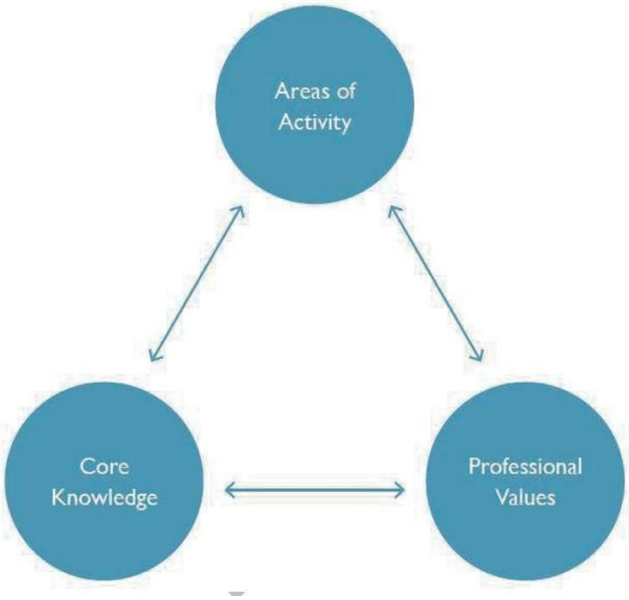
PROFESSIONAL RECOGNITION OF TEACHING AT STRATHCLYDE



Routes to Higher Education Academy Fellowship Recognition

This handbook provides detail of both taught and experiential pathways to HEA Fellowship Recognition.

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1. WELCOME

We are delighted to have the opportunity to introduce Strathclyde's framework for Professional Recognition of Teaching at Strathclyde. Through participation in this framework (accredited by the Higher Education Academy) staff will have the opportunity to bring together a combination of development opportunities and experience to gain Fellowship of the Higher Education Academy, an internationally recognised recognition of professional practice in learning and teaching in higher education. The framework is available, without cost, to all staff involved in learning and teaching, including those who teach, and those who support teaching, including support and technical staff.

The recognition framework at Strathclyde is supported and underpinned by the highly successful Strathclyde Teaching Excellence Programme (STEP) and provides a strategic link for a number of institutional priorities and programmes, including university and learning and teaching strategy, academic probation requirements, and the Annual Developmental Review (ADR) process. Importantly, the framework provides a mechanism for university staff to gain recognition for their experience and achievements in learning and teaching.

We strongly encourage you to engage with this framework and make full use of the development and recognition opportunities that it has to offer.

Brian Green
Deputy Associate Principal (Learning and Teaching)

2. INTRODUCTION

Welcome to Strathclyde's Framework for Professional Recognition of Teaching. This framework provides a tool for you to plan your development in learning and teaching, and has been approved and accredited by the Higher Education Academy so that your participation in elements of this framework can be recognised through the award of an appropriate category of fellowship of the Higher Education Academy.

Participation in this framework is free and is open to all staff involved in learning and teaching, including those who teach, and those who support teaching, including support and technical staff. A flexible approach is offered that allows staff to consider the most appropriate category of fellowship and bring together a combination of experience and development opportunities to their application.

This handbook provides information about the categories of fellowship available and the process by which applications can be make for these through the Strathclyde framework.

HEA Fellowship

HEA Fellowship is an international recognition of a commitment to professionalism in teaching and learning in higher education and demonstrates that your practice is aligned with the UK Professional Standards Framework (UKPSF). To date over 75,000 individuals have become Fellows of the HEA.

HEA Fellowship brings a range of benefits to develop and progress your career. It provides a valuable measure of success and is increasingly sought by employers across the higher education sector as a condition of appointment and promotion.

Strathclyde's Framework for Professional Recognition of Teaching is accredited to award the status of Associate Fellow, Fellow, or Senior Fellow of the HEA. It is awarded to those who have met the appropriate standards in teaching and supporting learning in HE, under the UK Professional Standards Framework (UKPSF). Individuals who wish to apply for Principal Fellowship of the HEA should do so individually through the HEA, and support for this is available from the Academic Development team within the Organisational and Staff Development Unit (OSDU).

Fellowship offers many benefits, including:

- Internationally recognised recognition of your professional practice in HE, and alignment of that practice with the UKPSF.
- Entitlement to use post-nominal letters according to the category of fellowship awarded, (AFHEA, FHEA, SFHEA, PFHEA)
- Transferable asset of UK wide relevance,increasingly sought by employers across the education sector as a condition of appointment and promotion. Fellowship is increasingly recognised by international institutions

3. THE UK PROFESSIONAL STANDARDS FRAMEWORK (UKPSF)

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the higher education environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within higher education.

The UKPSF can be viewed in full at the following link,
https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

The framework has two components,

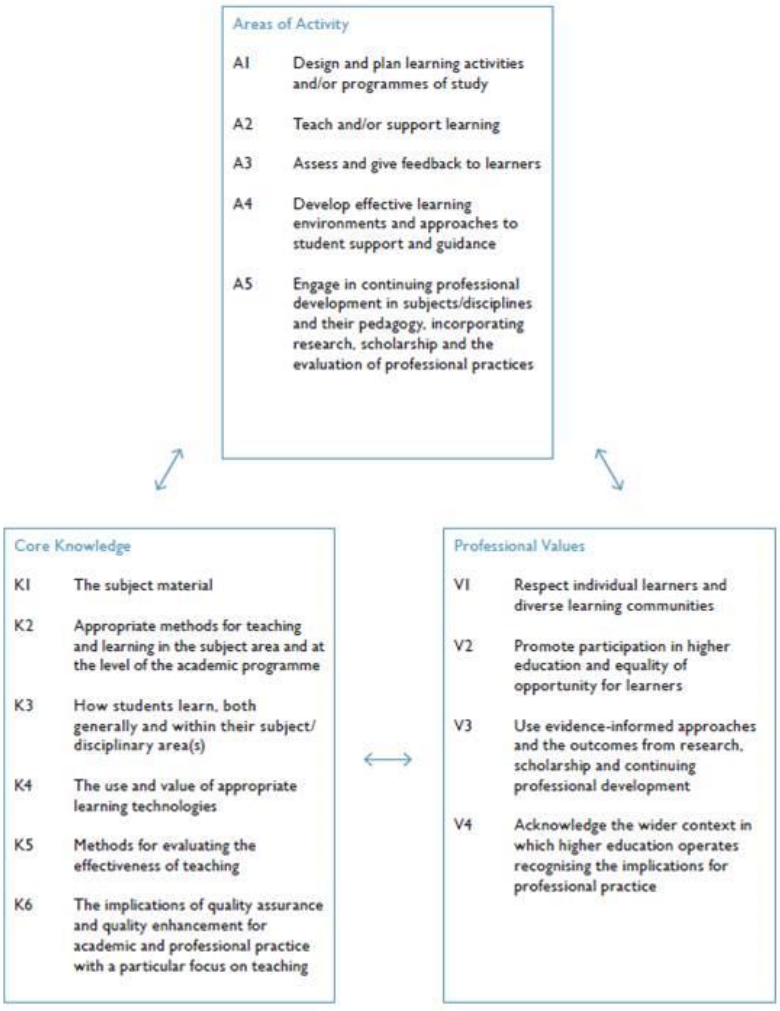
- Dimensions of Practice
- Descriptors

Dimensions of Practice

- The Dimensions of Practice are a set of statements outlining the,
    - Areas of Activity undertaken by teachers and supporters of learning within HE
    - Core Knowledge that is needed to carry out those activities at the appropriate category
    - Professional Values that someone performing these activities should embrace and exemplify.

The Dimensions of Practice as described in the UKPSF are shown in Figure 1 below,

Figure 1: Dimensions of Practice described in the UKPSF



Descriptors

The UKPSF Descriptors are a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within HE. The HEA offers four categories of fellowship recognition and these correlate to the four Descriptor categories defined in the UKPSF. These are described as follows,

- Descriptor 1: Associate Fellow of the HEA
- Descriptor 2: Fellow of the HEA
- Descriptor 3: Senior Fellow of the HEA
- Descriptor 4: Principal Fellow of the HEA

4. ACADEMIC DEVELOPMENT AT STRATHCLYDE

Learning and Teaching Development Programmes

The Strathclyde Academic Development team currently offer two main programmes for staff learning and teaching development and these are as follows,

- Strathclyde Teaching Excellence Programme (STEP); and
- Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK).

Strathclyde Teaching Excellence Programme (STEP)

The STEP programme is aimed at meeting the development needs of all university staff involved in learning and teaching. This programme offers CPD provision for staff in learning and teaching and academic credit is not generally available to participants through this programme.

STEP provides an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniquest and technologies to grow and support Strathclyde's current and future learning and teaching talent. The programme is flexible and those who engage with the programme can select their own mix of activities to meet their own needs.

The STEP programme is aligned with and mapped to the UKPSF, allowing the programme to readily be used to plan development activities to support recognition applications.

A variety of CPD opportunities in learning and teaching are available through STEP, and further details can be found on the programme website, http://www.strath.ac.uk/hr/learninganddevelopment/step/.

In addition to a regular programme of workshops and targetted CPD, there are a number of masterclasses and challenge events within the programme as well as a series of high profile peer support networks.

Strathclyde Programme for Academic practice, Researcher development and Knowledge Exchange (SPARK)

The SPARK programme is an academically accredited programme which is available to university staff at no cost, and allows participants to achieve up to MSc level (with exit points at PgCert and PgDip) in the following areas,

- Learning and Teaching in Higher Education;
- Researcher Development;
- Knowledge Exchange; and
- Academic Practice.

The key target audience for the SPARK programme is early career academic professional staff, and the programme provides the means by which staff can obtain the required 30 academic credits required to fulfil probation requirements.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

Academic Development Staff

Stuart Boon, FHEA

Stuart Boon is the Academic Development Director within the Organisational and Staff Development Unit and has overall responsibility for the SPARK programme and its four course pathways in Teaching & Learning, Researcher Development, Knowledge Exchange, and Academic Practice. Stuart has worked as an educational and academic developer at Strathclyde for 12 years and has led the strategic diversification of developmental opportunities (e.g. RD and KE pathways) available for staff in the University since that time.

Stuart's research interests include pedagogical uses of emerging technologies, researcher development, information literacy, curriculum design and renewal, and issues relating to academic and professional identity. Nationally, Stuart is a member of the

Scottish Higher Education Development group (SHED) and the Standing Committee on Academic Practice (SCAP), the Higher Education Developers Community (HEDC) group, and the Heads of Educational Development Group (HEDG). He is an occasional reviewer for PESTLHE and IJAD, a referee for AHRC, and has acted as a consultant for the HEA and QAA.

Stuart contributes to a number of classes across the SPARK programme.

Dr. Katy Savage, SFHEA

Katy Savage is the Academic Development Lead for Learning and Teaching at the University, within the Organisational and Staff Development Unit (OSDU). A Senior Fellow of the HEA, Katy leads on the Professional Recognition of Teaching at Strathclyde programme, the Strathclyde Teaching Excellence Programme (STEP) as well as the MSc/PgDip/PgCert Learning and Teaching in Higher Education course within SPARK, providing both leadership and direct teaching input across the programmes.

Katy contributes to the University's educational strategy as part of Senate, Learning Enhancement Committee, and other relevant committees, including faculty learning enhancement committees, and several university-wide steering groups, including learning analytics, student transitions, and Transforming the Experience of Students Through Assessment (TESTA). Her research interests include student transitions, transformation of assessment and feedback practices, as well as enhancing the student experience through use of blended and online pedagogies.

Katy is CPD co-ordinator and a member of the executive committee of the Scottish Higher Education Development group (SHED).

Dr. Emma Compton-Daw, FHEA

Emma Compton-Daw is the Academic Development Lead for Research within the Organisational and Staff Development Unit. Emma leads on Strathclyde's researcher development activities for early career staff. A key aspect of her role is leading the Researcher Development Pathway within the SPARK programme. She also provides direct teaching input on classes within this pathway, in particular in relation to supervision and career development, as well as more widely across the whole SPARK programme. Emma works closely with her colleagues to support the educational development of early career staff in preparation for their current and future teaching roles through leadership of course development and demonstration of best practice within classes.

Emma contributes more widely to strategy across the university and nationally in relation to the training and development of early career staff through membership of university and external committees, publications and conference presentation.

5. RECOGNITION PATHWAYS AT STRATHCLYDE

Strathclyde University offers a flexible approach to fellowship recognition, offering both taught and experiential pathways for Associate Fellow and Fellow of the HEA (UKPSF descriptor categories D1 and D2). For Senior Fellowship of the HEA (UKPSF descriptor category D3), application is through the experiential route. Note that we do not offer a recognition pathway to Principal Fellowship of the HEA (UKPSF descriptor category D4), and individuals can apply for this directly through the HEA.

Regardless of which pathway you choose to follow, you will engage fully with the UKPSF and will be responsible for evidencing your engagement with this framework.

Although the taught and experiential pathways are distinct, it is entirely possible to switch between the pathways. For example, you might gain D1/AFHEA through the Experiential pathway, and then later in your career complete the required academic classes to obtain D2/FHEA recognition through the Taught pathway.

The pathways for recognition at Strathclyde are summarised in Table 1 below.

Table 1: Strathclyde Recognition Framework

Recognition Category	Individual Role	Route 1 (Taught Pathway)	Route 2 (Experiential Pathway)
HEA Associate Fellow	Early career researchers with some teaching responsibilities, or staff involved in supporting learning and teaching. Normally at least 1 semester of relevant activity	Teaching Learning and Assessment within the Disciplines (20 credits, SCQF level 11)	Submission of Account of Professional Practice (approx. 1500 - 2000 words) plus 2 statements from referees.
HEA Fellow	Early career and experienced academics with teaching responsibilities Normally at least 1 academic year of relevant activity (including evaluation and reflection)	Teaching Learning and Assessment within the Disciplines (20 credits, SCQF level 11) AND 1 additional 20-credit class from the Learning and Teaching in HE core classes.	Submission of Account of Professional Practice (approx. 3000 words) plus 2 statements from referees.
HEA Senior Fellow	Individuals with sustained record in leading, managing, organising programmes or discipline areas		Submission of Account of Professional Practice and 2 case studies (approx. 6000 words) plus 2 statements from referees.
HEA Principal Fellow	Highly experienced academics with sustained record of impact at a strategic level in learning and teaching.	No accredited Strathclyde route. Individual applications through HEA	

Selecting a Recognition Category and Getting Started

The first step to getting started in the programme is to register to attend a **"Professional Recognition of Learning and Teaching Information Workshop"**. This workshop will introduce you to the Strathclyde Recognition Pathways, discuss the requirements for recognition, assist you in selecting the most appropriate Descriptor category to work toward, and provide information on peer support networks and developmental opportunities to support you in your journey to successful accreditation.

You can register to attend one of these workshops through the course booking system.

Associate Fellowship

For D1/AFHEA recognition, applicants can choose between the taught and experiential pathways.

This category of recognition might be appropriate for you if you have a role in supporting learning and teaching or providing student support. Additionally this category may be suitable for Graduate Teaching Assistants or Early Career Researchers who have small amounts of teaching, which may be supported by other staff.

The UKPSF describes typical role/career stages for those likely to be at D1/AFHEA category and these include,

- Early career researchers with some teaching responsibilities (e.g. PhD students, Graduate Teaching Assistants, contract researchers/post doctoral researchers etc.);
- Staff new to teaching (including those with part-time academic responsibilities);
- Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff);
- Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities; and
- Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio.

Associate fellowship is aligned to Descriptor 1 of the UKPSF and applicants have to demonstrate professional engagement with any two Areas of Activity in the UKPSF as well as at least K1 and K2 of the Core Knowledge dimensions together with an appropriate engagement with the Professional Values.

In order to ensure that you have sufficient experience upon which to draw to evidence a claim for Associate Fellowship, we normally expect applicants to have a minimum of at least one semester of relevant activity.

Taught Pathway

Completion of the following has been accredited by the HEA to allow achievement of Associate Fellowship of the HEA (D1/AFHEA),

- The 20-credit “Teaching, Learning and Assessment within the Disciplines” (TLA) class and its associated assessment has been accredited by the HEA to allow achievement of D1/AFHEA. This class is the core class from the Learning and Teaching in Higher Education pathway of the Strathclyde Programme for Academic practice, Researcher development and Knowledge exchange (SPARK), and as such can be applied toward probation requirements. It is offered in September and January of each year and runs over a period of at least 14 months so that participants are supported in their learning and teaching development through a full academic cycle. The syllabus for this class is found in Appendix 1 of this handbook, and class availability and booking information can be found

through the course booking system.

- Submission of "Tracking Engagement with UKPSF" document (shown in Appendix 3). This is a self-tracker document which provides a means for you to plan, develop and track your meaningful engagement with the UKPSF during your journey through the taught programme, and indeed beyond as you continue to develop in their learning and teaching role.

- You should use the tracker to record your successful engagement with the UKPSF for each class and associated assessments that you complete. The self-tracker document must be submitted with each assessment submission as well as with your overall recognition application so that instructors and exam boards can verify the appropriate engagement with UKPSF

- Submission of the AFHEA (taught) Application (shown in Appendix 4) and demonstration of relevant engagement with practice

Experiential Pathway

The experiential pathway to Associate Fellowship recognition (D1/AFHEA) requires you to submit a reflective Account of Professional Practice (approximately 1500 – 2000 words) plus 2 statements from referees. Full details of the requirements (including guidance on the selection of referees) and a submission template can be found in Appendices 6 and 8 of this handbook.

To support you in your experiential D1/AFHEA application you will have the opportunity to,

- attend a "Professional Recognition of Learning and Teaching Information Workshop", which will introduce you to the Strathclyde Recognition Pathways, discuss the requirements for recognition, assist you in selecting the most appropriate Descriptor category to work toward, and provide information on peer support networks, development opportunites and supported writing sessions to support you in your journey to successful recognition. Attending this workshop is a requirement of this pathway;

- Attend the "HEA Associate Fellowship and Fellowship Peer Support Network" to allow you to seek peer and academic development support for mapping your practice to the UKPSF and writing your reflective Account of Professional Practice;

- Attend development opportunities such as the 3-day Enhancing Learning and Teaching at Strathclyde course, and other appropriate courses from the Strathclyde Teaching Excellence Programme (STEP); and

- Attend HEA Fellowship application writing days to allow you the required time and space to reflect on and write your application. These workshops are facilitated by Stuart Boon, who has specific expertise and experience in supporting the writing process.

Fellowship

For Fellowship recognition, applicants can choose between taught and experiential pathways, allowing an individualised approach to recognition and to support staff in their wider developmental pathways.

This category of recognition is likely to be suitable for you if you are engaged in a wide range of teaching activities and if you engage in continuous professional development activities that support a reflective approach to your practice.

The UKPSF describes typical role/career stages for those likely to be at D2/FHEA category and these include,

- Early career academics;
- Academic-related and/or support staff holding substantive teaching and learning responsibilities;
- Experienced academics relatively new to UK higher education; and
- Staff with (sometimes significant) teaching-only responsibilities including, for example, within work- and placement-based settings.

D2/FHEA is aligned to Descriptor 2 of the UKPSF and applicants need to be able to demonstrate engagement with all areas of the UKPSF.

In order to ensure that you have sufficient experience upon which to draw to evidence a claim for Fellowship, we normally expect applicants to have a minimum of at least one academic year of relevant activity (including evaluation and reflection).

Taught Pathway

Completion of the following has been accredited by the HEA to allow achievement of Fellowship of the HEA (D2/FHEA),

- "Teaching Learning and Assessment within the Disciplines". This 20-credit class is core for both the "Learning and Teaching in Higher Education" and the "Academic Practice" pathways within the Strathclyde Programme for Academic practice, Research development and Knowledge exchange (SPARK). It can also be taken as an elective course for the "Researcher Development" and "Knowledge Exchange" pathways within the SPARK programme. Information about the SPARK programme can be found at the following link, http://www.strath.ac.uk/hr/learninganddevelopment/spark/

  This class is offered in September and January of each year and runs over the course of at least 14 months so that participants are supported in their learning and teaching development over the course of a full academic cycle. The syllabus for this class is found

in Appendix 1 of this handbook, and class availability and booking information can be found through the course booking system.

- One additional 20-credit class from the "Learning and Teaching in Higher Education" pathway 'recommended' classes. The options for this can be found at the following link, http://www.strath.ac.uk/media/ps/humanresources/cse/aas/Learning_and_Teaching_Modules.pdf and the syllabi for these classes can be found in Appendix 2 of this handbook. These classes may be applied as 'optional' classes to awards in the "Researcher Development", "Knowledge Exchange" and "Academic Practice" pathways of the SPARK programme, ensuring maximum flexibility and support of individual development pathways. The 20-credit classes that can be taken to fulfill this requirement are,
    - Course (Re)Design
    - Supervising Postgraduate Research
    - Academic Writing
    - Teaching and Learning Online
    - Developing an Inclusive Curriculum
    - Management and Leadership in Higher Education
    - Independent Enquiry

  While completion of the 20-credit core module, Teaching Learning and Assessment within the Disciplines, provides participants with an opportunity to engage with all of the dimensions of UKPSF, completion of one of these additional classes allows participants to continue and extend their development by re-engaging with selected dimensions in more depth.

- Submission of "Tracking Engagement with UKPSF" document (shown in Appendix 3). This is a self-tracker document which provides a means for you to plan, develop and track your meaningful engagement with the UKPSF during your journey through the taught programme, and indeed beyond as you continue to develop in their learning and teaching role.

  You should use the tracker to record your successful engagement with the UKPSF for each class and associated assessments that you complete. The self-tracker document must be submitted with each assessment submission as well as with your overall recognition application so that instructors and exam boards can verify the appropriate engagement with UKPSF

- Submission of the D2/FHEA (taught) Application (shown in Appendix 5) and demonstration of relevant engagement with practice.

Experiential Pathway

The experiential pathway to D2/FHEA recognition requires you to submit an Account of Professional Practice (approximately 3000 words) plus 2 statements from referees. Full details of

the requirements (including guidance on the selection of referees) and a submission template can be found in Appendices 9 and 11 of this handbook.

To support you in your experiential D2/FHEA application you will have the opportunity to,

- attend a “Professional Recognition of Learning and Teaching Information Workshop”, which will introduce you to the Strathclyde Recognition Pathways, discuss the requirements for recognition, assist you in selecting the most appropriate Descriptor category to work toward, and provide information on peer support networks, development opportunites and supported writing sessions to support you in your journey to successful recognition. Attending this workshop is a requirement of this pathway;

- Attend the “HEA Associate Fellowship and Fellowship Peer Support Network” to allow you to seek peer and academic development support for mapping your practice to the UKPSF and writing your reflective Account of Professional Practice;

- Attend development opportunities such as the 3-day Enhancing Learning and Teaching at Strathclyde course, and other appropriate courses from the Strathclyde Teaching Excellence Programme (STEP); and

- Attend HEA Fellowship application writing days to allow you the required time and space to reflect on and write your application. These workshops are facilitated by Stuart Boon, who has expertise and experience in supporting the writing process.

Senior Fellowship

Senior fellowship requires demonstration of a sustained record of effectiveness in leading learning and teaching, and influencing professional practice of others. As such there is no taught pathway for this route, and application is solely through the experiential pathway.

This category of recognition may be suitable if you are member of staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines, an experienced subject mentor or someone who supports those new to teaching, and/or an experienced member of staff with departmental or wider teaching/learning support advisory responsibilities within the university.

The UKPSF describes typical role/career stages for those likely to be at D3/SFHEA category and these include,

- Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
- Experienced subject mentors and staff who support those new to teaching
- Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

Senior Fellowship is aligned to Descriptor 3 of the UKPSF and applicants need to be able to demonstrate sustained and effective working across all areas of the UKPSF as well as an established record relating to teaching and learning and management/leadership of specific aspects of teaching provision.

D3/SFHEA recognition is only available via the experiential pathway.

To support you in your experiential FHEA application you will have the opportunity to,

- attend a “Professional Recognition of Learning and Teaching Information Workshop”, which will introduce you to the Strathclyde Recognition Framework, discuss the requirements for recognition, assist you in selecting the most appropriate Descriptor category to work toward, and provide information on peer support networks, development opportunites and supported writing sessions to support you in your journey to successful recognition. Attending this workshop is a requirement of this pathway;

- Attend the “HEA Senior Fellowship Peer Support Network” to allow you to seek peer and academic development support for mapping your practice to the UKPSF, writing your reflective Account of Professional Practice, and identifying and writing case studies;

- Attend development opportunities such as appropriate courses from the Strathclyde Teaching Excellence Programme (STEP); and

- Attend HEA Fellowship application writing days to allow you the required time and space to reflect on and write your application. These workshops are facilitated by Stuart Boon, who has expertise and experience in supporting the writing process.

Principal Fellowship

Strathclyde has no formal accredited framework for recognition at Principal fellowship, though colleagues interested in applying for this category of recognition will be supported through a D4/PFHEA peer support network. Recognition applications can be made individually through the Higher Education Academy. Information can be found at the following link,
https://www.heacademy.ac.uk/recognition-accreditation/fellowships/become-principal-fellow-hea

Please contact the recognition team at Strathclyde for further information on available support.

hea-fellowships@strath.ac.uk

6. SUBMITTING YOUR APPLICATION

Taught Pathways

On completion of the required classes, the application form shown in Appendix 4 (D1/AFHEA) or 5 (D2/FHEA) should be submitted together with your "Tracking Engagement with UKPSF" document via e-mail to hea-fellowships@strath.ac.uk We will acknowledge your application and let you know when you should expect to hear from us regarding the decision on your application.

Academic credits are awarded and D1/AFHEA and D2/FHEA awards made at the next available SPARK Examination Board (normally in September of each year).

If your application is successful, we will submit your details to the HEA and you will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is unsuccessful we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

Experiential Pathways

For experiential pathway applications you should complete the appropriate application template (found in Appendices 8, 11 and 14) and submit via e-mail to Hea-fellowships@strath.ac.uk We will acknowledge your application and let you know when you should expect to hear from us regarding the decision on your application. Review panels will take place twice per year and your application will normally be reviewed at the next scheduled panel following your submission.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

References and Referees

Applications via the experiential pathway require the submission of written references from 2 referees. Specific guidance for references and referees is in the "Guidance Notes for Referees" for each individual category of recognition (Appendices 7, 10 and 13). However, in general you should select referees who are in a position to comment on and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. If you are applying for D3/SFHEA recognition your referee should also be able to comment on your contribution to course organisation and management of teaching and/or those teaching.

You may find it useful and supportive to consider asking your ADR reviewer to provide a reference. You might also consider asking your line manager, supervisor, mentor, colleague/peer, head of department or head of teaching to provide a reference for you.

At least one of your referees should hold at least Fellowship of the HEA recognition.

The reference provided should specifically support your application and should NOT be a general academic reference.

Your referees will need to read in detail your completed application form and we also recommend that you arrange a meeting with them to review your application. It is your responsibility to identify referees, collect your references, and include them in your application.

7. ASSESSMENT OF APPLICATIONS

Associate Fellowship and Fellowship Application Assessment

Taught Route

For the taught routes at D1/AFHEA and D2/FHEA categories, assessments are based on completing and passing the assignments for the required courses. These assignments are marked by the instructor responsible for the class who is trained in making fellowship judgements and holds at least D2/FHEA recognition. Assessments are marked on a pass/fail basis and personalised feedback is provided. If a participant does not pass the class assessments at the first opportunity, then one resubmission opportunity is available. Again, the course instructor is responsible for assessment.

On completion of the required classes, the application form shown in Appendix 4 (D1/AFHEA) or 5 (D2/FHEA) together with your “Tracking Engagement with UKPSF” document (Appendix 3) should be submitted via e-mail to hea-fellowships@strath.ac.uk We will acknowledge your application and let you know when you should expect to hear from us regarding the decision on your application.

A recommendation is put forward to the next available exam board based on eligibility and assessment criteria being met. The academic external examiner for the academic programme will provide moderation for both the academic and fellowship recognition aspects of the programme, and they will hold recognition at either D3/SFHEA or D4/PFHEA category. The external examiner will review assessments and applications from a range of all submissions. At the formal examination board academic credits are awarded and D1/AFHEA and D2/FHEA awards made simultaneously. The exam board currently takes place annually in September.

If your application is successful, we will submit your details to the HEA and you will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is unsuccessful we will contact you to let you know this and provide you with feedback and support highlighting areas of good practice, areas for development, and required amendments for resubmission.

The assessment processes for D1/AFHEA and D2/FHEA are shown in figures 1 and 2 below,

Figure 1: D1/AFHEA Assessment process

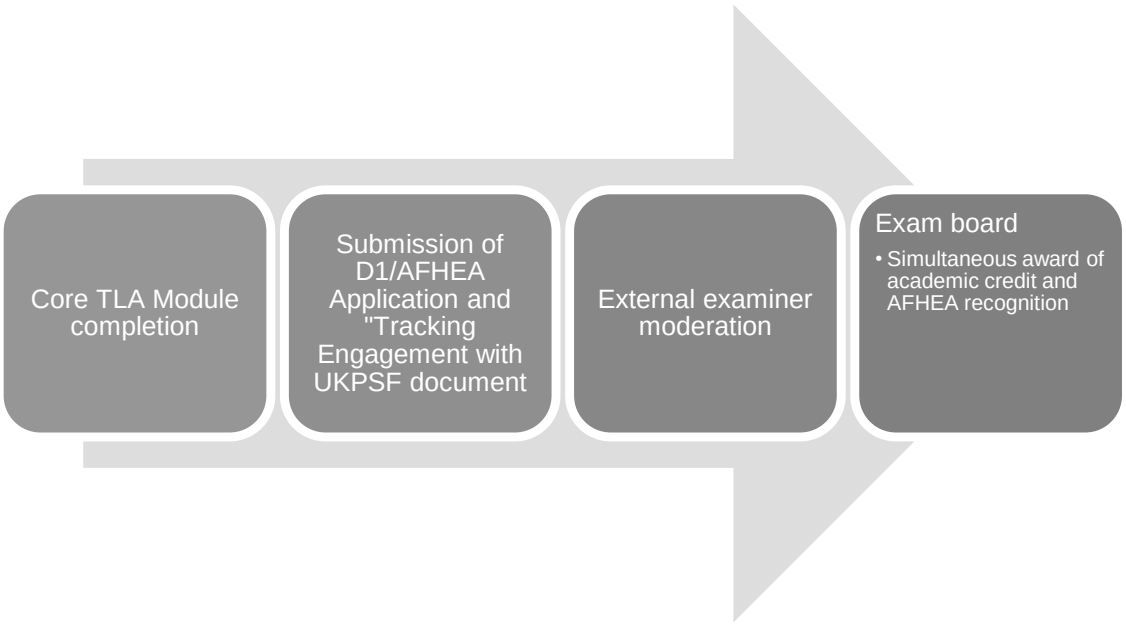
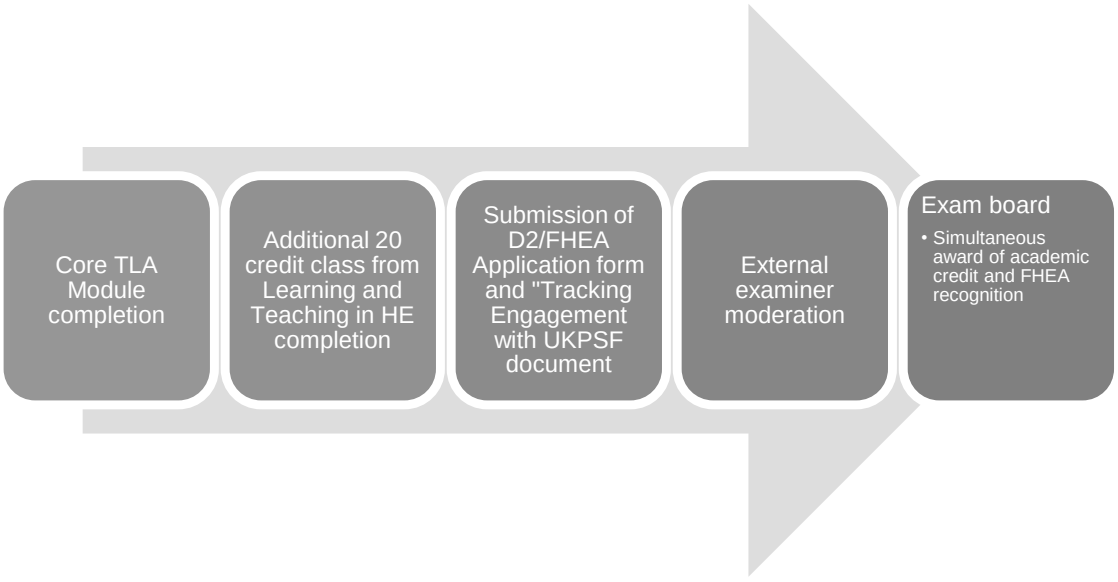


Figure 2: D2/FHEA Assessment Process



Experiential Route

Experiential applications for D1/AFHEA and D2/FHEA categories will be assessed by 2 reviewers, both holding at least Fellowship recognition, and having received structured training to support them in this role. Review panels will take place twice per year and your application will normally be reviewed at the next scheduled panel following your submission.

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. They 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.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is “referred”, we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

If your application is unsuccessful we will let you know and provide feedback to support future development.

In considering D2/FHEA applications, a review panel may recommend that a D1/AFHEA recognition award may be more appropriate. If this outcome applies to you we will contact you to explain this and discuss the options available to you.

Senior Fellowship Application Assessment

Experiential applications for D3/SFHEA will be assessed by a panel of three reviewers, including two internal reviewers each holding at least Fellowship recognition, and at least one of which will hold senior fellowship recognition, and an external reviewer, approved by the HEA who will hold at least senior fellowship recognition. This panel will meet every 6 months and your application will normally be reviewed at the next available panel following your application submission. Following your submission we will contact you to confirm that your application has been received and let you know when you should expect to hear the outcome.

The panel will review your application and look for evidence that your approach to teaching/supporting and managing 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. The panel 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 the panel will seek evidence from across your application. A critical characteristic of Senior Fellows is that they are able to demonstrate the successful coordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is unsuccessful we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

Quality Assurance

Taught Pathways

The classes required in the taught pathway for recognition are part of the Learning and Teaching in Higher Education pathway within the SPARK programme. This programme is academically validated through the University's QA governance structures, through the Faculty of Humanities & Social Sciences and Senate. An external examiner is appointed to the programme and simultaneously provides both academic and recognition moderation.

Academic appeals can be made by following the university's "Personal Circumstances & Academic Appeals Procedure" which is published on the university's website.

For fellowship recognition decisions, participants can make process-related appeals to the Chair of the Strathclyde Recognition Framework Committee. Participants cannot appeal the decision of this committee, which is final.

Experiential Pathway

Staff within the institution support the recognition pathways through acting as peer network mentors and reviewers. Staff cannot act as a reviewer for anyone they have mentored or anyone within their own faculty.

An external reviewer will participate in the review of all D3/SFHEA applications and will provide moderation for a sample of D1/AFHEA and D2/FHEA applications. The external reviewer will also be present at and contribute to meetings of the Strathclyde Professional Recognition Framework Committee.

Quality and standards of applications, and the assessment process, will be reviewed by the Strathclyde Recognition Framework Committee, who will report to Senate through the University's Learning Enhancement Committee (LEC).

An applicant can make a process related appeal to the Chair of the Strathclyde Recognition Framework Committee. Applicants cannot appeal the decision of the committee, which is final.

8. MAINTAINING GOOD STANDING AND STAYING INVOLVED

It is an expectation of all categories of fellowship that applicants continue to engage in CPD activities to to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the UKPSF).

It is recommended that applicants maintain a record of their CPD, and this will normally be reflected in the Annual Develolpment Review (ADR) process.

Following successful achievement of fellowship recognition, applicants may decide to work toward and plan their development to support the next category of recognition. Support for doing this is available and details can be found in this handbook as well as from the Academic Development team.

Applicants may wish, and are encouraged to remain involved in the Strathclyde Recognition Framework and we very much encourage you to do this. You may for example wish to remain involved as a network mentor or as a reviewer in the process. Please discuss this with a member of the academic development team.

Academic Development Support at Strathclyde

The Strathclyde Academic Development team currently offer two main programmes for staff learning and teaching development and these are as follows,

- Strathclyde Teaching Excellence Programme (STEP); and
- Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK).

Strathclyde Teaching Excellence Programme (STEP)

The STEP programme is aimed at meeting the development needs of all university staff involved in learning and teaching. This programme offers CPD provision for staff in learning and teaching and academic credit is not generally available to participants through this programme.

STEP provides an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniquest

and technologies to grow and support Strathclyde's current and future learning and teaching talent. The programme is flexible and those who engage with the programme can select their own mix of activities to meet their own needs.

In addition to a regular programme of workshops and targetted CPD, there are a number of masterclasses and challenge events within the programme as well as a series of high profile peer support networks.

The STEP programme is aligned with and mapped to the UKPSF, allowing the programme to readily be used to plan development activities to support recognition applications.

A wide range of CPD opportunities in learning and teaching are available through STEP, and further details can be found on the programme website, http://www.strath.ac.uk/hr/learninganddevelopment/step/.

Strathclyde Programme for Academic practice, Researcher development and Knowledge Exchange (SPARK)

The SPARK programme is an academically accredited programme which is available to university staff at no cost, and allows participants to achieve up to MSc level (with exit points at PgCert and PgDip) in the following areas,

- Learning and Teaching in Higher Education;
- Researcher Development;
- Knowledge Exchange; and
- Academic Practice.

The key target audience for the SPARK programme is early career academic professional staff, and the programme provides the means by which staff can obtain the required 30 academic credits required to fulfil probation requirements.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

9. CONTACT DETAILS

Programme Manager: Dr Katy Savage

Programme Administrators: Theresa James and Catherine Deeney

Contact e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 1: TEACHING LEARNING AND ASSESSMENT WITHIN THE DISCIPLINES SYLLABUS

Teaching Learning and Assessment in Higher Education

(20 Credits)

Introduction and Rationale

This class provides an introduction and overview of pedagogy in Higher Education specifically examining the areas of teaching, learning and assessment within a disciplinary context.

This class aims to support University of Strathclyde staff with a role (or interest) in learning and teaching.

The class takes place across a time period of at least 14 months to allow colleagues to be supported in their practice across a full academic cycle, and to provide time and space for development and evaluation of their own theoretically-informed approaches to teaching learning and assessment.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF), providing coverage across the framework. To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets within the relevant sections).

Aim

This class aims to provide you with the necessary pedagogical theory and practice to develop and challenge your understandings of teaching, learning and assessment in Higher Education and to engage across the dimensions of the UKPSF.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being the core class required for Associate Fellowship and Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓
A4. Develop effective learning environments and approaches to student support and guidance	✓

A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓
Core knowledge	
K1. The subject material	✓
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	✓
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	✓
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	✓
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Reflect on their current practice in teaching, learning and assessment in terms of the wider higher education context, disciplinary influences, and institutional strategies and policies [K1, K2, K3, K6, V1, V2, V4];
- Critically reflect on theoretically-informed models of pedagogy from contemporary scholarship and research concerning learning, teaching and assessment in higher education and be able to apply this to the discipline and context in which they teach, evaluating current practices and implementing appropriate enhancements [K1, K2, K3, K4, K5, V3, V4];
- Apply analytical frameworks to the discipline(s) in which they teach to identify barriers and opportunities for development and enhancement of the student experience [K1, K2, K3, K5, K6, V3];
- Learn from one another and engage in peer review of current practices; [K5, V3];
- Identify potential improvements and enhancements to current practice, including consideration of blended and online delivery formats [K2, K3, K4, V1, V2]; and
- Engage with a pedagogical community of practice which serves to enhance both the student experience and the disciplinary context [V1, V2].

To support both D1/AFHEA and D2/FHEA recognition, as well as appropriate differentiation between the two, the above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance

[A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has three assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The required assessments are as follows,

Assessment	Description
1	You will participate in a peer observation process for this class and through this will be able to engage in a peer feedback process. Your teaching practice will be observed by a peer from this class as well as by an expert peer from your discipline with experience in learning and teaching, understanding of the UKPSF, and preferably D2/FHEA recognition. Full details are available from the MyPlace page for the class. [K5; V1]
2	You should complete a series of practice and theoretically-informed reflective blogs in which you critically reflect on your approaches to teaching, learning and assessment, as well as the wider higher education context. These blogs will generally be set as consolidation activities following each formal teaching session. It is expected that each reflective blog should be approximately 300 - 500 words in length (excluding references). [K1 – K6; V1 – V4]
3	In a small group of colleagues, you will engage in a professional dialogue in which you should discuss your developing approaches to teaching, learning and assessment within your discipline using the UKPSF to frame your discussion being explicit about your engagement across the dimensions of the framework, and using the framework to explore your future development needs. A necessary output of this discussion is the submission of a reflective summary of the discussion, which should be approximately (and a maximum of) 2000 words (excluding references). [K1 – K6; V1 – V4]

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face sessions which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants are expected to complete.

This class takes place across a period of at least 14 months and comprises a series of six seminars lasting three hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

APPENDIX 2: SYLLABI FOR D2/FHEA (TAUGHT) OPTIONAL 20-CREDIT CLASSES

Course (Re)-Design

(20 Credits)

Introduction and Rationale

This module involves the evaluation of current course designs and the creation and development of new course designs which promote improved teaching, learning and assessment. The module will provide participants with the skills and knowledge required to engage in course re)design, exploring the pedagogical theories behind, and practical construction of, enhanced student learning experiences. It will draw attention to the role of technology enhanced learning in course design and will focus on students' needs and characteristics.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF). To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

This class aims to provide participants with the necessary pedagogical theory and practice to enhance student learning through effective course (re)design.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓
A4. Develop effective learning environments and approaches to student support and guidance	✓
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓

Core knowledge	
K1. The subject material	✓
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	✓
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	✓
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	✓
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Critically evaluate existing course designs for their effectiveness in delivering content and providing a positive learning experience for students [K1, K2, K5, V1, V2, V3];
- Explore both practical and theoretical opportunities and challenges inherent in teaching, learning and assessment within different course designs [K2, K3, K4, K5, V1, V2, V3, V4];
- Identify areas of teaching, learning and assessment that would benefit from enhanced designs [K1, K2, K3, K6, V4];
- Design course structures that effectively meet the needs of learners [K2, K3, K4, V1, V2]];
- Critically evaluate the developed courses for their effectiveness and suitability in meeting the designated outcomes [K1, K2, K4, V1, V2, V4]; and
- Reflect on both the development of their educational design and pedagogies which inform design [K2, K3, K4, K5, V1, V3].

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	You are required to make a 5-minute reflective diary video which examines your understandings of the role of your class within the context of the course/programme/discipline, and should make reference to concepts and theories from the course sessions. [K1, K2, K3, K5, K6, V4]
2	You should create a visual storyboard for your class (re)design and contextualise this with a 3000 word theoretical justification on educational development theories and concepts that informed your design. [K2, K4, K5, V1, V2, V3, V4]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Supervising Postgraduate Research

(20 Credits)

Introduction and Rationale

This module enables participants to engage with the professional and theoretical underpinnings and political drivers of national developments in research supervision in Higher Education (HE) in the UK. Along with these, institutional framework(s) for research and supervision will be contextualised in participants' academic disciplines.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF), providing coverage across the framework. To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

This class aims to provide participants with the necessary information and reflective activities to allow them to continue to develop appropriate attitudes and aptitudes for effective research supervision in HE.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core “Teaching Learning and Assessment within the Disciplines” class for Fellowship of the Higher Education Academy Recognition through Strathclyde’s taught route to recognition.

Specific requirements for recognition can be found in the “Professional Recognition of Teaching at Strathclyde” Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓
A4. Develop effective learning environments and approaches to student support and guidance	✓
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓

Core knowledge	
K1. The subject material	
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	✓
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	✓
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Review their understanding of effective research supervision in the institution, their discipline / professional field and in the context of national developments and developments in other disciplines / professional fields [K2, K3, K5, V1, V2, V4];
- Contextualise paradigms for research supervision in their academic disciplines [K2, K3, K5, V3];
- Assess their inter-personal skills as actual or potential research supervisors [K5];
- Identify areas for further development as supervisors including relevant sources of information on policy and practice in research supervision which they can use in their development [K2, K6, V1, V2, V3, V4];
- Explore and reflect on mentoring and coaching models as a means of motivating postgraduate research students [K2, K3, V1, V3]; and
- Explore issues regarding the viva and the academic writing process [K2, K3, K6, V1, V3].

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	You are required to produce a 5-minute reflective video diary which examines your own experiences of supervision and understandings of the disciplinary context which informs your supervisory practice [K3, K5, V4]
2	You will be offered a choice of Case Studies and you should select one for this assignment. You should write a 2000 – 3000 word academic report to argue a case for what action the University's Board of Studies should now take. You should refer to the detailed brief for this assignment. [K2, K3, K5, K6, V1 – V4]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Teaching and Learning Online

(20 Credits)

Introduction and Rationale

With an increasing number of courses being delivered online or in a blended environment, teaching staff should have an opportunity to experience being an online student and to explore pedagogical issues for their own context. Through allowing participants to experience being an online student, this class explores theoretical perspectives and supports them in developing appropriate online/blended learning environments for students within their own context and discipline.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF). To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

The aim of the module is to allow participants to experience being an online student while at the same time exploring the implications and opportunities of teaching and learning online. This will be a valuable opportunity to integrate different aspects of expertise within the Learning Enhancement Framework within the University of Strathclyde and to develop effective practice in the university's online learning platform and Technology Enhanced Learning.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓
A4. Develop effective learning environments and approaches to student support and guidance	✓

A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓
Core knowledge	
K1. The subject material	✓
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	✓
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	✓
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Engage in online course activities from a student's perspective [K1, K2, K3];
- Experience a wide range of Moodle tools and activities and other online and learning technologies [K2, K4];
- Experience and develop methods to encourage online engagement and collaboration [K2, K3, K4, V1];
- Develop understanding of and critically evaluate effective learning design for online courses and activities [K2, K3, K4, K5, V1, V2, V3, V4];
- Design online activities or classes or activities involving the use of learning technologies for online or blended learning delivery [K2, K3, K4, K5, V1, V2, V3]; and
- Evaluate the appropriateness of online and technology enhanced learning to the individual disciplinary context. [K2, K4, K5, V3]

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	Create a relevant and theoretically-informed online or blended learning environment in MyPlace for a class within your discipline. [K1, K2, K3, K4, V1, V2, V3]
2	Throughout the period of the class, complete an online blog which reflects on both your experiences as an online student and relevant literature, and how this informs design and practice. [K4, K5, V3, V4]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Leadership in Higher Education

(20 Credits)

Introduction and Rationale

This class provides an opportunity for academic professional staff to understand the context of leadership in Higher Education and the role they effect and can effect within this. Participants will examine educational theories of leadership within the Higher Education context and offer an insight into internal and external influence on this community of practice.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF). To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

The aim of this class is to provide participants with an understanding of the competing demands and complexity of perceptions of leadership in Higher Education within the UK context.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	
A2. Teach and/or support student learning	
A3. Assess and give feedback to learners	
A4. Develop effective learning environments and approaches to student support and guidance	
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓
Core knowledge	
K1. The subject material	✓

K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	
K5. Methods for evaluating the effectiveness of teaching	
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
Professional values	
V1. Respect individual learners and diverse learning communities	
V2. Promote participation in higher education and equality of opportunity for learners	
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Understand current dominant theories of leadership in education and appraise their applicability in Higher Education [K1, V3, V4];
- Examine contextual pressures and the influence of these on leadership strategies and direction within universities [V4];
- Evaluate the source of leadership for individuals within their institutional and disciplinary contexts [V4];
- Consider how theories of social learning and communities of practice influence our understanding of leadership [K1, K3, V4];
- Gain an understanding of the university processes of strategic planning and strategic management in relation to leadership [V4]; and,
- Consider the major leadership challenges which face institutions, faculties, and departments/ centres. [V4]

The above learning objectives are assessed through evidencing participation in the following area of activity,

- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a ‘pass’ grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	You are required to deliver a small group presentation lasting 10 minutes in session 3 of the course. This should address perceptions of leadership as well as drivers and influences within your discipline. [K1, V4]
2	This assignment consists of a 3000 word reflective essay which addresses your individual understanding of leadership, and your role within this, within your disciplinary and institutional context. You should refer to relevant leadership and social learning theories as well as the findings from your individual contextual discussions. [K1, K3, V3, V4]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Academic Writing
(20 Credits)

Introduction and Rationale

The module combines theoretical perspectives on academic writing with practical activities that should increase the participants' own writing output. There is a strong emphasis on contextualising writing in participants' academic disciplines, while recognising current trends towards interdisciplinary and multidisciplinary requirements for writing. Participants will be encouraged to choose a focus for this module: either their own academic writing or their use of writing activities in teaching at undergraduate or postgraduate level.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF), providing coverage across the framework. To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

The main aim is to provide a forum for participants to analyse and discuss writing in their own and other disciplines – and to write. As well as comprising a taught class, the sessions are designed to foster a Writer's Group. Participants may have a range of personal aims: for example, writing a journal article or grant proposal, or creating a curriculum intervention to support student writing. Issues of equality and inclusion with respect to both staff and student writing will be highlighted during the module.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓

A4. Develop effective learning environments and approaches to student support and guidance	✓
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓
Core knowledge	
K1. The subject material	✓
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	

Learning Objectives

Through participation in this class participants will,

- Critically reflect on what is valued in writing in their own discipline [K2];
- Contextualise and adapt frameworks for writing development within the learning and teaching environment [K1, K2, K3, V3];
- Develop an ability to give and receive feedback on writing to enhance student experience [K3, V1];
- Develop an understanding of academic literacies and their use in enhancing student writing [K1, K2, K3, V3];
- Explore strategies for individual or collaborative production of academic writing [K2, V3];
- Understand the significance of writing for learning and writing in and across the discipline. [K2, K3, K5, V1]

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	Participants will write an outline of an academic paper, or teaching intervention, or equivalent to be discussed with the tutor. The outline will include a title, headings and an introduction. The assignment will also include a commentary on the writing process involved to produce this outline and how this relates to theoretical ideas or frameworks. (2000 words). [K1, K2, K3, V3]
2	Complete the project described in Assessment 1 and present with an appropriate theoretical rationale and justification. For example, it might be a complete academic paper, with an accompanying rationale for its submission to a particular journal. It might be a set of materials for a writing intervention and an explanation of how those materials would be used. As a rough guide, this second assignment should provide at least another 2000 words; it may be more because of the requirements of the specific activity. [K2, K3, K5, V1, V3]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Developing an Inclusive Curriculum

(20 Credits)

Introduction and Rationale

Equal access to the curriculum is already highlighted in other classes in the SPARK programme. This class offers a deeper exploration of the implications of a diversity of student needs. By considering the impact of course design and policy issues on disabled or disadvantaged students, participants are encouraged to review the current and potential effectiveness of their own teaching. The class is based on the Social Model of Disability and models of Inclusion, which regard "the problem" of disability or disadvantage as rooted in the absence of provision for a diversity of needs.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF). To support this alignment, and to support staff in making links between their development, practice, the components of this class, and the UKPSF, learning objectives and assessments have been mapped to the dimensions of the framework (indicated in square brackets).

Aim

This class aims to enable participants to devise ways of improving the accessibility of the curriculum in their own contexts: through their own practices relating to course design, content, delivery, learning resources, assessment procedures and the general learning environment.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook. This handbook can be found at the following link,

This class meets the UKPSF requirements in the following areas of activity, Core Knowledge and Professional Values	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	✓
A2. Teach and/or support student learning	✓
A3. Assess and give feedback to learners	✓
A4. Develop effective learning environments and approaches to student support and guidance	✓

A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	✓
Core knowledge	
K1. The subject material	✓
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	✓
K3. How students learn, both generally and within their subject/disciplinary area(s)	✓
K4. The use and value of appropriate learning technologies	✓
K5. Methods for evaluating the effectiveness of teaching	✓
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	✓
Professional values	
V1. Respect individual learners and diverse learning communities	✓
V2. Promote participation in higher education and equality of opportunity for learners	✓
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	✓
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	✓

Learning Objectives

Through participation in this class participants will,

- Critically reflect on the nature of the subject(s) they teach and attempt to articulate the discipline's core requirements [K1, K2];
- Identify any issues that could create difficulty for some students in accessing the curriculum as it is traditionally delivered and assessed and look for opportunities to enhance the student experience [K2, K3, K5, V1, V2, V3];
- Review practices in their own departments for opportunities for adjustments that will overcome potential barriers to the inclusion of disabled and disadvantaged students [K2, K3, K5, V1, V2, V3];
- Consider the potential benefits and use of technology in supporting inclusive teaching and learning [K4, V1, V2];
- Develop and demonstrate awareness of moral and legal obligations with respect to disabled and disadvantaged people [V1, V2, V4];
- Knowledge and understanding of the implications of different needs and a range of measures that can be used to support learning needs of all students [K2, K4, V1, V2, V4].

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy,

incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has two assessments that must reach the required standard to obtain a 'pass' grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The two required assessments are as follows,

Assessment	Description
1	Consider assessment mechanisms used within your department. Identify the barriers that they may present to students and suggest suitable alternatives. (approximately 1000 words) [K2, K3, K5, V1, V2, V3]
2	Review a class within your department to determine if it is inclusive by design. Identify the barriers and develop a meaningful action plan outlining concise rationale on what needs to be done to enhance inclusivity. (approximately 3000 words) [K2, K3, K5, V1, V2, V3]

Assessment criteria are specified in the MyPlace class assessment submission link.

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

Independent Enquiry

(20 Credits)

Introduction and Rationale

This class allows participants to identify an aspect of professional relevance and to negotiate a set of learning objectives, achievement criteria and assessment procedures, allowing them the flexibility to tailor development to their own needs and requirements.

The class has been developed in close alignment with the UK Professional Standards Framework (UKPSF). To support this alignment, and to support staff in making links between their development, practice, the components of this class, participants should map their activity in this class to the UKPSF, including the agreed aims and assessment(s)).

Aim

The aim of this class is to provide participants an opportunity to examine within a theoretical context, an aspect of professional relevance to their own specific role and development needs.

The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF) and Higher Education Academy (HEA) Recognition

This class has been accredited by the Higher Education Academy (HEA) as being an optional class that can be taken in addition to the core "Teaching Learning and Assessment within the Disciplines" class for Fellowship of the Higher Education Academy Recognition through Strathclyde's taught route to recognition.

Specific requirements for recognition can be found in the "Professional Recognition of Teaching at Strathclyde" Handbook.

Participants should indicate which of the following Areas of Activity, Core Knowledge and Professional Values are covered within their Independent Enquiry	
Areas of activity	
A1. Design and plan learning activities and/or programmes of study	
A2. Teach and/or support student learning	
A3. Assess and give feedback to learners	
A4. Develop effective learning environments and approaches to student support and guidance	
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.	
Core knowledge	
K1. The subject material	

K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	
K3. How students learn, both generally and within their subject/disciplinary area(s)	
K4. The use and value of appropriate learning technologies	
K5. Methods for evaluating the effectiveness of teaching	
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
Professional values	
V1. Respect individual learners and diverse learning communities	
V2. Promote participation in higher education and equality of opportunity for learners	
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	

Learning Objectives

Through participation in this class participants will,

- Develop skills in and understanding of some of the methods of professional inquiry;
- Engage with an aspect of professional relevance in a theoretical and experiential context;
- Undertake an initiative involving inter-professional or collaborative practice in a workplace context;
- Engage in self-reflection of current practices;
- Engage in critical reflection of the outcomes of work undertaken; and
- Identify implications for future workplace policy and/or professional practice.

The above learning objectives are assessed through evidencing participation in some or all of the following areas of activity,

- Designing and planning learning activities and/or programmes of study [A1];
- Teaching and/or supporting learning [A2];
- Assessing and giving feedback to learners [A3];
- Developing effective learning environments and approaches to student support and guidance [A4]; and
- Engaging in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices [A5].

Assessment

This class is assessed on a pass/fail basis and has an assessment that must reach the required standard to obtain a ‘pass’ grade. A resubmit opportunity will be offered if a passing grade is not obtained at first attempt. The required assessment is as follows,

Assessment	Description
1	Participants should identify an aspect of professional relevance and negotiate a learning agreement in which the participant and tutor agree the aims, activities and assessment procedures for the module. Participants should produce a report (or appropriate equivalent) which should be 4000 words or equivalent. [……..]

Assessment submission dates will be posted on MyPlace. Please note that assessment deadlines and firm and fixed. Please contact the class instructor if there are mitigating circumstances that warrant consideration of an extension.

Class Format

As with other classes in the SPARK programme, this class is reliant upon the engagement of participants with all learning experiences provided. Each class uses a blended learning approach comprising face-to-face seminars which are reliant on and underpinned by pre-seminar and post-seminar activities (directed online through MyPlace) which participants must complete in advance. Each class comprises four seminars lasting four hours plus time for engagement with online and offline activities.

Recommended Readings

Your attention will be drawn to recommended readings throughout the course and MyPlace will be used for this purpose to ensure that the readings are current and updated. Readings will include policy documents, books, and journal articles.

APPENDIX 3: TRACKING ENGAGEMENT WITH UKPSF

TRACKING ENGAGEMENT WITH UKPSF

Name	

the place of useful learning
The University of Strathclyde is a charitable body, registered in Scotland, number SC015263

1. THE UK PROFESSIONAL STANDARDS FRAMEWORK (UKPSF)

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the higher education environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within higher education.

The UKPSF can be viewed in full at the following link,
https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

2. HOW TO USE THIS TRACKER

The purpose of this tracker is to support your engagement with the "Professional Recognition of Teaching at Strathclyde" (Taught) pathway to Associate Fellowship (D1) and Fellowship (D2) categories of HEA fellowship recognition, by providing a means for you to plan, develop and track your meaningful engagement with the UKPSF during your journey through the programme, and indeed beyond as you continue to develop in your learning and teaching role.

The requirements for each pathway are described in the programme handbook, "Professional Recognition of Teaching at Strathclyde"

As you progress through each class and complete the related assessments, you are asked to reflect on the assessments you complete and use this tracker to signpost your successful engagement with the UKPSF for each.

This record of your engagement must be submitted alongside each assessment you submit in support of HEA fellowship recognition so that the appropriate engagement for the relevant category of recognition can be verified by the class instructor.

In addition, this record of your engagement must be submitted with your final application for HEA Associate Fellowship (D1) or Fellowship (D2) recognition so that the appropriate engagement for the relevant category can be verified by the exam board, who will use this tracker alongside your academic assessments to judge whether the full requirements for the award of fellowship (D1/D2) have been met.

3. YOUR ENGAGEMENT WITH UKPSF

Complete the table below to signpost and reference where on the programme you have engaged in each dimension of the UKPSF and in which class and assessment this has been evidenced.

	Teaching, Learning and Assessment within the Disciplines					
Areas of Activity						
A1. Design and plan learning activities and/or programmes of study						
A2. Teach and/or support student learning						
A3. Assess and give feedback to learners						
A4. Develop effective learning environments and approaches to student support and guidance						
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.						
Core Knowledge						
K1. The subject material						
K2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme						
K3. How students learn, both generally and within their						

subject/disciplinary area(s)						
K4. The use and value of appropriate learning technologies						
K5. Methods for evaluating the effectiveness of teaching						
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching						
Professional Values						
V1. Respect individual learners and diverse learning communities						
V2. Promote participation in higher education and equality of opportunity for learners						
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development						
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice						

4. WHEN TO SUBMIT THIS DOCUMENT

This document must accompany the following submissions within the “Professional Recognition of Teaching at Strathclyde” programme,

- ***Each assessment submitted in support of HEA fellowship recognition so that the appropriate engagement for the relevant category of recognition can be verified by the class instructor.***
- ***Your final application for HEA Associate Fellowship (D1) or Fellowship (D2) (taught) recognition so that the appropriate engagement for the relevant category can be verified by the exam board; a judgement about the award of academic credit and the award of Associate Fellowship/Fellowship will be reached simultaneously***

APPENDIX 4: AFHEA TAUGHT APPLICATION

AFHEA APPLICATION (TAUGHT)

\

Name here

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1. PERSONAL DETAILS

Name	
Job Title	
Department	
e-Mail Address	
Extension	
FTE	
Time in current post	
Time in Higher Education	
Learning and Teaching Qualifications	

2. ENGAGEMENT WITH PRACTICE

Please provide a brief (max 150 words) description of your current engagement with practice (indicating how you meet the minimum requirement of at least 1 semester of relevant activity).

Start your brief description here …

3. COMPLETION OF REQUIRED COURSES

Complete the table below to confirm completion of the required courses,

Course	Start date	Completion
Teaching Learning and Assessment within the Disciplines		

4. SUBMISSION

By electronically checking the box below, I confirm,

☐ I give my permission for the University to provide the personal details included on this form to the HEA.

☐ The information contained in this form is truthful and accurate

Submit your completed application to

hea-fellowships@strath.ac.uk

APPENDIX 5: FHEA TAUGHT APPLICATION

FHEA APPLICATION (TAUGHT)

Name here

the place of useful learning
The University of Strathclyde is a charitable body, registered in Scotland, number SC015263

1. PERSONAL DETAILS

Name	
Job Title	
Department	
e-Mail Address	
Extension	
FTE	
Time in current post	
Time in Higher Education	
Learning and Teaching Qualifications	
Previous Fellowship Awards (and dates awarded)	

2. COMPLETION OF REQUIRED COURSES

Complete the table below to confirm completion of the required courses,

Course	**Start date**	**Completion**
Teaching Learning and Assessment within the Disciplines (required)		
Course (Re) Design (optional)		
Supervising Postgraduate Research (optional)		
Teaching and Learning Online (optional)		
Leadership in Higher Education (optional)		
Academic Writing (optional)		

Developing an Inclusive Curriculum (optional)		
Independent Enquiry (optional)		

3. ENGAGEMENT WITH PRACTICE

Please provide a brief (max 150 words) description of your current engagement with practice (indicating how you meet the minimum requirement of at least 1 academic year of relevant activity, including evaluation and reflection).

Start your brief description here …

4. SUBMISSION

By electronically checking the box below, I confirm,

☐ I give my permission for the University to provide the personal details included on this form to the HEA.

☐ The information contained in this form is truthful and accurate

Submit your completed application to

hea-fellowships@strath.ac.uk

APPENDIX 6: AFHEA GUIDANCE DOCUMENT

AFHEA GUIDANCE DOCUMENT

Guidance on applying for AFHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework

the place of useful learning
The University of Strathclyde is a charitable body, registered in Scotland, number SC015263

1. ASSOCIATE FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY

This guidance document provides you with an overview of the process required to apply for Associate Fellowship of the Higher Education Academy (HEA) through the experiential pathway of the Strathclyde Recognition Framework.

Associate Fellowship of the HEA is awarded to professionals who can demonstrate they meet the criteria of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

By applying to be an Associate Fellow of the HEA you will present an understanding of specific aspects of effective teaching, learning support methods and student learning, and demonstrate,

D1.I Successful engagement with at least two of the five Areas of Activity;

D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity;

D1.III Appropriate Core Knowledge and understanding of at least K1 and K2;

D1.IV A commitment to appropriate Professional Values in facilitating others' learning;

D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities; and

D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities.

The UKPSF is central to the recognition of individuals as Associate Fellows. You will need a working knowledge of its contents in order to prepare your application. A full copy of the UKPSF can be obtained from the following link,
https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

2. APPLICATION REQUIREMENTS FOR AFHEA

You should submit your application using the AFHEA Submission Template Document.

There are 2 main elements to your application and these are,

- An Account of Professional Practice (APP), 1500 – 2000 words; and
- Supporting statements from 2 referees.

3. YOUR ACCOUNT OF PROFESSIONAL PRACTICE (APP)

When preparing your APP you should consider the following,

- Associate Fellowship is based on meeting Descriptor 1 (D1) of the UKPSF and your APP is the core of your application
- Your APP is 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.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- 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.
- Provide selective examples of practice in your APP 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. 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 and the expectations of the institution in which you work. 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.
- Aim to include example(s) of your use of/commitment to the relevant Professional Values and Core Knowledge of the UKPSF throughout your APP.
- Adopt a reflective stance to your APP 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).
- 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.
- 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.

- The overall word count for the Associate Fellow APP is 1500 - 2000 words (with 2000 being an absolute limit). This is your combined evidence across the whole claim. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it.
- Any citations to publications, journals, books, websites you choose to include should be accommodated within your overall word count.
- All the experience and evidence included in your APP must relate to HE provision such as:
    - level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland;
    - level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS);
    - first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
    - level 6 or above of the Australian Qualifications Framework;
    - level 5 or above of the New Zealand Qualification Framework;
    - delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education academic frameworks.

4. EVIDENCING AREA OF ACTIVITY 1

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. For Descriptor 1, typically these might be individual activities and/or sessions in modules, courses and programmes and range from session/module design to a whole programme of study. 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; and/or

- preparing virtual learning environments.

Your account should evidence Area of Activity 1 by reflecting on,

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

5. EVIDENCING AREA OF ACTIVITY 2

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. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

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.

Your account should evidence Area of Activity 2 by reflecting on,

- The main ways in which you teach and/or support learners;
- The activities or techniques you use and why;
- 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; and
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

6. EVIDENCING AREA OF ACTIVITY 3

Area of Activity 3: Assess and give feedback to learners

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feedforward 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.

Your account should evidence Area of Activity 3 by reflecting on,

- The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
- How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;
- 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;
- 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;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

7. EVIDENCING AREA OF ACTIVITY 4

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

The definition of 'learning environments' 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.

Your account should evidence Area of Activity 4 by reflecting on,

- 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;
- Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
- How you have contributed to making the learning environment more effective for learners;
- The ways you have contributed to supporting and guiding your learners;
- Why you chose those particular strategies and how well they worked;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

8. EVIDENCING AREA OF ACTIVITY 5

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

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 scholarly activities or pedagogic research (or use others') 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?

Your account should evidence Area of Activity 5 by reflecting on,

- 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;
- How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

9. REFEREES

Your application must be supported by statements from two referees. The function of your referees is to provide an informed peer review of your eligibility for Associate 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 APP and will need to view your application to enable them to provide an effective reference.

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.

10. HOW TO APPLY

In summary, to apply for AFHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework you need to,

- Complete your APP (your reflective commentary on your chosen two Areas of Activity which includes relevant Core Knowledge and Professional Values) using the AFHEA Submission Template
- Obtain and include with your application 2 referee statements
- Submit complete application to hea-fellowships@strath.ac.uk

11. HOW YOUR APPLICATION WILL BE ASSESSED

Experiential applications for D1/AFHEA and D2/FHEA categories will be assessed by 2 reviewers, both holding at least Fellowship recognition, and having received structured training to support them in this role. Review panels will take place twice per year and your application will normally be reviewed at the next scheduled panel following your submission.

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. They 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.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is “referred”, we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

If your application is unsuccessful we will let you know and provide feedback to support future development.

12. QUALITY ASSURANCE AND APPEALS

Staff within the institution support the framework through acting as mentors and reviewers. Staff cannot act as a reviewer for anyone they have mentored.

An external reviewer will moderate a sample of D1 and D2 applications. The external reviewer will also have the right to be present at any meetings of the review committee.

Quality and standards of applications, and the assessment process, will be reviewed by the Strathclyde Recognition Framework Committee, who will report to Senate through the University’s Learning Enhancement Committee (LEC).

An applicant can make a process related appeal to the Chair of the Strathclyde Recognition Framework Committee. Applicants cannot appeal the decision of the committee, which is final.

13. MAINTAINING GOOD STANDING

It is an expectation of all categories of fellowship that applicants continue to engage in CPD activities to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the UKPSF).

It is recommended that applicants maintain a record of their CPD, and this will normally be reflected in the Annual Development Review (ADR) process.

Following successful achievement of fellowship recognition, applicants may decide to work toward and plan their development to support the next category of recognition. Support for doing this is available through this Framework and details can be found in this handbook.

Applicants may wish to remain involved in the Strathclyde Recognition Framework and we very much encourage you to do this. You may for example wish to remain involved as a mentor or as a reviewer in the process.

Academic Development Support at Strathclyde

The Strathclyde Academic Development team currently offer two main programmes for staff learning and teaching development and these are as follows,

- Strathclyde Teaching Excellence Programme (STEP); and
- Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK).

Strathclyde Teaching Excellence Programme (STEP)

The STEP programme is aimed at meeting the development needs of all university staff involved in learning and teaching. This programme offers CPD provision for staff in learning and teaching and academic credit is not generally available to participants through this programme.

STEP provides an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniquest and technologies to grow and support Strathclyde's current and future learning and teaching talent. The programme is flexible and those who engage with the programme can select their own mix of activities to meet their own needs.

The STEP programme is aligned with and mapped to the UKPSF, allowing the programme to readily be used to plan development activities to support recognition applications.

A variety of CPD opportunities in learning and teaching are available through STEP, and further details can be found on the programme website, http://www.strath.ac.uk/hr/learninganddevelopment/step/.

In addition to a regular programme of workshops and targetted CPD, there are a number of masterclasses and challenge events within the programme as well as a series of high profile peer support networks.

Strathclyde Programme for Academic practice, Researcher development and Knowledge Exchange (SPARK)

The SPARK programme is an academically accredited programme which is available to university staff at no cost, and allows participants to achieve up to MSc level (with exit points at PgCert and PgDip) in the following areas,

- Learning and Teaching in Higher Education;
- Researcher Development;
- Knowledge Exchange; and
- Academic Practice.

The key target audience for the SPARK programme is early career academic professional staff, and the programme provides the means by which staff can obtain the required 30 academic credits required to fulfil probation requirements.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

14. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 7: AFHEA GUIDANCE NOTES FOR REFEREES

AFHEA REFEREE GUIDANCE DOCUMENT

Guidance notes for referees, to support an application for AFHEA

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1. REFEREE SUITABILITY

The guidance below is designed to help you prepare your reference for an Associate Fellow applicant. 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 UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. This can be accessed in full at https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf

If you have any questions, please do not hesitate to contact the Strathclyde Academic Development team at hea-fellowships@strath.ac.uk

2. PURPOSE OF 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 Account of Professional Practice to enable you to write an appropriate reference. You may also wish to refer to the Strathclyde "Professional Recognition of Teaching at Strathclyde" handbook.

3. INFORMATION TO PROVIDE

You should be in a position to comment on 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.

You should comment directly on the content of the applicant's Account of Professional Practice, basing your reference on how the applicant meets the Dimensions of the UK Professional Standards Framework (UKPSF) at Descriptor 1. These are listed overleaf. 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 examples from this. Similarly, please comment on any innovative practice and/or contribution to developments by the applicant in teaching and learning within his/her discipline.

For Associate Fellow, the HEA expects two Areas of Activity, Core Knowledge (at least K1 and K2), and relevant Professional Values of the UKPSF to underpin the practice of those seeking recognition. Please provide examples, where appropriate, of ways in which this underpinning is apparent in the applicant's account.

4. FORMAT OF REFERENCE

There is no standard form for references but you may find it helpful to comment under the Dimensions of the UKPSF identified in the application (e.g. within the Areas of Activity). The Dimensions of the UKPSF are listed below.

It is the applicant's responsibility to collect the reference from you. 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. Please provide an electronic copy of your reference in pdf form to the applicant and ensure that it includes verifiable information, i.e. it should be written on headed notepaper wherever possible, should include your name, job title, organisation (including department if applicable), email address and preferably your signature.

We may contact you to clarify points in your reference.

5. D1/AFHEA REQUIREMENTS

Professional recognition for AFHEA recognition aligns to the Dimensions of the UKPSF and focuses on Descriptor 1:

An individual working in this category demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- successful engagement with at least two of the five Areas of Activity;
- successful engagement in appropriate teaching and practices related to these Areas of Activity;
- appropriate Core Knowledge and understanding of at least K1 and K2;
- a commitment to appropriate Professional Values in facilitating others' learning;
- relevant professional practices, subject and pedagogic research and/or scholarship within the above activities; and
- successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities.

6. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 8: AFHEA SUBMISSION TEMPLATE

AFHEA APPLICATION (EXPERIENTIAL)

Name here

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Applicants should refer to the AFHEA Guidance document for application guidance.

1. PERSONAL DETAILS

Name	
Job Title	
Department	
e-Mail Address	
Extension	
FTE	
Time in current post	
Time in Higher Education	
Learning and Teaching Qualifications	
Previous Fellowship Awards (and dates awarded)	

Note: For AFHEA only 2 of the areas of activity need to be addressed. Applicants should delete the areas of activity below that are not addressed in this application.

2. EVIDENCING AREA OF ACTIVITY 1

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

Start writing your account here …

3. EVIDENCING AREA OF ACTIVITY 2

Area of Activity 2: Teach and/or support learning

Start writing your account here …

4. EVIDENCING AREA OF ACTIVITY 3

Area of Activity 3: Assess and give feedback to learners

Start writing your account here …

5. EVIDENCING AREA OF ACTIVITY 4

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

Start writing your account here …

6. EVIDENCING AREA OF ACTIVITY 5

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

Start writing your account here …

7. SUBMISSION

By electronically checking the boxes below, I confirm,

☐ Copies of 2 references are included with this submission

☐ I give my permission for the University to provide the personal details included on this form to the HEA.

☐ The information contained in this form is truthful and accurate

Submit your completed application together with 2 references to

hea-fellowships@strath.ac.uk

APPENDIX 9: FHEA GUIDANCE DOCUMENT

FHEA GUIDANCE DOCUMENT

Guidance on applying for FHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework

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1. FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY

This guidance document provides you with an overview of the process required to apply for Fellowship of the Higher Education Academy (HEA) through the experiential pathway of the Strathclyde Recognition Framework.

Fellowship of the HEA is awarded to professionals who can demonstrate they meet the criteria of Descriptor 2 (D2) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

By applying to be a Fellow of the HEA you will present a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning. You should be able to provide evidence of:

D2.I Successful engagement across all five Areas of Activity.

D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge.

D2.III A commitment to all the Professional Values.

D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.

D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and where appropriate, related professional practices.

The UKPSF is central to the recognition of individuals as Associate Fellows. You will need a working knowledge of its contents in order to prepare your application. A full copy of the UKPSF can be obtained from the following link,
https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

2. APPLICATION REQUIREMENTS FOR FHEA

You should submit your application using the FHEA Submission Template Document.

There are 2 main elements to your application and these are,

- An Account of Professional Practice (APP), 3000 words; and
- Supporting statements from 2 referees.

3. YOUR ACCOUNT OF PROFESSIONAL PRACTICE (APP)

When preparing your APP you should consider the following,

- Fellowship is based on meeting Descriptor 2 (D2) of the UKPSF and your APP is the core of your application;
- Your APP consists of a reflective commentary on your higher education roles, responsibilities and professional experience focused on the Dimensions of the UKPSF;
- Your reflective commentary, focused around the Dimensions of the Framework and structured across the five Areas of Activity, should explain how you meet the requirements set out in Descriptor 2 of the UKPSF.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
- Your application is a claim for Fellowship and as such 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.
- Provide selective examples of practice in your APP 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.
- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- 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 and the expectations of the institution in which you work.
- 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.
- It is important you address all the Dimensions of the UKPSF. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Refer to our guidance notes on the Dimensions of the UKPSF to help support your understanding of the Dimensions
- Your APP should make clear how you apply the Core Knowledge and Professional Values to all of the Dimensions of Practice in the UKPSF and the examples of evidence across your APP. 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.

- The overall maximum word count for the Fellow APP is 3,000 words. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description.
- Any citations to publications, journals, books, websites you choose to include should be accommodated within your overall word count.
- All the experience and evidence included in your APP must relate to HE provision such as:
    - level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland;
    - level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS);
    - first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
    - level 6 or above of the Australian Qualifications Framework;
    - level 5 or above of the New Zealand Qualification Framework;
    - delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education academic frameworks.

4. EVIDENCING AREA OF ACTIVITY 1

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. For Descriptor 1, typically these might be individual activities and/or sessions in modules, courses and programmes and range from session/module design to a whole programme of study. 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; and/or
- preparing virtual learning environments.

Your account should evidence Area of Activity 1 by reflecting on,

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

5. EVIDENCING AREA OF ACTIVITY 2

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. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

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.

Your account should evidence Area of Activity 2 by reflecting on,

- The main ways in which you teach and/or support learners;
- The activities or techniques you use and why;
- 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; and
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

6. EVIDENCING AREA OF ACTIVITY 3

Area of Activity 3: Assess and give feedback to learners

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feedforward 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.

Your account should evidence Area of Activity 3 by reflecting on,

- The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
- How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;
- 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;
- 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;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

7. EVIDENCING AREA OF ACTIVITY 4

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

The definition of ‘learning environments’ 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.

Your account should evidence Area of Activity 4 by reflecting on,

- 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;
- Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
- How you have contributed to making the learning environment more effective for learners;
- The ways you have contributed to supporting and guiding your learners;
- Why you chose those particular strategies and how well they worked;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

8. EVIDENCING AREA OF ACTIVITY 5

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

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 scholarly activities or pedagogic research (or use others') 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?

Your account should evidence Area of Activity 5 by reflecting on,

- 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;
- How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
- How you incorporate other Dimensions of the Framework, for example
    - Relevant Core Knowledge that you utilised and why; and
    - Relevant Professional Values that you utilised and why.

9. REFEREES

Your application must be supported by statements from two 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 APP and will need to view your application to enable them to provide an effective reference.

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.

10. HOW TO APPLY

In summary, to apply for FHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework you need to,

- Complete your APP (your reflective commentary on the five Areas of Activity including all the Core Knowledge and Professional Values) using the FHEA Submission Template
- Obtain and include with your application 2 referee statements
- Submit complete application to Hea-fellowships@strath.ac.uk

11. HOW YOUR APPLICATION WILL BE ASSESSED

Experiential applications for D2/FHEA categories will be assessed by 2 reviewers, both holding at least Fellowship recognition, and having received structured training to support them in this role. Review panels will take place twice per year and your application will normally be reviewed at the next scheduled panel following your submission.

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. They 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.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is “referred”, we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

If your application is unsuccessful we will let you know and provide feedback to support future development.

In considering D2/FHEA applications, a review panel may recommend that a D1 recognition award may be more appropriate. If this outcome applies to you we will contact you to explain this and discuss the options available to you.

12. QUALITY ASSURANCE AND APPEALS

Staff within the institution support the framework through acting as mentors and reviewers. Staff cannot act as a reviewer for anyone they have mentored or anyone within their own faculty.

An external reviewer will moderate a sample of D1 and D2 applications. The external reviewer will also have the right to be present at any meetings of the review committee.

Quality and standards of applications, and the assessment process, will be reviewed by the Strathclyde Recognition Framework Committee, who will report to Senate through the University's Learning Enhancement Committee (LEC).

An applicant can make a process related appeal to the Chair of the Strathclyde Recognition Framework Committee. Applicants cannot appeal the decision of the committee, which is final.

13. MAINTAINING GOOD STANDING

It is an expectation of all categories of fellowship that applicants continue to engage in CPD activities to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the UKPSF).

It is recommended that applicants maintain a record of their CPD, and this will normally be reflected in the Annual Development Review (ADR) process.

Following successful achievement of fellowship recognition, applicants may decide to work toward and plan their development to support the next category of recognition. Support for doing this is available through this Framework and details can be found in this handbook.

Applicants may wish to remain involved in the Strathclyde Recognition Framework and we very much encourage you to do this. You may for example wish to remain involved as a mentor or as a reviewer in the process.

Academic Development Support at Strathclyde

The Strathclyde Academic Development team currently offer two main programmes for staff learning and teaching development and these are as follows,

- Strathclyde Teaching Excellence Programme (STEP); and
- Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK).

Strathclyde Teaching Excellence Programme (STEP)

The STEP programme is aimed at meeting the development needs of all university staff involved in learning and teaching. This programme offers CPD provision for staff in learning and teaching and academic credit is not generally available to participants through this programme.

STEP provides an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniquest and technologies to grow and support Strathclyde's current and future learning and teaching talent. The programme is flexible and those who engage with the programme can select their own mix of activities to meet their own needs.

The STEP programme is aligned with and mapped to the UKPSF, allowing the programme to readily be used to plan development activities to support recognition applications.

A variety of CPD opportunities in learning and teaching are available through STEP, and further details can be found on the programme website, http://www.strath.ac.uk/hr/learninganddevelopment/step/.

In addition to a regular programme of workshops and targetted CPD, there are a number of masterclasses and challenge events within the programme as well as a series of high profile peer support networks.

Strathclyde Programme for Academic practice, Researcher development and Knowledge Exchange (SPARK)

The SPARK programme is an academically accredited programme which is available to university staff at no cost, and allows participants to achieve up to MSc level (with exit points at PgCert and PgDip) in the following areas,

- Learning and Teaching in Higher Education;
- Researcher Development;
- Knowledge Exchange; and
- Academic Practice.

The key target audience for the SPARK programme is early career academic professional staff, and the programme provides the means by which staff can obtain the required 30 academic credits required to fulfil probation requirements.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

14. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 10: FHEA GUIDANCE NOTES FOR REFEREES

FHEA REFEREE GUIDANCE DOCUMENT

Guidance notes for referees, to support an application for FHEA

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1. REFEREE SUITABILITY

The guidance below is designed to help you prepare your reference for a Fellow applicant. 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 UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. This can be accessed in full at https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf

If you have any questions, please do not hesitate to contact the Strathclyde Academic Development team at hea-fellowships@strath.ac.uk

2. PURPOSE OF 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 Account of Professional Practice to enable you to write an appropriate reference. You may also wish to refer to the Strathclyde "Professional Recognition of Teaching at Strathclyde" handbook.

3. INFORMATION TO PROVIDE

You should be in a position to comment on 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.

You should comment directly on the content of the applicant's Account of Professional Practice, basing your reference on how the applicant meets the Dimensions of the UK Professional Standards Framework (UKPSF) at Descriptor 2. These are listed overleaf.

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 examples from this. Similarly, please comment on any innovative practice and/or contribution to developments by the applicant in teaching and learning within his/her discipline.

To achieve Fellowship, all of the Dimentions (Areas of Activity, Core Knowledge and Professional Values) of the UKPSF must underpin the practice of those seeking recognition. Please provide

examples, where appropriate, of ways in which this underpinning is apparent in the applicant's account.

4. FORMAT OF REFERENCE

There is no standard form for references but you may find it helpful to comment under the Dimensions of the UKPSF identified in the application (e.g. within the Areas of Activity). The Dimensions of the UKPSF are listed below.

It is the applicant's responsibility to collect the reference from you. 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. Please provide an electronic copy of your reference in pdf form to the applicant and ensure that it includes verifiable information, i.e. it should be written on headed notepaper wherever possible, should include your name, job title, organisation (including department if applicable), email address and preferably your signature.

We may contact you to clarify points in your reference.

5. D2/FHEA REQUIREMENTS

Professional recognition for FHEA aligns to the Dimensions of the UKPSF and focuses on Descriptor 2:

An individual working in this category demonstrates a broad understanding of effective approaches to learning and teaching 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; and
- successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

6. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 11: FHEA SUBMISSION TEMPLATE

FHEA APPLICATION (EXPERIENTIAL)

Name here

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Applicants should refer to the FHEA Guidance document for application guidance.

1. PERSONAL DETAILS

Name	
Job Title	
Department	
e-Mail Address	
Extension	
FTE	
Time in current post	
Time in Higher Education	
Learning and Teaching Qualifications	
Previous Fellowship Awards (and dates awarded)	

2. EVIDENCING AREA OF ACTIVITY 1

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

Start writing your account here …

3. EVIDENCING AREA OF ACTIVITY 2

Area of Activity 2: Teach and/or support learning

Start writing your account here …

4. EVIDENCING AREA OF ACTIVITY 3

Area of Activity 3: Assess and give feedback to learners

Start writing your account here …

5. EVIDENCING AREA OF ACTIVITY 4

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

Start writing your account here …

6. EVIDENCING AREA OF ACTIVITY 5

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

Start writing your account here …

7. SUBMISSION

By electronically checking the boxes below, I confirm,

☐ Copies of 2 references are included with this submission

☐ I give my permission for the University to provide the personal details included on this form to the HEA.

☐ The information contained in this form is truthful and accurate

Submit your completed application together with 2 references to

hea-fellowships@strath.ac.uk

APPENDIX 12: SFHEA GUIDANCE DOCUMENT

SFHEA GUIDANCE DOCUMENT

Guidance on applying for SFHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework

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1. SENIOR FELLOWSHIP OF THE HIGHER EDUCATION ACADEMY

This guidance document provides you with an overview of the process required to apply for Senior Fellowship of the Higher Education Academy (SFHEA) through the experiential pathway of the Strathclyde Recognition Framework.

Senior Fellowship of the HEA is awarded to professionals who can demonstrate they meet the criteria of Descriptor 3 (D3) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

By applying to be a Senior Fellow of the HEA you will present a *thorough* understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You should be able to provide evidence of:

D3.I Successful engagement across all five Areas of Activity.

D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge.

D3.III A commitment to all the Professional Values.

D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.

D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.

D3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

The UKPSF is central to the recognition of individuals as Senior Fellows. You will need a working knowledge of its contents in order to prepare your application. A full copy of the UKPSF can be obtained from the following link,
https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf

2. APPLICATION REQUIREMENTS FOR SFHEA

You should submit your application using the SFHEA Submission Template Document.

There are 2 main elements to your application and these are,

- An Account of Professional Practice (APP), 5000 – 6000 words consisting of
    - a reflective commentary on your higher education roles, responsibilities and professional experience;
    - two case studies outlining contributions you have made to learning and teaching in higher education which demonstrate how you have organised, led and/or managed specific aspects of teaching and learning provisions.
- Supporting statements from 2 referees.

3. YOUR ACCOUNT OF PROFESSIONAL PRACTICE (APP)

When preparing your APP you should consider the following,

- Senior Fellowship is based on meeting Descriptor 3 (D3) of the UKPSF and your APP is the core of your application. Your reflective commentary and case studies should explain how you meet the requirements set out in Descriptor 3 of the UKPSF.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
- Your application is a claim for Senior Fellowship and as such 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.
- Provide selective examples of practice in your APP 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. 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.
- Your APP should make clear how you apply the Core Knowledge and Professional Values to the evidence in your APP. This alignment of your work to the UKPSF is essential. The evidence should be incorporated across your APP in both your reflective commentary and case studies.
- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- 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.
- 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.
- A critical characteristic of Senior Fellows is that they are 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 APP.
- The overall maximum word count for the APP is 6,000 words. This is your combined reflective commentary and two case studies. It is at your discretion how you wish to split

your overall word count across the case studies and reflective commentary sections. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than the description.

- Any citations to publications, journals, books, websites you choose to include should be accommodated within your overall word count.
- All the experience and evidence included in your APP must relate to HE provision such as:
    - level 4 or above within the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland;
    - level 7 or above within the Scottish Credit and Qualifications Framework (SCQF) in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS);
    - first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
    - level 6 or above of the Australian Qualifications Framework;
    - level 5 or above of the New Zealand Qualification Framework;
    - delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education academic frameworks.

4. REFLECTIVE COMMENTARY

In preparing your reflective commentary, 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/pedagogic research 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.

5. CASE STUDIES

In this section of your application, 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.

The following are examples of case studies previously submitted by Strathclyde University applicants,

- Development and delivery of a Massive Open Online Course (MOOC)
- A mechanism to evaluate module/class and teacher performance
- BSc (hons) dissertation re-design
- Enabling students to experience and acquire global design team working skills
- Comprehensive clinical practice assessment re-design
- Design and implementation of university-wide CPD programme for learning and teaching

6. REFEREES

Your application must be supported by statements from two 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 APP and will need to view your application to enable them to provide an effective reference.

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.

7. HOW TO APPLY

In summary, to apply for SFHEA recognition through the Experiential Pathway of the Strathclyde Recognition Framework you need to,

- Complete your APP (your reflective commentary and two case studies using the SFHEA Submission Template
- Obtain and include with your application 2 referee statements
- Submit complete application to hea-fellowships@strath.ac.uk

8. HOW YOUR APPLICATION WILL BE ASSESSED

Experiential applications for D3/SFHEA will be assessed by a panel of three reviewers, including two internal reviewers each holding at least Fellowship recognition, and at least one of which will hold senior fellowship recognition, and an external reviewer, approved by the HEA who will hold at least senior fellowship recognition. This panel will meet every 6 months and your application will normally be reviewed at the next available panel following your application submission. Following your submission we will contact you to confirm that your application has been received and let you know when you should expect to hear the outcome.

The panel will review your application and look for evidence that your approach to teaching/supporting and managing 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. The panel 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 the panel will seek evidence from across your application. A critical characteristic of Senior Fellows is that they are able to demonstrate the successful coordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching.

If your application is successful, we will let you know, and then submit your details to the HEA. You will then receive an e-mail directly from the HEA informing you that recognition has been rewarded. You will be able to log into your MyHEA account to print your certificate of recognition.

If your application is unsuccessful we will contact you to let you know this and provide you with feedback highlighting areas of good practice, areas for development, and required amendments for resubmission.

In considering D3/SFHEA applications, a review panel may recommend that a D2/FHEA recognition award may be more appropriate. If this outcome applies to you we will contact you to explain this and discuss the options available to you.

9. QUALITY ASSURANCE AND APPEALS

Staff within the institution support the framework through acting as mentors and reviewers. Staff cannot act as a reviewer for anyone they have mentored or anyone within their own faculty.

An external reviewer will participate in the review of all Senior Fellowship (D3) applications and a sample of D1 and D2 applications. The external reviewer will also have the right to be present at any meetings of the review committee.

Quality and standards of applications, and the assessment process, will be reviewed by the Strathclyde Recognition Framework Committee, who will report to Senate through the University's Learning Enhancement Committee (LEC).

An applicant can make a process related appeal to the Chair of the Strathclyde Recognition Framework Committee. Applicants cannot appeal the decision of the committee, which is final.

10. MAINTAINING GOOD STANDING

It is an expectation of all categories of fellowship that applicants continue to engage in CPD activities to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the UKPSF).

It is recommended that applicants maintain a record of their CPD, and this will normally be reflected in the Annual Development Review (ADR) process.

Following successful achievement of fellowship recognition, applicants may decide to work toward and plan their development to support the next category of recognition. Support for doing this is available through this Framework and details can be found in this handbook.

Applicants may wish to remain involved in the Strathclyde Recognition Framework and we very much encourage you to do this. You may for example wish to remain involved as a mentor or as a reviewer in the process.

Academic Development Support at Strathclyde

The Strathclyde Academic Development team currently offer two main programmes for staff learning and teaching development and these are as follows,

- Strathclyde Teaching Excellence Programme (STEP); and
- Strathclyde Programme in Academic practice, Researcher development and Knowledge exchange (SPARK).

Strathclyde Teaching Excellence Programme (STEP)

The STEP programme is aimed at meeting the development needs of all university staff involved in learning and teaching. This programme offers CPD provision for staff in learning and teaching and academic credit is not generally available to participants through this programme.

STEP provides an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniquest and technologies to grow and support Strathclyde's current and future learning and teaching talent. The programme is flexible and those who engage with the programme can select their own mix of activities to meet their own needs.

The STEP programme is aligned with and mapped to the UKPSF, allowing the programme to readily be used to plan development activities to support recognition applications.

A variety of CPD opportunities in learning and teaching are available through STEP, and further details can be found on the programme website, http://www.strath.ac.uk/hr/learninganddevelopment/step/.

In addition to a regular programme of workshops and targetted CPD, there are a number of masterclasses and challenge events within the programme as well as a series of high profile peer support networks.

Strathclyde Programme for Academic practice, Researcher development and Knowledge Exchange (SPARK)

The SPARK programme is an academically accredited programme which is available to university staff at no cost, and allows participants to achieve up to MSc level (with exit points at PgCert and PgDip) in the following areas,

- Learning and Teaching in Higher Education;
- Researcher Development;
- Knowledge Exchange; and
- Academic Practice.

The key target audience for the SPARK programme is early career academic professional staff, and the programme provides the means by which staff can obtain the required 30 academic credits required to fulfil probation requirements.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

11. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 13: SFHEA GUIDANCE NOTES FOR REFEREES

SFHEA REFEREE GUIDANCE DOCUMENT

Guidance notes for referees, to support an application for SFHEA

the place of useful learning
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1. REFEREE SUITABILITY

The guidance below is designed to help you prepare your reference for a Senior Fellow applicant. 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 UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. This can be accessed in full at https://www.heacademy.ac.uk/system/files/downloads/ukpsf_2011_english.pdf

If you have any questions, please do not hesitate to contact the Strathclyde Academic Development team at hea-fellowships@strath.ac.uk

2. PURPOSE OF REFERENCE

The function of the reference is to provide an informed peer review of the applicant's work using your knowledge of their professional experience. You should be in a position to comment on and substantiate the applicant's evidence of a sustained record of effectiveness in relation to learning and teaching. This evidence may incorporate, for example, the organisation, leadership and/or management of specific aspects of learning and teaching provision.

If possible, please comment on the applicant's most recent role and responsibilities. To write an appropriate reference, please take time to read the applicant's Account of Professional Practice and comment directly on its content.

You may also wish to refer to the Strathclyde "Professional Recognition of Teaching at Strathclyde" handbook.

3. INFORMATION TO PROVIDE

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 use your knowledge of his/her work to comment on how the applicant meets the Dimensions of the UKPSF for teaching and supporting learning in higher education at Descriptor 3 (D3).

Your reference should support any claims made in relation to leadership and/or the management/organisation of specific aspects of learning and teaching provision within the context of the applicant's role(s).

Provide practical examples to support your comments wherever possible. Please comment on any innovative practice, mentoring, contribution to developments in learning and teaching at team/departmental/institutional level. Similarly, please comment on any innovative practice,

contribution to developments in organising and leading learning and teaching within the applicant's discipline.

It is expected that all the Dimensions (Areas of Activity, Core Knowledge and Professional Values) of the UKPSF underpin the practice of those recognised by the HEA. Please provide examples, if appropriate, of where and how this underpinning is presented in the account.

4. FORMAT OF REFERENCE

There is no standard form for references but you may find it helpful to comment under the Dimensions of the UKPSF identified in the application (e.g. within the Areas of Activity). The Dimensions of the UKPSF are listed below.

It is the applicant's responsibility to collect the reference from you. 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. Please provide an electronic copy of your reference in pdf form to the applicant and ensure that it includes verifiable information, i.e. it should be written on headed notepaper wherever possible, should include your name, job title, organisation (including department if applicable), email address and preferably your signature.

We may contact you to clarify points in your reference.

5. D3/SFHEA REQUIREMENTS

Professional recognition for SFHEA aligns to the Dimensions of the UKPSF and focuses on Descriptor 3:

An individual working in this category demonstrates a thorough understanding of effective approaches to learning and teaching 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, assessment, scholarship and, as appropriate, related academic or professional practices; and
- successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

6. CONTACT DETAILS

Website:

e-Mail: hea-fellowships@strath.ac.uk

APPENDIX 14: SFHEA SUBMISSION TEMPLATE

SFHEA APPLICATION

Name here

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Applicants should refer to the SFHEA Guidance document for application guidance.

1. PERSONAL DETAILS

Name	
Job Title	
Department	
e-Mail Address	
Extension	
FTE	
Time in current post	
Time in Higher Education	
Learning and Teaching Qualifications	
Previous Fellowship Awards (and dates awarded)	

2. ACCOUNT OF PROFESSIONAL PRACTICE

Start writing your account of professional practice here …

3. CASE STUDY 1

Start writing Case Study 1 here …

4. CASE STUDY 2

Start writing Case Study 2 here …

5. SUBMISSION

By electronically checking the boxes below, I confirm,

☐ Copies of 2 references are included with this submission

☐ I give my permission for the University to provide the personal details included on this form to the HEA.

☐ The information contained in this form is truthful and accurate

Submit your completed application together with 2 references to

hea-fellowships@strath.ac.uk