (Jannie.Roed@uwl.ac.uk; ext.: 2448). INSTIL also runs regular workshops for colleagues writing supporting statements.
<table>
<thead>
<tr>
<th><strong>Descriptor D4 Criteria</strong></th>
<th>Please comment on the applicant’s claims against each of the criteria. You can also add appropriate achievements/evidence not mentioned by the applicant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</td>
<td></td>
</tr>
<tr>
<td>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings.</td>
<td></td>
</tr>
<tr>
<td>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning.</td>
<td></td>
</tr>
<tr>
<td>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
<td></td>
</tr>
<tr>
<td>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic. Institutional and/or other professional practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Signature:**

(All statements must be signed either by hand or by electronic signature)