

Academic and Professional Pathway for Experienced staff

APP (EXP) (D1-4)

How to gain fellowship of the Higher Education Academy

Handbook 2016



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Pathway for Experienced staff - APP (EXP) (D1-4)

New and existing members of staff with a proven, sustained track record in teaching and supporting learning in Higher Education can gain recognition for their expertise in the form of fellowship of the Higher Education Academy (HEA) through the Pathway for Experienced staff APP (EXP) (D1-4). This pathway supports experienced staff in their engagement with the UKPSF and helps them to evidence their engagement through two possible routes: the **Written Route** or the **Dialogic Route**.

Written Route or Dialogic Route?

To help you decide which route to undertake and to identify the appropriate level of fellowship the Teaching and Learning Unit (TLU) will run introductory workshops throughout the year. The diagram below provides an overview of the two routes. Regardless of which route you choose, you will be provided with support to help to develop your application.

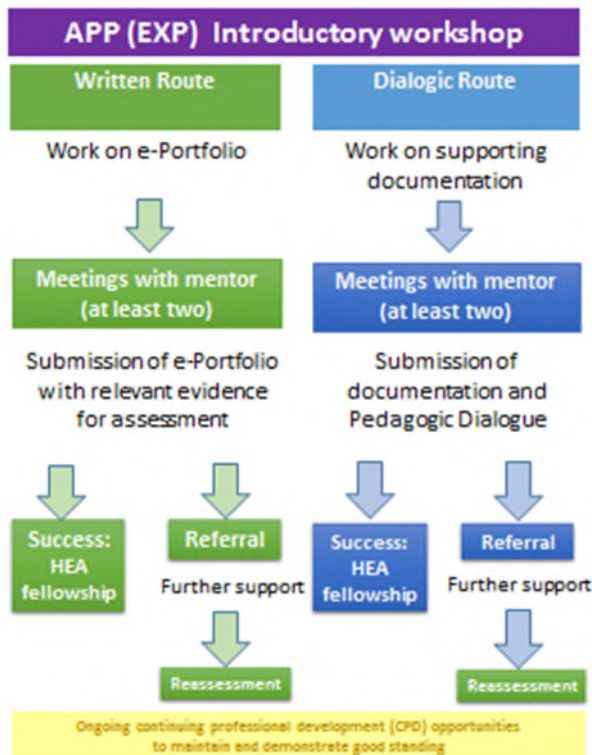


Figure 1: APP (EXP) for staff at Warwick

The process - The Written Route

After attending the introductory workshop you will be required to engage in independent work to draw together evidence for each of the criteria in the UK PSF.

The Written route requires you to collate your individual evidence and reflections in a MyPortfolio. Evidence can include general teaching reflections, peer observation reflections,

pedagogic project findings, evaluations from students or other staff, reflections on scholarly papers, workshops and activities with a focus on teaching and learning.

The process also requires you, normally, to engage in at least two meetings with a mentor, but the number and focus of meetings will be negotiated between you and your mentor. The mentor will usually be at departmental level, and will be a colleague who has attained at least the recognition level that you are working towards or has completed the Training for Mentors organised by the Teaching and Learning Unit (TLU).

In between the meetings with your mentor you will be encouraged to meet up with others also completing the route, for support, debate and the discussion of learning teaching and assessment matters.

What is MyPortfolio?

MyPortfolio is an e-portfolio system. This system is for use by staff and students and can be shared with others either in whole or part for a variety of purposes. You will be provided with training to get you started with MyPortfolio if you are unfamiliar with it.

What evidence do I need to submit for the Written Route?

The evidence submitted will reflect your role, responsibilities and experience and will focus on the relevant Descriptor. The diagram below provides a summary of the evidence required for each level of fellowship for the Written application route. For further details on each of the Descriptors please refer to the relevant Appendix in this document.

Evidence required for the Written Route			
Associate Fellowship HEA (D1)	Fellowship HEA (D2)	Senior Fellowship HEA (D3)	Principal Fellowship HEA (D4)
<ul style="list-style-type: none"> • a Narrative of Professional Practice (1,400 words structured across <i>two of the Areas of Activity</i> of your choice); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D1; • relevant additional evidence. 	<ul style="list-style-type: none"> • a Narrative of Professional Practice (3,000 words); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D2; • relevant additional evidence. 	<ul style="list-style-type: none"> • a Narrative of Professional Practice (4,000 words); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D3; • two case studies (2,000 words in total) • relevant additional evidence. 	<ul style="list-style-type: none"> • Reflective Narrative of Practice (6,000 words) with a focus areas of influence you have had in relation to high quality student learning institutionally and beyond • supporting statements from three referees • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D4; • relevant additional evidence.

Word count

AFHEA: The overall word count for the Associate Fellow narrative of professional practice is 1,400 words. This is your combined evidence across the whole claim, working to 700 words per section. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it.

FHEA: The overall word count for the Fellow Narrative of Professional Practice is 3,000 words. This is your combined evidence across the whole claim, working to 600 words per section. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

SFHEA: The overall word count for the APP is 6,000 words. This is your combined reflective Narrative of Professional Practice and two case studies, working to 4,000 words for your reflective account and 1,000 words for each of the case studies. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than the description.

PFHEA: A suggested word count would be no more than 6000 words for the Reflective Narrative of Practice together but this is only a guide and the quality of the reflection is far more important than quantity.

Referees

Your application must be supported by statements from referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your submission and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the [GUIDANCE NOTES FOR REFEREES](#).

At least one of your references should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the UKPSF.

When you have received your references upload them in your e-Portfolio or forward them to the Teaching and Learning Unit (TLU) as part of your application. The TLU reserves the right to contact your referees for clarification.

When can I submit my Written Route application?

Applications can be made at any time during the year. Once we receive your application we will contact you to inform you of the indicative length of time it will take to process your application.

Assessment: How will my application be reviewed?

Applications for **AFHEA** and **FHEA** will be peer reviewed by a panel of two independent colleagues from a Department other than your own, both will have at least FHEA recognition.

Applications for **SFHEA** will be peer reviewed by a panel of three independent colleagues from a Department other than your own, two of which with at least SFHEA and the other with at least FHEA recognition.

Applications for **PFHEA** will be peer reviewed by a panel of three independent colleagues, one of which with PFHEA and external to the institution and two of which from a Department other than your own and with at least SFHEA.

Reviewers are selected for their understanding of the UKPSF, as well as for their knowledge and experience of learning and teaching in higher education. The reviewers' pool includes education specialists from the Teaching and Learning Unit (LDC) and practitioners from a range of disciplines across the higher education sector. The reviewers will be looking for evidence that your approach to teaching and/or supporting learning is grounded in an understanding of how learners develop knowledge and practice within your discipline or role. Your evidence should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and reviewers will seek evidence from across your application.

Where there is no agreement made by the reviewers then the work will be sent to a third independent party with the relevant level of HEA recognition for the application. This third maker will have the final say. A sample of applications will be submitted for review to the external examiner on the LDC accredited provision, currently Professor Ray Land (MA MSc PhD FRSA PFHEA) Director, Centre for Academic Practice (CAP) & Professor of Higher Education, School of Education, Durham University for moderation and quality assurance purposes.

Guidance notes and evaluation grids for our reviewers are provided, explaining how they are expected to make professional judgements on applications.

Outcomes

If your application is successful the TLU will register your fellowship with the HEA and a certificate will be sent to you in electronic form.

Should your application be judged as providing insufficient evidence for meeting the criteria, it will be referred back to you with constructive advice on how to revise it effectively. If the reviewers agree that limited additional evidence and/or only minor changes to your application are required to meet the criteria, your resubmission will be assessed by the same panel. If major revision and/or substantial additional evidence are required your resubmission

might be sent to a different set of reviewers. Your mentor will offer further support and advice as to when it would be appropriate to resubmit your application.

The process: The Dialogic Route

After attending the introductory workshop you will be required to engage in independent work to draw together evidence for each of the criteria in the UK PSF. The Dialogic Route requires you to collate your individual evidence and reflections either in hard copy or electronically. Evidence can include general teaching reflections, peer observation reflections, pedagogic project findings, evaluations from students or other staff, reflections on scholarly papers, workshops and activities with a focus on teaching and learning.

The process also requires you to engage in at least two meetings with a mentor who will be familiar with the UKPSF and will have completed the training for mentors offered by the Teaching and Learning Unit (TLU). Your mentor will be able to advise as to when you are ready to submit your evidence and engage in the Pedagogic Dialogue.

What evidence do I need to submit for the Dialogic Route?

The evidence submitted will reflect your role, responsibilities and experience and will focus on the relevant Descriptor. For the Dialogic Route the Pedagogic Dialogue is the core of your application. The Dialogue will involve you and a panel of independent reviewers and will be an opportunity for you to expand on your narrative of professional practice, explore how you meet the criteria of the UK PSF through a formal conversation and elaborate on the evidence you have provided. Prior to this meeting the independent assessors will have access to your supporting documentation and portfolio of evidence. The Pedagogic Dialogue will be audio-recorded for moderation purposes and to ensure the quality of the process.

The diagram below provides a summary of the evidence required for each level of fellowship for the Dialogic Route application route. For further details on each of the Descriptors please refer to the relevant Appendix in this document.

Evidence required for the Dialogic Route

Associate Fellowship HEA (D1)	Fellowship HEA (D2)	Senior Fellowship HEA (D3)	Principal Fellowship HEA (D4)
<ul style="list-style-type: none"> • a Teaching Philosophy Statement (500 words); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D1; • relevant additional evidence. 	<ul style="list-style-type: none"> • a Teaching Philosophy Statement (700 words); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D2; • relevant additional evidence. 	<ul style="list-style-type: none"> • Teaching Philosophy Statement (700 words); • supporting statements from two referees; • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D3; • Summary of two case studies (1,000 words in total) • relevant additional evidence. 	<ul style="list-style-type: none"> • Reflective Narrative of Practice (2,000 words) with a focus areas of influence you have had in relation to high quality student learning institutionally and beyond • supporting statements from three referees • a copy of your CV with a focus on teaching and supporting learning in higher education; • self-evaluation pro-forma for D4; • relevant additional evidence.

Teaching Philosophy Statement

The Teaching Philosophy Statement consists of a concise narrative that describes your core approaches to teaching in your field and demonstrates that you are reflective and purposeful about your teaching. The statement should include a concise, first-person description of your teaching approaches and strategies with examples drawn from your experience. The examples you provide should allow readers to envision your teaching approaches in action.

Referees

Your application must be supported by statements from referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your submission and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the [GUIDANCE NOTES FOR REFEREES](#).

At least one of your references should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the UKPSF.

When you have received your references upload them in your e-Portfolio or forward them to the Teaching and Learning Unit (TLU) as part of your application. The TLU reserves the right to contact your referees for clarification.

Assessment: the Pedagogic Dialogue

The Pedagogic Dialogue is the core of your application. The Dialogue will be an opportunity to expand on your teaching philosophy and explore how you meet the criteria of the UKPSF through a formal conversation supported by the evidence you have provided. Prior to this meeting the independent assessors will have access to your supporting documentation and portfolio of evidence. The Dialogue will foster a collaboratively reflective approach to exploring the underpinning values and assumptions of individuals about what they do and why. In particular the focus of the Pedagogic Dialogue will be to identify and explore your practice in relation to the UKPSF. The Dialogue will be audio-recorded for moderation purposes and to ensure the quality of the process.

There will be several opportunities each term to attend a dialogic ‘talking retreat’ where further information about the structure of the dialogue will be available. This will also be an opportunity to develop your submission and ask questions about the dialogic route from the LDC team.

The duration of the panels will be as follows:

- AFHEA (30 minutes)
- FHEA (60 minutes)
- SFHEA (75 minutes)
- PFHEA (90 minutes)

When will my dialogue take place?

There will be at least one week per term in which you will be able to book a slot for your Pedagogic Dialogue. Details of available slots and booking options are available on the LDC website. Please note that your supporting documentation will have to be submitted to tlu@warwick.ac.uk at least two weeks in advance of the date of your panel.

Who will be taking part in the Pedagogic Dialogue?

The Pedagogic Dialogue will involve you and a panel of independent assessors. For **AFHEA** and **FHEA** applications the panel will consist of two independent colleagues from a Department other than your own, both will have at least FHEA recognition.

For **SFHEA** the panel will consist of three independent colleagues from a Department other than your own, two of which with at least SFHEA and the other with at least FHEA recognition.

For **PFHEA** the panel will consist of a panel of three independent colleagues, one of which with PFHEA and external to the institution and two of which from a Department other than your own and with at least SFHEA.

Reviewers are selected for their understanding of the UKPSF, as well as for their knowledge and experience of learning and teaching in higher education. The reviewers’ pool includes education specialists from the Teaching and Learning Unit (LDC) and practitioners from a

range of disciplines across the higher education sector. The reviewers will be looking for evidence that your approach to teaching and/or supporting learning is grounded in an understanding of how learners develop knowledge and practice within your discipline or role. Your approach during the Dialogue should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and reviewers will seek evidence from across your application.

Where there is no agreement made by the reviewers then the work will be sent to a third independent party with the relevant level of HEA recognition for the application. This third maker will have the final say. A sample of applications will be submitted for review to the external examiner on the LDC accredited provision, currently Professor Ray Land (MA MSc PhD FRSA PFHEA) Director, Centre for Academic Practice (CAP) & Professor of Higher Education, School of Education, Durham University for moderation and quality assurance purposes.

Guidance notes and evaluation grids for our reviewers are provided, explaining how they are expected to make professional judgements on the Dialogic Route.

Outcomes

Should your application be judged as providing insufficient evidence for meeting the criteria, it will be referred back to you with constructive advice on how to revise it effectively. If the reviewers agree that limited additional evidence and/or only minor changes to your application are required to meet the criteria, you will be required to submit this in writing and the additional elements will be assessed by the same panel of reviewers. If major revision and/or substantial additional evidence are required your will need to attend a Pedagogic Dialogue with a new panel. Your mentor will offer further support and advice as to when it would be appropriate to resubmit your application.

What if I have other questions?

If you cannot find the information you need or require further assistance, please email tl@warwick.ac.uk and one of our team will be able to assist you.

APPENDIX A

Evidencing your experience against the UKPSF

Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context of your work. In all cases, the design should reflect a developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions.

You might include examples of:

- designing or redesigning curricula, courses and programmes of study;
- identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes;
- participating in validation panels;
- determining learner needs;
- planning tutorials and study sessions;
- contributing to the creation of learning resources – physical and/or online;
- developing learning materials;
- preparing virtual learning environments.

When considering Area of Activity 1 you might wish to reflect on:

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for your choice of:
 - a. subject material;
 - b. activities and techniques;
 - c. the particular learning technologies included in your plan.
3. How you make choices to facilitate learning in general and within your learners' subject area;
4. How you incorporate other Dimensions of the Framework, for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

Evidencing Area of Activity 2: Teach and/or support learning

This Area of Activity is about your direct engagement with learners whether in groups or individually.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

The support you provide might include teaching and supervision of undergraduates and postgraduates. You might also mentor learners to support their learning and contribute to courses and programmes that develop learning in higher education.

In demonstrating the activities of teaching and supporting learning, ensure your evidence demonstrates an increasing awareness of different approaches to and methods of teaching and supporting learning, as well as a growing ability to choose the most appropriate approach for the achievement of learning aims.

When considering Area of Activity 2 you might wish to reflect on:

1. The main ways in which you teach and/or support learners;
2. The activities or techniques you use and why;
3. How you came to use them and why you think they were successful in supporting student learning. Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject/discipline;
4. How you incorporate other Dimensions of the Framework such as:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

Evidencing Area of Activity 3: Assess and give feedback to learners

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback is routinely used to measure and support learning and you should demonstrate an understanding of appropriate assessment and feedback techniques within an HE context and how they are applied. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

For example, you might carry out assessments such as questionnaires, surveys, interviews, observations, testing, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online.

Ensure your evidence demonstrates an increasing awareness of different methods of, and approaches to, assessment and feedback, as well as a growing ability to choose the most appropriate approach for the achievement of your learning aims.

When considering Area of Activity 3 you might wish to reflect on:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;
3. How you ensure your assessments are valid indicators of what you want your learners to learn, that your marking is reliable and the standards you set are appropriate;
4. How you give feedback to learners and ensure it supports and improves their understanding of the subject, their performance and/or their development as learners;
5. How you incorporate other Dimensions of the Framework for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance

The definition of ‘learning environments’ has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning and using online learning environments. They take the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures into account and are able to distinguish between academic and pastoral interventions. Applicants should also take the range of environments available to learners into account as well as how they are enabled to access, understand and utilise them.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in terms of educational support and guidance. It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

When considering Area of Activity 4 you might wish to reflect on:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal;
2. Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
3. How you have contributed to making the learning environment more effective for learners;

4. The ways you have contributed to supporting and guiding your learners;
5. Why you chose those particular strategies and how well they worked;
6. How you incorporate other Dimensions of the Framework, for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

Evidencing Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
- how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others' research to inform your practice. Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include:

- presenting or participating in conferences on higher education learning and teaching (often discipline- specific);
- attending workshops or training events related to higher education learning and teaching;
- engaging in peer observation or peer review of higher education teaching;
- regular departmental meetings where the discussion is about HE learning and teaching issues;
- effective dialogue about learning and teaching;
- bidding for and involvement in projects or research on higher education learning and teaching;
- implementing new approaches to higher education learning and teaching;
- subject and other network activities in higher education learning and teaching;
- reading and applying literature related to higher education learning and teaching;
- incorporating research and scholarship related to higher education learning and teaching into your own practice;
- visits to other institutions/organisations;

- evaluating one's own professional practices;
- undertaking accredited and non-accredited CPD that informs your professional practice.

How might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your teaching and learning related practices?

When considering Area of Activity 5 you might wish to reflect on:

1. Your main strategies for updating and developing your capability as a teacher and/or supporter of learning. Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods;
2. How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
3. How you incorporate other Dimensions of the Framework for example:
 - relevant Core Knowledge that you utilised and why;
 - relevant Professional Values that you utilised and why.

APPENDIX B

Associate Fellowship of the Higher Education Academy (AFHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Associate Fellowship is based on meeting Descriptor 1 (D1) of the UKPSF.
2. Your narrative should be focused around selected Dimensions of the Framework and structured across **two of the Areas of Activity** of your choice which should evidence how you meet the requirements for Descriptor 1.
3. There will be considerable variation in applications, reflecting differences in individuals' experience and job roles.
4. Your narrative is a personal account and its focus throughout should be on your own professional practice and decision-making.
5. You should include appropriate rationale for the choices made and any evidence of success and effectiveness in teaching and/or supporting learning. All your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Provide selective examples of practice in your narrative and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its impact on your current practice. **Incorporate relevant subject and pedagogic research and/or scholarship in your approaches.** Your application should reflect a process of continuing professional development which demonstrates your understanding of specific aspects of effective teaching, learning support methods and student learning.
7. It is important that you address the relevant Dimensions of the UKPSF. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure appropriate coverage. Refer to the HEA guidance notes on the [Dimensions of the UKPSF](#) to help support your understanding of the Dimensions.
8. Aim to include example(s) of your use of/commitment to the relevant Professional Values and Core Knowledge of the UKPSF throughout your narrative.
9. Adopt a reflective stance to your narrative and make clear why and how you apply appropriate Core Knowledge and understanding of at least K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessment in the subject area and at the level of the HE provision).
10. The Dimension of Core Knowledge is most easily evidenced through the Areas of Activity. For example, designing and planning a learning activity (Area of Activity 1) successfully would be determined by the use of appropriate teaching and learning methods (Core Knowledge 2).
- 11. Evidencing Core Knowledge K1: The subject material**

This area is effectively evidenced with reference to the Areas of Activity or other areas of Core Knowledge. Evidence should fundamentally relate to how an understanding of the nature of the subject is used to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback. This would normally make reference to the distinctive nature, or culture, of the discipline and the particular expectations of teaching; the issues or challenges arising from the context in which teaching takes place, and the appropriate methods of delivering the subject at different levels (e.g. first year undergraduate to masters level).

12. Evidencing Core Knowledge K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

This is concerned with pedagogic approaches that are distinctive and/or characteristic of the subject, or what makes the teaching or supporting of the learning in the subject different to the teaching of another one. It is also concerned with acknowledging that some approaches may be more appropriate than others given the nature of the learning desired, the level of the material being taught and the readiness of students. This is clearly linked to demonstrating Core Knowledge 1 with its focus on an understanding the subject material, but is specifically concerned with the strategies and approaches used to teach or support the learning of the subject.

13. Include evidence of how you demonstrate your commitment to appropriate Professional Values set out in the Framework. It is at your discretion which Professional Values you choose. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. **This reflection and alignment of your work to the UKPSF is essential.**
14. Where appropriate, explicitly incorporate in your chosen Areas of Activities how you have successfully engaged in professional development activity related to teaching, learning and assessment responsibilities.
15. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

All the experience and evidence presented in your narrative must relate to HE provision.

APPENDIX C

Fellowship of the Higher Education Academy (FHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. FHEA is based on meeting Descriptor 2 (D2) of the UKPSF
2. Your narrative should be focused around the Dimensions of the Framework and structured across the five Areas of Activity to explain how you meet the requirements set out in Descriptor 2 of the UKPSF.
3. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description.
4. There will be considerable variation in applications, reflecting differences in individual experience and job roles.
5. Your claim for Fellowship should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
6. Provide selective examples of practice in your narrative and ensure they have direct relevance to your claim for Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others' professional practice and on the wider learning and teaching context.
7. Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach.
8. Your application is centred round a process of continuing professional development which demonstrates your broad understanding of effective approaches to teaching and/or learning support.
9. It is important you address all the [Dimensions of the UKPSF](#). Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the UKPSF is essential.
10. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

All the experience and evidence presented in your narrative must relate to HE provision.

APPENDIX D

Senior Fellowship of the Higher Education Academy (SFHEA)

When preparing your Narrative of Professional Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Senior Fellowship is based on meeting Descriptor 3 (D3) of the UKPSF. Your supporting documentation should evidence how you meet the requirements set out in Descriptor 3 of the UKPSF.
2. Your claim for Senior Fellowship should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All your evidence will be based on real examples of practice that draw upon scholarly activity in learning and teaching.
3. Provide selective examples of practice in your alignment document and ensure they have direct relevance to your claim for Senior Fellowship. The quality of your evidence is much more important than the quantity of examples you provide.
4. Your supporting documentation should make clear how you apply the Core Knowledge and Professional Values to the evidence presented. This alignment of your work to the UKPSF is essential.
5. Where you reflect on any historical professional practice as part of your evidence, ensure you then reflect on its current impact on your or others' professional practice and on the wider learning and teaching context.
6. Your application is centred round a process of continuing professional development which demonstrates your thorough understanding of effective approaches to teaching and/or learning support.
7. It is important that you address all the Dimensions of the UKPSF. Given the complex and integrative nature of professional practice for Senior Fellow, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Refer to our guidance notes on the [DIMENSIONS OF THE FRAMEWORK](#) to support your understanding of the Dimensions.
8. **A critical characteristic of Senior Fellowship is to be able to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching. Ensure you sufficiently evidence this in your claim.**
9. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count.

In preparing your narrative, focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, facilitator of learning and academic leader. You might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.

Highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefitted from the continuous learning and development process involved.

You may wish to reflect on:

- Career milestones
 - roles and responsibilities related to teaching and supporting learning;
 - relevant qualifications obtained from formal professional development.
- Areas of research, scholarship and/or professional practice
 - relevant publications and/or presentations;
 - incorporation of research, scholarship and/or professional practice into teaching and supporting learning;
 - links with professional bodies or wider communities.
- Involvement in teaching and learning initiatives
 - institutional/nationally funded projects;
 - small-medium scale investigations or awards;
 - work with professional bodies;
 - development and/or adoption of learning and teaching themes, for example, internalisation, employability, assessment and feedback, retention, flexible learning, education for sustainability;
 - dissemination of teaching and learning related expertise.
- Recognition and reward
 - teaching prizes, fellowships, institutional awards for innovation;
 - professional body recognition.
- Collaborating with others
 - advisory, support, co-ordination roles in teaching and supporting learning;
 - leadership and management roles.
- Educational and staff development activity
 - mentor roles in professional development programmes for new and inexperienced staff;
 - learning and teaching workshops/seminars
 - related publications/documents.

- Leadership, management and organisational roles within an institutional or wider higher education context.
 - learning and teaching/quality enhancement committees;
 - programme design, approval and review process;
 - quality assurance roles and responsibilities.

Case studies

Your case studies should provide reflective accounts of two particular contributions or experiences 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 learning and teaching;
- demonstrate your sustained effectiveness in relation to learning and teaching and that you meet the criteria for Senior Fellowship.

Use the two case studies to address different aspects of Descriptor 3, with a focus on your organisation, leadership and/or management of specific aspects of learning and teaching provision.

You might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on your academic practice and/or on the practice of others. The emphasis should be on your effectiveness in relation to learning and teaching and should incorporate how you have led, organised or managed specific aspects of learning and teaching provision. **At least one of your case studies should focus on a situation where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas.**

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

Focus on particular aspects of your work such as:

Developing quality enhancement

- ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices;
- how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
- ways you have fostered dynamic approaches to learning and teaching 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 learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
- course and programme development, review and revalidation.

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 e.g. through informal or formal mentoring arrangements;
- how you have disseminated your knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.

Evaluation of academic practice

- steps you have taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice;
- how you support, encourage and implement evaluation processes designed to enhance the student learning experience.

APPENDIX E

Principal Fellowship of the Higher Education Academy (PFHEA)

When preparing your Reflective Narrative of Practice or preparing for the Pedagogic Dialogue, there are some general principles to consider:

1. Principal Fellowship of the HEA is awarded to professionals who demonstrate they meet the criteria of Descriptor 4 of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.
2. Your Reflective Narrative of Practice should be divided into four sections based on D4.II – D4.V of the Principal Fellow Descriptors.
 - a. The first element – **‘D4.I: Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments’** – functions as an overarching descriptor in that it should be demonstrated through the examples and reflections incorporated into the other four sections. Championing the Dimensions of the Framework includes being a role model and modelling the behaviours encompassed in the UKPSF through your own practice, setting up conditions in which staff and students can engage with learning, promoting a holistic view of learning, teaching and assessment which is underpinned by the dimension of UKPSF within the institution. Championing the UKPSF relates to the dimensions which make up the UKPSF, rather than the Framework as a whole, through the demonstration of professionalism in learning, teaching and assessment as evidenced in your practice and approach rather than merely the language of UKPSF. D4.I. can be evidenced through impact in institutional, national and international environments through your individual contribution. Each of the four sections should be given substantive treatment though they need not be of equal length.
 - b. **‘D4.II Strategic leadership to enhance student learning’** – Your main focus should be on how your leadership has enhanced teaching quality in institutional, and/or (inter)national settings. You are required to demonstrate how you have led the development of aspects of learning, teaching and assessment, helping to meet the institutional objectives and mission statements which impact on student learning and the quality of teaching. Your influence could have inspired others to develop and enhance their teaching quality. This could include enabling of relevant research into learning, teaching and assessment. The impact of this leadership should be across the whole institution or beyond with learning, teaching and assessment. The key to this

section is strategic leadership and impact on student learning institutionally and beyond. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you provided this leadership. Consider how your impact can be evidenced or measured. Ensure that where you were working with others to provide leadership you make clear your specific contribution in that context.

- c. **‘D4.III Policies and strategies’** – you should evidence how you have established effective organisational policies and/or strategies for supporting and promoting others. You need to explain how you have exercised influence on learning, teaching and assessment through effective organisational policies. Leadership through chairing staff development committees, instigating policies on staff performance, performance review, reward and recognition which promote others in delivering high quality teaching and supporting learning. As such your impact on learning, teaching and the student experience will be indirect, although evidence of impact is still required. The key to this section is the establishment of policies and strategies for supporting and promoting others (e.g. through policies and strategies on staff mentoring, coaching, etc.) in delivering high quality teaching and support for learning. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you contributed strategically to establishing these policies and strategies. Ensure that where you were working with others you make clear what your specific role was in that context.
- d. **‘D4.IV Integrated academic practice’** – you should evidence how you have championed an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.). This may be within institutional or wider settings. Teaching in higher education takes place in a complex environment where you may have a multiplicity of roles in which you need to integrate teaching, management, leadership, mentoring, research, administration and various forms of service to the HE community. This is the basis of the integrated approach to academic practice that is expected of Principal Fellows. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you promote an integrated approach to academic practice. Ensure that where you were working with others you make clear your specific contribution in that context.
- e. **‘D4.V Continuing professional development’** – you should evidence your sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices. You should also include your academic (post-secondary) and professional qualifications in this section. Choose relevant examples and draw on the Dimensions of the Framework to think about and explain how you engage in sustained CPD. The emphasis on ‘a sustained and effective record of impact’ means that it will not be acceptable for Principal

Fellowship to be evidenced solely on the basis of completing a programme or course. However, completion of a relevant programme or course, (in leadership for example) can constitute part of your evidence. Examples of CPD might include contributing to other external organisations and professional bodies in relation to learning and teaching.

3. Critical to your claim for Principal Fellowship is the demonstration of a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. You are required to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings. Use the elements of the Areas of Activity, Core Knowledge and Professional Values (the Dimensions of the Framework) as the basis for thinking about the range of activities you have chosen to present. An example of how you might illustrate your understanding, use and value of the UKPSF might include how you have used the Framework, as a whole or elements, to shape and develop policy, strategy and schemes within your organisation.
4. The role of the referees, through knowledge and understanding of your work, is to support and recommend you for Principal Fellow. Between your 3 referees they should meet the following criteria:
 - a. Be a Fellow (or Senior or Principal Fellow) of the HEA;
 - b. Comment on the ways in which you have directly influenced their own practice;
 - c. Be external to your institution;
 - d. Be from a higher education provider.

APPENDIX F

Guidance notes for referees

Who is this guidance for?

The guidance below is designed to help you prepare your reference for an applicant for fellowship of the Higher Education Academy (HEA). You should be a Fellow, Senior Fellow or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education provider. All referees need to be familiar with the UKPSF.

What is the function of the reference?

The function of the reference is to provide an informed peer review of the applicant's work using your knowledge of their practice and the context in which he/she teaches or supports learning in higher education. If possible, please comment on the applicant's most recent role and responsibilities. Please take time to read the applicant's Narrative of Professional Practice (Written Route) or Teaching Philosophy (Dialogic Route) and supporting evidence enable you to write an appropriate reference.

What information do I need to provide?

You should be in a position to comment and substantiate the applicant's record of effectiveness in relation to teaching and/or the support of learning in higher education. Your reference should primarily refer to the applicant's experience and achievements in learning and teaching and should refer to his/her research record only in so far as this directly informs their teaching.

Please comment directly on the content of the applicant's documentation and base your reference on how the applicant meets the dimensions of [the UK Professional Standards Framework](#) at the relevant Descriptor. Please provide practical examples to support your comments wherever possible. If you have been involved in peer observation of the applicant's teaching or support of learners, please draw on the evidence this provides. Similarly, please comment on any innovative practice and/or contribution to developments in teaching and learning within his/her discipline.

Is there a standard reference format?

We have provided a form (please see below) for you to add your reference to. This is a different kind of reference from one that is normally required for promotion or a job appointment, as we are looking for confirmation of the applicant's commitment to effective practice in teaching and/or supporting learning, rather than general academic achievement.

How do I submit my reference?

This is an open reference so please make sure it is electronically signed and e-mailed to the applicant so it can be included with their application. If you wish your reference to be confidential please place it in a sealed envelope before giving it to the applicant. We may wish to contact you to clarify points in your reference. If you need advice about the reference please contact tlu@warwick.ac.uk

Reference form for HEA fellowship application

Name of Applicant	
Name of Referee	
Referee email address	
Referee contact number	
How long have you known the applicant and in what capacity?	
Please comment on the following aspects of the applicant's professional practice:	
Areas of activity	
Core knowledge	
Professional Values	
Additional comments	



Signed _____¹

Date _____

Position in organisation _____

Name of organisation _____

¹ This can be an electronic signature but a typed name will not be accepted. Alternatively, you may type your name, but you must send tlu@warwick.ac.uk a separate email to confirm that you are supplying the reference for this candidate.

APPENDIX G

Guidance notes for reviewers – Written Route

The Narrative of Professional Practice

Your judgement of an application will be based primarily on the candidate's Narrative of Professional Practice. You should base your judgement on the requirements for the relevant Descriptor. Professional values underpin all of the professional activity of teaching and supporting learning and the candidate should provide evidence of their commitment to the values throughout their application. In principle, evidence of all of the professional values might be found anywhere within the Narrative of Professional Practice.

The evidence for successful engagement with each Area of Activity should be reflective and this reflection should be based directly on the other Dimensions of Framework - that is, on the Core Knowledge and Professional Values. Generalised reflection which ignores the structure of the Framework is not acceptable. It is essential that candidates demonstrate that they have engaged explicitly with all Dimensions of the Framework and not just with the Areas of Activity.

The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate's approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.

The term 'appropriate' should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the learning technologies they choose to employ will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

It is unlikely that all candidates will be undertaking pedagogic research with a view to publication in peer reviewed journals, but it is essential that they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example, they might provide evidence of K2 and 3 through reference to reading practical guidelines on how students learn in their discipline as well as having discussed this with their colleagues and reviewed and acted on student feedback.

A real and practical commitment to CPD is central to the Framework and no candidate should gain HEA fellowship who has not clearly and explicitly evidenced such a commitment.

The references

In addition to the Narrative of Professional Practice, candidates also supply two references which you should use to confirm and complement the candidate's claims. However, except for minor and marginal shortcomings in an application, you should not use the additional information in a reference to compensate for serious weaknesses. For example, you could draw on a reference to compensate



for a 'borderline' element but not a 'refer'. The key principle is that it is the candidate's responsibility to make a satisfactory claim and they cannot be judged to have met the standard for the relevant Descriptor unless they have done so themselves through their Narrative of Professional Practice.

Conflict of interest

Please notify tlu@warwick.ac.uk immediately of any possible conflicts of interest so that the application in question may be re-allocated to another reviewer as soon as possible. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant;
- work closely with a relative or close friend of the applicant;
- have previously reviewed the applicant's application.

In any instance where your objective professional judgement or impartiality may be affected, then you should notify us.

Judging the application

You have the following choices to make regarding an application. These are:

Accept	The evidence is sufficient to meet the criteria for the relevant descriptor
Refer	<ol style="list-style-type: none"> 1. Limited additional evidence and/or only minor changes to the application are required to meet the criteria. A in one month of the date indicated on the feedback form and additional evidence should be submitted within 30 days from the date indicated on the feedback form and the resubmission will be assessed by the same panel 2. The evidence is insufficient and the candidate will receive further support and guidance to re-apply

The Evaluation Cycle

1. For the written route you will be assigned to an assessment cycle, paired with another accreditor and will both jointly be responsible for reviewing applications ideally within 20 working days.
2. All reviewers will receive a copy of the application at the same time and they will jointly make the judgement as to whether to accept or refer.
3. Reviewers will record their decisions and comments on the evaluation grid sheet provided and return this to tlu@warwick.ac.uk
4. If an application is referred it will be the responsibility of the reviewers to complete the evaluation pro forma and provide feedback to the applicant.

We would value your feedback on the above process both from the point of view of your role as accreditors and with regard to the robustness of the assessment.



APPENDIX H

Guidance notes for reviewers – Dialogic Route

The Pedagogic Dialogue

Your judgement of an application will be based primarily on the candidate's Pedagogic Dialogue. The supporting documentation submitted by the applicant will provide you with some context of their experience prior to the Dialogue and will help you to frame your questions. The Pedagogic Dialogue should provide an opportunity for applicants to expand on their teaching philosophy and explore how they meet the criteria of the UKPSF through a formal conversation supported by the evidence they have provided.

You should base your judgement on the requirements for the relevant Descriptor. Professional values underpin all of the professional activity of teaching and supporting learning and the candidate should provide evidence of their commitment to the values throughout their application.

The evidence for successful engagement with each Area of Activity should be reflective and this reflection should be based directly on the other Dimensions of Framework - that is, on the Core Knowledge and Professional Values. Generalised reflection which ignores the structure of the Framework is not acceptable. It is essential that candidates demonstrate that they have engaged explicitly with all Dimensions of the Framework and not just with the Areas of Activity.

The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate's approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.

The term 'appropriate' should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the learning technologies they choose to employ will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

It is unlikely that all candidates will be undertaking pedagogic research with a view to publication in peer reviewed journals, but it is essential that they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example, they might provide evidence of K2 and 3 through reference to reading practical



guidelines on how students learn in their discipline as well as having discussed this with their colleagues and reviewed and acted on student feedback.

A real and practical commitment to CPD is central to the Framework and no candidate should gain HEA fellowship who has not clearly and explicitly evidenced such a commitment.

The references

Candidates also supply two references which you should use to confirm and complement the candidate’s claims. However, except for minor and marginal shortcomings in making their claim during the Pedagogic Dialogue, you should not use the additional information in a reference to compensate for serious weaknesses. For example, you could draw on a reference to compensate for a ‘borderline’ element but not a ‘refer’. The key principle is that it is the candidate’s responsibility to make a satisfactory claim and they cannot be judged to have met the standard for the relevant Descriptor unless they have done so themselves through their Pedagogic Dialogue.

Conflict of interest

Please notify tlu@warwick.ac.uk immediately of any possible conflicts of interest so that the application in question may be re-allocated to another panel. Conflicts of interest may include, for example, if you:

- are a personal friend or a relative of the applicant;
- work closely with the applicant;
- work closely with a relative or close friend of the applicant;
- have previously reviewed the applicant’s application.

In any instance where your objective professional judgement or impartiality may be affected, then you should notify us.

Judging the application

You have the following choices to make regarding an application. These are:

Accept	The evidence is sufficient to meet the criteria for the relevant descriptor
Refer	<p>3. Limited additional evidence and/or only minor changes to the application are required to meet the criteria. A in one month of the date indicated on the feedback form and additional evidence should be submitted within 30 days from the date indicated on the feedback form and the resubmission will be assessed by the same panel</p> <p>4. The evidence is insufficient and the candidate will receive further support and guidance to re-apply</p>

The Evaluation Cycle

1. For the Dialogic route panels will be available during at least one week per term and you will be asked to sit on a maximum of four panels within a single week.
2. All reviewers will receive a copy of the application at least one week prior to the date of the panel and at the end of each Pedagogic Dialogue they will jointly make the judgement as to whether to accept or refer.
3. Reviewers will record their decisions and comments on the evaluation grid sheet provided and return this to tlu@warwick.ac.uk
4. If an application is referred it will be the responsibility of the reviewers to complete the evaluation pro forma and provide feedback to the applicant.

We would value your feedback on the above process both from the point of view of your role as accreditors and with regard to the robustness of the assessment.



Evaluation pro-forma for FHEA

Applicant:

Recognition reference:

Reviewers:

Written Route Dialogic Route

Overall decision: *Accept/Refer*

Summary remarks.

If successful - use this section to provide the applicant with any constructive feedback that would be valuable for them to know in terms of their claim and/or future development. Comment if there are substantial strengths which would be good to share more widely.

If referred - use this space to list the recommendations for what the applicant needs to do to be accepted: