



Edinburgh Teaching Award Mentor Handbook

Mentoring on the Edinburgh Teaching Award

Thank you for your interest in being a mentor for the Edinburgh Teaching Award (EdTA)

The EdTA is the University of Edinburgh's route to the four fellowship categories of the Higher Education Academy, accredited by AdvanceHE; Associate Fellow, Fellow, Senior Fellow and Principal Fellow. The Fellowship scheme is a well-established route for recognising teaching, administered by Advance HE. Most participants register for the EdTA through the Institute for Academic Development but there are some local schemes in operation in different parts of the university, though all final submissions are assessed in the central EdTA panel.

Becoming a Mentor

Becoming a mentor on the EdTA provides evidence of your commitment to learning and teaching in higher education and of your willingness to share your experience, understanding and ideas with colleagues who are newer to teaching. You can become a mentor with any category of fellowship but can only mentor someone who is seeking recognition at a category equal to yours or lower.

You can reflect on and write about your mentoring as part of your own EdTA submission for Fellowship, Senior Fellowship or Principal Fellowship.

To become a mentor on the EdTA, you must hold an AFHEA, FHEA, SFHEA or PFHEA and have completed an induction session.

Once you have completed the induction session you will be asked if you prefer to work with mentees in a particular discipline or location (eg Kings Buildings) and you will be allocated a number of mentees to suit your workload and experience.

Your role as Mentor

You will be allocated a small number of colleagues to support, and it's your job to help them in 4 key areas:

1. understanding the United Kingdom Professional Standards Framework (UKPSF)
2. identifying and evidencing their effectiveness in teaching and supporting learning appropriate to their intended category.
3. compiling a record of how they have made use of teaching-related Continuing Professional Development (CPD)
4. reflecting on and writing about their teaching and development as teachers AND how they bring the professional values to life in their teaching

Getting Started as a Mentor

It is really important that you refamiliarize yourself with the UKPSF and the descriptors. You may not have done the same category as your mentee, or perhaps you achieved it through a taught route or a similar scheme in another HEI. Please also familiarise yourself with the EdTA participants'



handbook ([Appendix 1. EdTA Handbook](#)), especially if you achieved your fellowship through a taught route or at a different HEI or the Advance HE direct application.

Once you have been allocated mentees, you should:

1. arrange an initial meeting with your mentee to confirm the category that s/he is working towards and their timescale for submission
2. make sure s/he understands the differences between the categories of fellowship. It is their choice which category they decide to pursue, but you can help them to clarify the most appropriate for their role and available evidence. Remember, however, that they could work developmentally towards their preferred category through undertaking CPD and taking on new responsibilities.
3. agree the kind of support you can offer and that s/he requires. If you feel their expectations are not reasonable, contact the EdTA team for support.
4. offer ongoing written feedback on the three sections: What have you done? What have you learned? and Demonstrating your professional values as an integrated part of your academic practice?
5. help them to identify CPD opportunities
6. recommend reading and other resources
7. put them in touch with networks of supportive colleagues
8. help them to make sense of the UKPSF and to map their evidence against it

In addition, we ask you to:

- Attend training and development sessions as required
- Keep in regular contact with your mentee
- Contact iad.cpdframework@ed.ac.uk or rayya.ghul@ed.ac.uk or your local organiser if you have any questions or concerns

Giving written feedback on reflective writing

A major part of your role is to help your tutors develop a critical reflective approach to their practice and express this in writing.

- Encourage your mentees to invite you to comment on their WordPress, and not to wait until they have produced a polished piece of writing
- Suggest a manageable place to start. Some mentees find it easier to start with an introductory blog post; others prefer to begin by recording their previous CPD or teaching activity.



- Give feedback promptly: agree manageable timeframes in advance and let mentees know if there is going to be a delay
- In blog posts look for reflection rather than mere description. It can be helpful to suggest a series of prompts: (eg What did you do? Why did you do that? What were the outcomes? What went well? What didn't go well? What have you learned? How does this fit with what you have read in the research? What would you do differently next time?)
- Encourage mentees to use relevant literature to develop their thinking and practice. Share with mentees any readings that you have found helpful.
- In the CPD record, look for what they have learned and how they are using that learning
- In the 'What have you done?' section, look for examples of effective teaching, and how they know it was successful
- Encourage your mentee to make explicit links between their practice and the UKPSF.
- Read through your feedback: is it both supportive and appropriately challenging? Have you indicated where they've done well? Have you suggested how they could do better?

How are Mentors supported?

You will be invited to regular mentor updates and training and development sessions. Some Schools organise discipline-specific EdTA schemes. You are encouraged to keep in touch with other mentors in your School (see list at <http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award>) and throughout the university. If you have any questions or concerns, please contact your local EdTA organiser or Rayya (rayya.ghul@ed.ac.uk), Emily or Jamie on iadcpdframework@ed.ac.uk

Tips for mentors

Your mentee will be blogging via Wordpress; all you need to do is to publish your feedback under "comments" and s/he will be able to see it. Ask your mentee to use a different colour of text when making revisions so that you can see what has been changed.

Make sure that they write about their achievements and abilities – even if they are working in a team, they need to pull out their specific contribution.

While you can indicate where participants have done well and where they could improve, **please guard against giving a judgement on whether the submission will be successful or not.**

Attend mentor meetings and create your own mentor support networks so you can stay in touch with any changes and also share ideas with each other.

Don't forget that the EdTA core team is always an email away to support and help you!

Rayya Ghul
Academic Lead, Edinburgh Teaching Award

Rayya.ghul@ed.ac.uk



THE UNIVERSITY of EDINBURGH

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Edinburgh Teaching Award Handbook

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Welcome to the Edinburgh Teaching Award

We are delighted that you are choosing to seek recognition of your professional teaching practice or the work you do supporting learners (if you are professional services staff) through the Edinburgh Teaching Award (EdTA)

The EdTA is the University of Edinburgh's route to the four fellowship categories of the Higher Education Academy, accredited by AdvanceHE; Associate Fellow, Fellow, Senior Fellow and Principal Fellow. The Fellowship scheme is a well-established and internationally respected route for recognising professionalism in academic practice administered by Advance HE. When you achieve any category of Fellowship, you gain a way to evidence your professional practice in higher education that is increasingly recognised throughout international HE sector. You will be joining a community of over 130,000 Fellows across the globe.

The EdTA has a dedicated team of staff in the Institute of Academic Development, who will look after you through the application and submission process. We are supported across the university by trained mentors who support all participants. There are local EdTA teams supporting staff in some of the Schools as well.

Teaching and supporting learning is an important aspect of academic work and regarded as a complex practice involving knowledge, skills and values. To be effective, university teaching and support staff should engage in continuing professional development (CPD) to maintain and enhance their practice. The EdTA provides an opportunity to do this while engaging with teaching and making sense of it through reflective writing, scholarship and discussion.

“Teaching” is interpreted very broadly, to include (but not exclusively) lecturing, active learning, tutorials, 1:1 supervision, undergraduate or postgraduate, laboratory work, studio teaching, fieldwork and academic advising, both face-to-face and online. “Teaching” also encompasses less visible aspects, such as participating in course and programme teams, developing course materials, learning design and contributing to university policy. It includes the contribution to student learning made by professional services staff, such as technicians, library services and academic support.

The evidence required for recognition at the four categories is broadly similar but there are important differences in the focus of each category. As you read through this handbook, it is recommended that you initially use it to clarify the most appropriate category for you, and then use it to ensure that you are meeting the requirements for the specific category that you are working towards.

Key contacts

Rayya Ghul, Academic Lead on the Edinburgh Teaching Award

rayya.ghul@ed.ac.uk

Emily Salvesen, CPD Manager

iad.cpdframework@ed.ac.uk

0131 651 6661



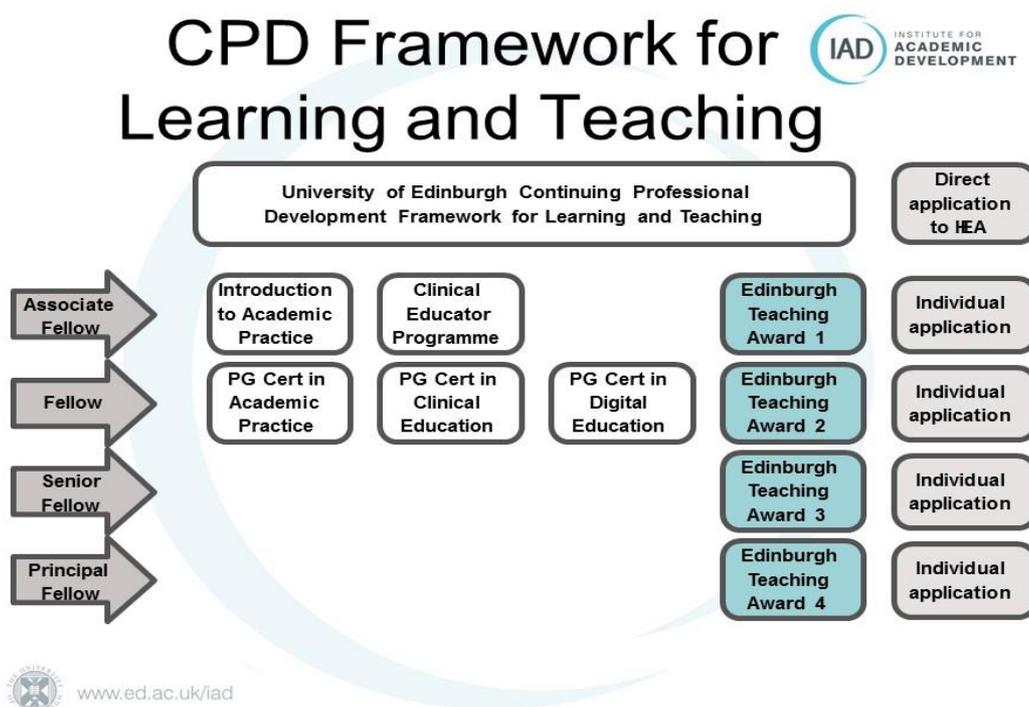
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What is the Edinburgh Teaching Award (EdTA) ?

The Edinburgh Teaching Award (EdTA) is designed to provide all staff involved in teaching and supporting learning with rich opportunities to reflect on and develop their practice throughout their careers. It is this developmental process that is at the heart of the EdTA.

The EdTA is part of the University of Edinburgh's Continuing Professional Development Framework for Learning and Teaching and is a supported route towards the four different categories of Fellowship awarded by the Higher Education Academy (HEA), the professional recognition arm of Advance HE



The University of Edinburgh CPD Framework encompasses a range of credit bearing courses and programmes as well as non-credit bearing CPD opportunities. An overview of the full CPD Framework is provided here:

<http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/cpd>

The Continuing Professional Development Framework for Learning and Teaching is part of a broader initiative within the University focused on academic and professional development



for staff linked to the University's People Strategy and Strategic plan. This covers all dimensions of an academic role and is linked to annual review, promotion, reward and recognition.

What is special about the Edinburgh Teaching Award?

The EdTA is for colleagues who want to develop and improve their teaching and/or support for learning. It provides participants with opportunities not only to gain credit for what they have already achieved, but also to plan and work towards future development. The EdTA is open to all staff within the University who have roles which relate to teaching and/or supporting learning.

Becoming a Fellow of the HEA provides national recognition of commitment to professionalism in teaching and learning in higher education. Increasingly, HEA Fellowship is being taken into account in recruitment and promotion decisions here at the University of Edinburgh and in other higher education institutions in the UK and beyond.

The EdTA has been designed to give you a format which balances ease of engagement against a worthwhile activity. We recognise that our staff are busy and have various demands on their time beyond teaching. However, we also recognise that our staff are committed, research-minded teachers and that the scheme needs to provide an authentic opportunity to develop and critically reflect on practice.

The way you demonstrate your practice is formed of three main components, which are reflected in the different elements of the final submission (see section on Evidencing your Claim below for full description of the submission tasks):

- I. Recognition of authentic teaching activities and responsibilities to learners.
All participants are expected to be engaging in some form of teaching and/or supporting learning and can demonstrate success appropriate to their role. Depending on the category of fellowship being sought, this may also include leadership roles and strategic initiatives related to learning and teaching. *Assessed through a template grid*

- II. Meaningful continuing professional development (CPD)
The EdTA encourages a developmental mindset to your practice as you work towards submission. There is an expectation that all participants will engage in a range of professional development activities. These include formal and informal courses, workshops, reading relevant literature, observation, consultation and visits. The IAD offers a range of relevant activities, but participants are encouraged to take part in development opportunities in their Schools and Colleges and in other institutions. When you come to record these for your submission, we will be looking less at "input": how



many hours you have attended, but rather on engagement and outcomes: what you have learned and how you are drawing on that learning in their teaching. *Assessed through a template grid*

- III. Demonstrating how professional values are integrated into practice
Professional values of respecting diversity, encouraging inclusive participation, knowledge-informed practice and understanding the wider context of higher education are essential to contemporary professional practice in higher education learning and teaching. You will have the opportunity to discuss these with your mentor and develop your own philosophy of teaching and academic identity. Using examples from your teaching activities and responsibilities, you will demonstrate how your professional values are integrated into all parts of your practice. *Assessed through blogs*

The United Kingdom Professional Standards Framework

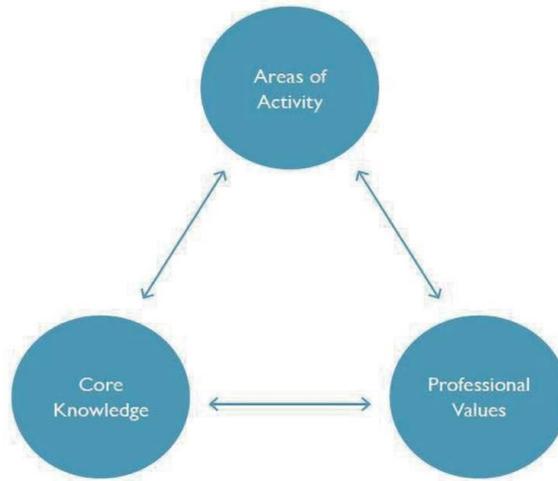
The United Kingdom Professional Standards Framework (UKPSF) provides the Higher Education (HE) sector with a flexible set of standards to describe and recognise practice. All CPD provision that is accredited by Advance HE uses these Standards as a way to calibrate provision and provide a quality standard. They guide all schemes like ours and all fellowship submissions are judged against these standards. It is therefore essential to familiarise yourself with the UKPSF and the particular descriptors related to the category for which you are seeking recognition.

The full UKPSF can be found here:

https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

Broadly speaking, the UKPSF outlines three main Dimensions of Practice: Areas of Activity, Core Knowledge and Professional Values.





Apart from Associate Fellowship, all applicants for fellowship must demonstrate equal engagement across all three Dimensions to be successful. Full details of the requirements for each category of fellowship is found below.

In order to discriminate between categories, the UKPSF also provides Descriptors which outline the expectation for practice for each category.

Descriptor 1 (D1) = Associate Fellowship

Descriptor 2 (D2) = Fellowship

Descriptor 3 (D3) = Senior Fellowship

Descriptor 4 (D4) = Principal Fellowship

The Four Categories/Descriptors in Detail

There is a reason that we use the word ‘category’. It is easy to imagine that the four Descriptors are akin to ‘levels’ and in some ways they do build on each other. However, the categories actually relate to the point in time when you are seeking recognition and the role and responsibilities you have. If, for example, you have been previously in a role where you had a lot of leadership responsibilities, but for a couple of years you have been focusing on research and your teaching is limited to teaching on a few courses, it is more appropriate for you to be seeking recognition as a Fellow than a Senior Fellow. You may be a research-focused Professor with years of experience, but you only give two or three lectures a year now and supervise one or two PhD students and it would be appropriate for you to seek recognition for Associate Fellowship rather than Principal Fellowship.

Understanding this can help you to determine the most appropriate category of fellowship for you and also prevent you from feeling that you should be aiming for the ‘highest’ category.



D1: Associate Fellowship (AFHEA)

Associate Fellowship is designed to recognise people whose teaching responsibilities are limited to some teaching and/or learning support. You are likely to either be early career researchers or someone with a limited teaching portfolio. Technicians, learning technologists and other staff who support learning are also usually represented in this category although, depending on level of engagement with learning, many professional services staff can consider seeking recognition for any of the other categories.

Because of this more limited engagement, the AFHEA looks for evidence for only two of the five Areas of Activity. For example, perhaps you have not yet designed any new learning activities (A1), but you have experience of tutoring in small groups (A2) and you contribute to marking and giving feedback (A3).

Similarly, you are required to demonstrate understanding of only 2 of the 6 areas of Core Knowledge. These are your knowledge of your own discipline or subject area (K1) and appropriate methods for teaching, learning and assessing (K2).

It is important that you show how you bring all 4 of the Professional Values to life in your teaching, although some can be in more depth than others, depending on the opportunities within your role. How do you show respect for all students (V1)? How do you promote participation (V2)? How do you draw on your reading of research and other ways of learning about teaching and learning (V3)? Finally, in what ways do you pay attention to what's going on in the world beyond the university, and help your students to prepare themselves for that world (V4)? Your experience should have taken place in the three years prior to submission.

In summary, Associate Fellows have some understanding and experience of *specific* aspects of learning and teaching in higher education. For the full descriptor, see Descriptor 1, p4 https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_frame_work.pdf

D2: Fellowship (FHEA)

Fellowship is designed to recognise effectiveness for people in more substantive teaching and supporting learning roles. For example, you may be an established member of one or more academic and/or academic-related teams. You might be an early career academic, or professional services staff holding substantive learning and teaching responsibilities. There is an expectation that you are familiar with all parts of the learning, teaching and assessment process from designing a curriculum to ensuring you meet your Quality Assurance and Enhancement responsibilities. For professional services staff, this could mean supporting others to carry out these roles effectively, rather than doing them yourself.

In order to gain FHEA, you need to provide evidence in all parts of the UKPSF and demonstrate an integrated approach to your teaching. Your experience should have taken place in the five years prior to submission.



In summary, Fellows have a *broad* understanding and experience of learning and teaching in higher education.

For the full descriptor, see Descriptor 2, p5

https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_frame_work.pdf

D3: Senior Fellowship (SFHEA)

Senior Fellowship is designed for individuals who are able to provide evidence of a sustained record of effectiveness in relation to teaching and learning and can demonstrate influence on the practice of others. You are probably an experienced member of staff who has responsibility for organising, leading and/or management of specific aspects of teaching and learning. You may also be an experienced mentor and support staff new to teaching. You may have taken lead of a project or initiative to change and enhance a particular area of learning and teaching and can evidence the impact it has had. If you are a professional services colleague you are likely to be leading of team who support learning, teaching and assessment and may be responsible for substantial input to the curriculum design and delivery of programmes across a Department, School or College.

To be recognised as SFHEA, it is essential to meet Descriptor 3.vii so you will need to show that you are having an impact on the teaching knowledge, practice and values of others. You might do this through co-ordination, support, supervision, management and/or mentoring of individuals and teams. Your experience of D3.vii should have taken place in the five years prior to submission. Your experience of D3i-vi can be earlier as you are evidencing a sustained engagement with learning and teaching, but it is important that your leadership activities are still directly related to student learning, outcomes and experience in HE.

In summary, Senior Fellows have a *thorough understanding and a sustained record of effectiveness* in relation to learning and teaching in higher education. Senior Fellows must demonstrate how their thorough understanding of effective approaches to teaching and learning support leads to high quality student learning as a result not only of their own teaching and learning practices but *also as a result of their influence on the practices of colleagues* across the UKPSF dimensions through co-ordination, support, supervision, management and mentoring.

For the full descriptor, see Descriptor 3, p6

https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_frame_work.pdf

D4: Principal Fellowship (PFHEA)

Principal Fellowship is designed for people who have undertaken a strategic role in one or more aspects of academic practice which has had a demonstrable impact on high quality student learning and engagement. You are likely to be a highly experienced and/or senior staff member who has strategic leadership responsibilities within the institution and may be involved in change projects and/or policymaking. Your work may also influence colleagues in other institutions or the HE sector.



PFHEA is a challenging and highly distinctive category of Fellowship. You need to convince the panel that you have worked with students, staff and institutions to champion all dimensions of the UKPSF. You need a track record of successful strategic leadership. You must have been influential in policymaking in relation to teaching quality. You are likely to have a highly visible role beyond your own institution and (inter)nationally, although this is not necessary if you can demonstrate that your strategic impact within your School or College has significant reach and impact. You must give concrete examples of how you have championed an integrated approach to academic practice. As well as supporting and promoting others, in addition you must provide evidence of engagement in your own professional development.

In summary, Principal Fellows are highly experienced and can provide evidence of *sustained and effective strategic leadership and impact* in relation to learning and teaching within the institution and/or across the sector and (inter)nationally.

For the full descriptor, see Descriptor 4, p7

https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

Evidencing your claim for fellowship

The EdTA evidence is presented on a personal WordPress site. This site is visible only to you, your mentor, EdTA administrative staff and then the assessors when you mark it ready for submission.

Your personal WordPress site comprises four sections:

1. **What have you done?** (WordPress template)

This section records key evidence for the Areas of Activity (A1-A4). A5 is evidenced by your record of CPD in section 2: "What have you learned and how has your learning informed your teaching?"

If you are seeking Associate Fellowship (AFHEA), you are only required to evidence two, so choose the two for which you have the best evidence.

For each Activity you should select one or two good concrete examples of what you have done **along with some form of evidence of effectiveness**.

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

A3 Assess and give feedback to learners



A4 Develop effective learning environments and approaches to student support and guidance

This could include:

- your teaching activities of all kinds, including lecturing, tutoring, Personal Tutoring, 1:1 supervision; for SFHEA, this should include what you have done to influence the teaching practice of other colleagues. For PFHEA this should address what you have done in strategic leadership, establishing policy and championing teaching and learning.
- Evidence of effectiveness e.g. formal and informal evaluations of your work, pedagogical research, awards and commendations.
- your roles and responsibilities, both formal and informal
- your distinctive contribution, innovations, improvements, creativity
- examples of effective teaching

NB It is important that the Activities you include took place no more than 5 years before your submission. Activities from earlier can be included as long as you can demonstrate continuing active engagement or development. At least some of your Activities should have taken place in the past year.

Keep your examples brief – around **50 words per cell in the table**. You can expand on them in section three.

2. What have you learned and how has your learning informed your teaching?

(WordPress template)

Use this template to record specific CPD activities (appropriate for your chosen category) you have undertaken against the Core Knowledge and how you have put them in practice, plus evidence of effectiveness/impact:

If you are seeking AFHEA, you are only required to evidence K1 and K2, though you are welcome to complete others.

K1 The subject material

e.g. Your own learning of subject/discipline, keeping up to date with your field

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

e.g. Teaching, learning and assessment types – general and discipline specific, teaching at different SCQF levels, styles of supervision, face-to-face, online

K3 How students learn, both generally and within their subject/ disciplinary area(s)



e.g. Theories of HE learning, assessment for learning, specific learning or study skills in your subject

K4 The use and value of appropriate learning technologies

e.g. virtual learning environments, Turnitin, educational software, digital simulation, digital resources

K5 Methods for evaluating the effectiveness of teaching

e.g. class and programme evaluations, peer observation of teaching, involvement in pedagogic research,

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

e.g. understanding of and/or involvement (appropriate to role) in Boards of Study, accreditation, revalidation, subject benchmarking, Quality enhancement,

To evidence your Core knowledge you can include CPD activities of all kinds:

- formal and informal courses and workshops you have taken part in
- on-the-job-learning
- feedback you have received from students, colleagues and externals
- experiences of observing/being observed
- reading about learning and teaching
- drawing on research into learning and teaching
- carrying out research into your teaching/learning support work
- taking part in teaching and learning conferences
- participating in teaching networks
- keeping up-to-date with your subject/discipline knowledge

NB It is important that the CPD activities you include took place no more than 5 years before your submission. At least some of your CPD activities should have taken place in the past year.

Keep your examples brief – around **50 words per cell in the table..** You can expand on them in section three.

3. Demonstrating your Professional Values (as an integrated part of your practice)

Using the WordPress blogging tool on your personal site, you should provide a series of reflective blog posts to demonstrate how the Professional Values are integrated



into your academic practice. All categories of fellowship must demonstrate engagement with all four Values, although for D1, they need not be tackled in equal depth.

V1 Respect individual learners and diverse learning communities

e.g. How do you ensure your practice is inclusive and non-discriminatory, particularly for students with [protected characteristics](#), international and culturally diverse students, students with diverse learning needs and/or student with lower social preparedness for HE?

V2 Promote participation in higher education and equality of opportunity for learners

e.g. How do you ensure accessibility to resources, work to engage and retain students or encourage access to the university or transitions of study?

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

e.g. Show your sources of pedagogical research, scholarship through citations in your blogs and expand on how you use CPD to enhance practice.

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

e.g. Coping with external events that affect students, responding to external drivers such as changes in government policy, economic and employment trends, regulatory bodies

Your blogs give you an opportunity for you to expand on the examples in your templates and it is a good idea to use the examples from your Areas of Activities, although not essential (and you can bring in new Activities). Your template for Core Knowledge provided evidence mainly for engaging with A5 (CPD) so in the blogs, you demonstrate how you use your Core Knowledge for pedagogic reasoning, i.e. how your reflective practice informs your decisions for learning, teaching and assessment. Your professional Values should be threaded through and brought to life in all your blogs.

What is meant by ‘evidence’?

The wording of the UKPSF looks for ‘successful engagement’, which implies that you should be providing not only evidence of what you have done, but also that it was effective. For D3 and D4 you should be considering including some strong evidence of impact. Evidence can be descriptions of activities and your reasoning behind them, but you can also include images, attach documents or hyperlinks to relevant websites to strengthen evidence of effectiveness and impact. You can include quotes from staff or students from UoE or other HEIs and where relevant, quantitative data can be presented.

Signposting the Dimensions



Some people like to indicate which parts of the UKPSF are being met throughout their blogs by putting the descriptors in brackets. E.g. *“I have been reviewing the assessment tasks for my course as I am concerned that they may not adequately meet the course learning objectives (A3, K5).”* This is not necessary. Instead, please indicate which descriptors are covered in each blog at the top of the blog, beneath the title

. This could be helpful for you to review and ensure that you have covered all required parts of the UKPSF equally.

In summary, taken together, your blogs should:

- cover all required descriptors of the UKPSF in equal depth
- integrate your teaching experience, your CPD and your professional values
- explore some topics in more depth
- critically evaluate your teaching practice
- evaluate your knowledge and understanding of learning and teaching
- reflect on the development of your academic identity
- identify your future development needs

Each category has a specific word count requirement and we suggest this as a guide to how many blogs we would expect to see. If you exceed the word count by more than 10% your claim is likely to automatically be referred for resubmission. Citations are not included in your word count.

Descriptor	Number of blog posts	Total number of words
1 (AFHEA)	3	1,400
2 (FHEA)	6	3,000
3 (SFHEA)	8-12	6,000
4 (PFHEA)	12-14	7,000

4. Supporting Statements (References)

Along with the final submission, you need to provide the number of supporting statements set out in the table below. Your referee should normally be at minimum Fellows of the HEA and be able to comment on your teaching or support for learning in higher education. For the EdTA, you may use statements from colleagues that know your work in teaching and supporting learning; the preference is that they have a category of Fellowship of the HEA but this is not mandatory. You should collect your own references and submit them within the “Letters of support” section of the Wordpress site.

Guidance notes for referees and advocates are provided in pages 23 and 24 of the EdTA Handbook.

Normally mentors do NOT provide references for their own mentees.



Level 1 - Associate Fellow	1
Level 2 - Fellow	2
Level 3 - Senior Fellow	2
Level 4 – Principal Fellow	3*

* for Principal Fellow you must provide 3 advocate statements, of which one must be from someone external to your institution, one must be from the University of Edinburgh and one must be someone whose practice you have influenced.



What kinds of examples can you use?

Below are some examples of the kinds of activities and evidence of success you might present in each category.

These examples relate to Assessing and Giving Feedback (A3) and come under the heading of “RECORDING WHAT YOU HAVE DONE.”

Area of Activity	What have you done? (Some examples of activities appropriate to each category)	What have you done to influence colleagues' practice?	What have you done in terms of strategic leadership, policymaking, championing of the Dimensions and championing the integration of academic practice?	Evidence of success (Some examples appropriate to each category)
A3 Assessing and giving feedback to learners	AFHEA For the past two years I have each year marked and provided written feedback on up to 15x2,000 word essays for 1 st year students on the “introduction to Australian poetry” course.	N/A	N/A	AFHEA All marked and returned on time. Several students commented on the usefulness of the feedback.
	FHEA I redesigned the ‘Developing a Therapeutic Relationship course on the Masters in Counselling and Psychotherapy.	N/A	N/A	FHEA The External Examiner commended the innovative use of video and peer feedback in both the teaching and assessment.
	SFHEA I reviewed the assessment diet across the BSc Nursing programme to ensure the range, type and timing of assessment met the NMC requirements as well as supporting student success	SFHEA I was subsequently asked to conduct a review across all the Nursing programmes across all levels	N/A	SFHEA External Examiner commended the assessment processes at the Exam Boards. NSS scores raised from 68% to 81% satisfaction for Assessment



	<p>PFHEA I lead on equality, diversity and inclusion within the College. In this role I audit EDI practice across the College and report directly to the central EDI Committee. I ensure that the UoE strategic aims are translated into College activities.</p>	<p>PFHEA I arrange and run an series of training events throughout the year for colleagues on different topics</p>	<p>PFHEA I chaired the international working group on global equity in assessment and qualification (GEAQ).</p>	<p>PFHEA One of the recommendations of the group was to create a Global Qualifications Framework, with a special emphasis on supporting the integration of African universities into the international HE community. I was invited to speak about the GQF at international conferences held in Cape Town (2017) and Stockholm(2018).</p>
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These examples relate to appropriate methods for teaching (K2) and come under the heading of “RECORDING WHAT YOU HAVE LEARNED.”

Core Knowledge	What CPD events or activities have you taken part in?	What did you learn?	How has this learning informed your practice?
K2 Appropriate methods for teaching, learning and assessing	<p>AFHEA I attended an IAD workshop on effective groupwork</p>	<p>AFHEA Most importantly, I gained insight into some of the reasons why students may be reluctant to engage in groupwork, and things that can help.</p>	<p>AFHEA I have tried out starting off with a low-stakes icebreaker;paired discussion before opening up to the whole group; and giving clear rationales for group activities.</p>
	<p>FHEA I took part in the PGCAP course, “Engaging Students in Autonomous Learning.” I completed the assignment and was awarded a PASS.</p>	<p>FHEA I revised my previous understanding of autonomous learning as “learning by yourself.” I now see it as a process of taking more responsibility for learning, whether that be with a teacher, with peers or through using books and other resources.</p>	<p>FHEA I have incorporated a whole range of activities into my teaching, including concept-mapping, provocative images, thinking breaks and “graffiti” debates.</p>



	<p>SFHEA I took the opportunity to shadow a colleague in a different part of the university a day a week for 2 months.</p>	<p>SFHEA I learned about my "shadow" colleague's roles and responsibilities,</p>	<p>SFHEA I have embarked on a joint PTAS-funded project with my "shadow" colleague, looking at misrecognition and miscommunication in the university and the impact on the student experience.</p>
	<p>PFHEA I took responsibility for carrying out research on hybrid teaching to inform the Curriculum Transformation Project. I interviewed key players in other HEIs who had carried out similar projects.</p>	<p>PFHEA I was able to present various models of hybrid teaching and their pros and cons as well as evaluating their suitability against our strategic plans and University Value</p>	<p>PFHEA I used the findings to shape strategy and guidance around a Hybrid teaching model for the University. The Edinburgh Model has been shared across the sector, with significant interest from universities in Africa.</p>



Exemplars

There are exemplars of previous successful claims on the EdTA WordPress site that can give you an idea of what is expected from the blogs.

Critical Reflective writing

Reflecting on our experiences is something all of us do to some degree. As academics and professionals within higher education there is an expectation that within our discipline we will, through the process of higher study, have developed the ability to engage deeply in thinking about the validity, reliability, implications and application of knowledge. It is likely that through this process we have had new insights and, through a research process, created new knowledge. We are familiar with the need for critical thinking in order to succeed in this process.

Critical reflection on practice is merely an extension of this process where you turn this critical enquiry on to your own professional area of work. Just as you used critical thinking to develop your subject knowledge, discipline skills and values, you use your critical reflection to develop your knowledge, skills and values in academic practice.

- Start with something manageable. Some people find it easier to start with an introductory blog post; others prefer to begin by recording their previous CPD activities (“What I’ve learned”) or examples of effective teaching (“What I’ve done”).
- Ask your mentor for feedback on early drafts: don’t wait until you have produced a polished piece of writing
- Remember you need to write in all three sections of your submission:
 - i) What have you done and how do you know it was successful?
 - ii) What have you learned and how has your learning informed your teaching?
 - iii) How do you make sense of your practice and development and how have you brought the values to life in your teaching?
- In blog posts reflect on what you have done and learned rather than merely describing it. It can be helpful to use a series of prompts: (eg What did I do? Why did I do that? What were the outcomes? What went well? What didn’t go well? What have I learned? How does this fit with what I have read in the research? What would I do differently next time?) Show that you understand the professional values and give concrete examples of how you have demonstrated them in your teaching.
- In the “What have I done?” section, give examples of successful teaching, and how you know it was effective
- In the “What have I learned?” section, say what you have learned and how you are using that learning. Try to be specific, rather than general.
- Make explicit links between what you have done and the UKPSF.



- Show your mentor clearly where you have made revisions eg by using a different colour for new text.
- Pay attention to your mentor's feedback: where does s/he think you have done well? What suggestions has s/he made for improvement?

We strongly recommend that you put all work directly into your WordPress site from the outset rather than using a separate word processor and then transferring it in. Your draft is private and your mentor will visit it and give ongoing feedback when you request it.

Expectations of those participating in the Edinburgh Teaching Award

To remain enrolled in a category of the Edinburgh Teaching Award, you will be expected to show ongoing progress in your work for the award. The minimum commitment is that you provide your mentor with two pieces of work every 3 months. These could be, for example: draft blog posts; or short accounts of what you have done and/or what you have learned. If this timescale is sometimes problematic for you, perhaps because you are on fieldwork, please negotiate a change to this pattern with Rayya Ghul. If your ongoing work is missing without an extension being agreed with Rayya Ghul then you will be issued with an email reminder. If ongoing progress is still not apparent after one month from the reminder then we will assume you have left the Award.

It would be really helpful if you would let us know if you find you are unable to continue with the Award for any reason as we are beginning to build up waiting lists of colleagues who would like to participate.



Final submission to the EdTA Panel

When you are ready to submit, your WordPress site will be made available to Assessors from the EdTA Panel. Email iad.cpdframework@ed.ac.uk when you know what panel you are going to submit for (dates on the Edinburgh Teaching Award webpage) and you'll be given final instructions on how to complete submission.

The Edinburgh Teaching Award Panel

Your final submission will be judged by members of the Edinburgh Teaching Award Panel. A minimum of four members of the panel will meet to form each adjudication panel. If the participant's mentor is on the panel they will not be involved in judging their mentee's submission. At any given time, the full panel will include:

- One external member who has at least SFHEA.
- A member of staff from the Institute for Academic Development.
- One or more further Fellows (or higher) of the HEA from within the University.
- One Principal Fellow.

The requirements for each category are as follows:

Category of Fellowship	Number of panel members	Additional requirements
AFHEA	2	
FHEA	2	
SFHEA	2	Senior Fellowship judgements will be made by a minimum of two suitably trained and experienced reviewers, with at least one having SFHEA (the other having FHEA as a minimum).
PFHEA	3	Principal Fellowship judgements will be made by a minimum of three suitably trained and experienced reviewers, each recognised as minimum SFHEA, one of whom must be external to the institution and one of whom must be recognised as a PFHEA.

The panel will respond to your submission with one of the following:

- Award granted



- Provisional award subject to submission of minor additional evidence
- Refer for resubmission with amendments for same category of Award
- Exceptionally, advise restarting a different category of Award.
- For Fellowship only, in exceptional circumstances the panel can award Associate Fellowship instead of a referral with the permission of the claimant.

You can make one resubmission for each category of the Award. If you are required to make a resubmission, you and your mentor will be given clear instructions regarding:

- Further evidence required (eg 1 additional blog post providing evidence of V4)
- Approximate wordage (eg 300 words approx.)
- Date of resubmission (this may be the following panel in 3 months' time; alternatively, you may be advised to gain more experience over 6 or 12 months before resubmitting).
- How to resubmit (this will usually be via WordPress)
- Who to contact for additional support (this will usually be a panel member)

Note that **for PFHEA only**, the panel may request a face-to-face or online interview to clarify their understanding of the candidate's achievements and impact. A Principal Fellow applicant will be invited to attend an interview if one or more of the following apply:

- The panel members require more evidence in order to make an award
- The panel members require clarification in order to make an award

The purpose of the interview will be to clarify the evidence supplied in the submission, and/or provide additional evidence. Evidence from the interview can only enhance the written submission; it cannot detract from what has already been evidenced. The format will be an interview of up to 45 minutes, with the panel members who reviewed the original submission. Training for the interview process will be offered during panel development sessions. The participant will be informed of the outcome of the interview in writing. Should the outcome of the interview be unsuccessful, the participant will be advised, following discussion with their mentor, to:

- resubmit in the PFHEA category, including clearly specified additional evidence
- submit in a different category

A time-scale for resubmission may be specified in order to allow for the collection and recording of further evidence.

If you are unsuccessful after that point you will need to restart that category from the beginning.



Appeals and special circumstances

It is your responsibility to notify Rayya Ghul of any circumstances beyond your control that may have had a significant adverse impact on your EdTA submission. This should be done as soon as possible, and in any event, before the Award Panel makes a decision.

If you are unhappy with the way in which the adjudication was carried out, you may have grounds for appeal. Please note that the appeal can only be about the adjudication process, not the decision of the panel. For further details of how to appeal and grounds for appeal please see the Edinburgh Teaching Award web pages:

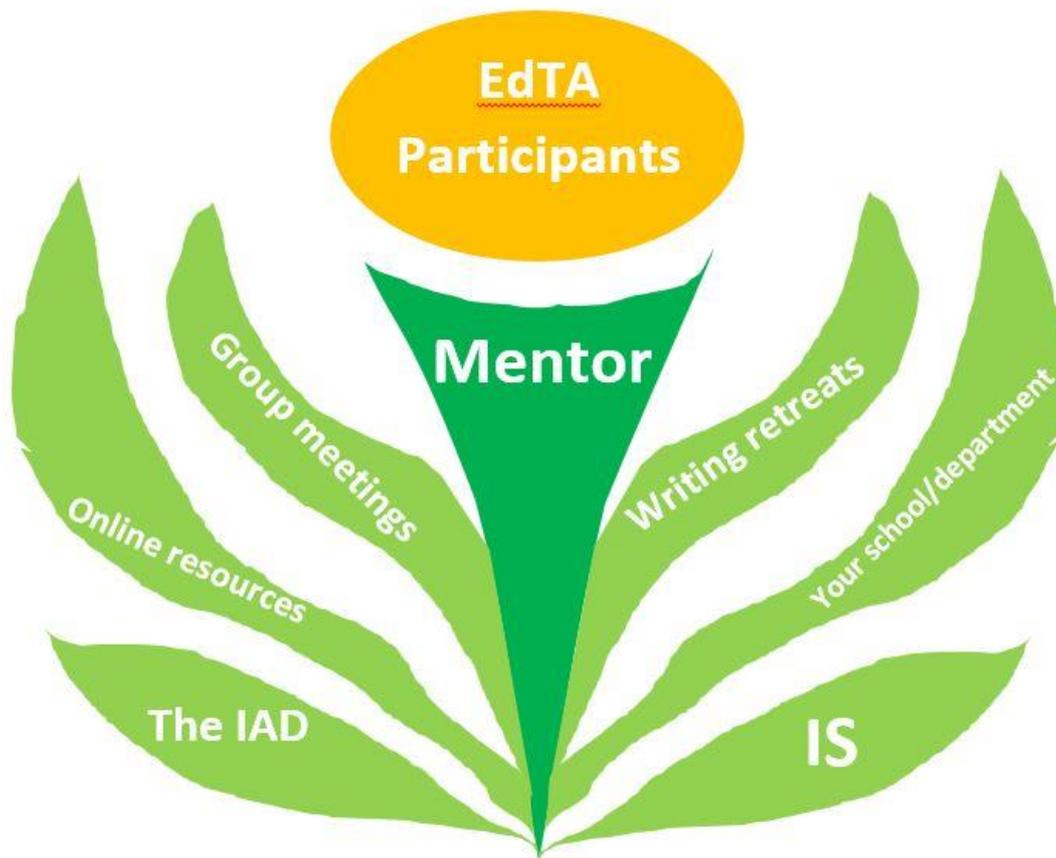
<http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award>

What happens if I leave the University?

If you gain another position at a different University and have been unable to complete your EdTA before you leave, we are unable to support you – our mentors and staff need to prioritise those who are staff or doctoral students at the University of Edinburgh. You will have access to your own copy of your WordPress posts if **you** make a copy. EdTA WordPress is within the EASE protected University of Edinburgh system and protected by University of Edinburgh Computing Regulations and Security, so you would be unable to access this if you were not a member of staff or a student. A majority of UK higher education institutions are members of Advance HE, so your work may be used in an accredited provision in your new institution. This is also true of a number of globally based higher education institutions, so worth investigating before you start a new role.



How are EdTA participants supported?



1. Mentors

Each participant is allocated an individual mentor, who supports their progress and gives feedback on their work. Mentors have the same or higher category of fellowship as their mentee and work with them to help identify what matters to them about how they teach and support learning and what CPD opportunities make most sense in their context. Mentors receive initial training and ongoing support and development as well as regular updates.

Sometimes it happens that a mentor and mentee find it difficult to work together either for practical reasons to do with diaries or because they have rather different perspectives on the process. This being the case it is fine to contact Rayya Ghul to request a change in mentor

2. Institute for Academic Development

On the MyEd events booking channel (and on the IAD website – www.ed.ac.uk/iad/learning-teaching) you will find information about IAD events, resources and networks that are relevant to the EDTA. In particular, the “Practical strategies for.....” series includes short workshops on a range of learning and teaching topics.



The EdTA is supported by Rayya Ghul, Emily Salvesen and Jamie O'Donaghue. If you cannot find what you need, or would like to discuss any aspect of the EdTA, please contact us: iad.cpdframework@ed.ac.uk

3. Group Meetings

All participants are invited to regular group meetings usually three times a year. These meetings are not mandatory, but can be a valuable source of support, advice and ideas. Each meeting usually includes time for questions and discussion, a short reading or activity and a period of quiet time set aside for writing. Mentors are welcome to attend these meetings.

Some mentors and mentees organise their own small group meetings for mutual support, discussion and/or writing.

4. Writing Retreats

Writing retreats are offered at least twice a year. These retreats offer protected time and space to write in the company of other EdTA participants.

Some mentors and mentees organise their own mini-retreats.

5. Online Resources

On the EdTA WordPress site can be found electronic copies of the EdTA handbook, reading lists for each of the 4 categories of fellowship, a direct link to the UK Professional Standards Framework (UKPSF), exemplars of blog posts, CPD records and accounts of experience and success. There is also information on the EdTA webpages at <http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award>

On MyEd and the Advance HE websites there are details of courses and events that are relevant to CPD records.

6. Information Services

For help with WordPress, please contact the IS Helpline at IS.Helpdesk@ed.ac.uk

[It is helpful if you put 'WordPress for Edinburgh Teaching Award' in the subject line.](#)



Appendix 1 : UKPSF Descriptors of each category

a) Associate Fellow (AFHEA)

<p>For AFHEA you will need to demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. You will need to provide evidence of:</p>	<p>You will be in a role which includes at least some teaching and/or learning support responsibilities.</p> <p>This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.</p> <p>You are likely to be in one of the following groups :</p>
<p>I. Successful engagement with at least two of the five Areas of Activity</p> <p>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</p> <p>III. Appropriate Core Knowledge and understanding of at least K1 and K2</p> <p>IV. A commitment to appropriate Professional Values in facilitating others' learning</p> <p>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</p> <p>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</p>	<p>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral researchers etc.)</p> <p>b. Staff new to teaching (including those with part-time academic responsibilities)</p> <p>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)</p> <p>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities</p> <p>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio</p>



b) Fellow (FHEA)

<p>For FHEA you will need to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.</p> <p>You will need to provide evidence of:</p>	<p>You will be able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). You are likely to be an established member of one or more academic and/or academic-related teams.</p> <p>You are likely to be in one of the following groups:</p>
<p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and/or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement, in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p>	<ul style="list-style-type: none"> a. Early career academics b. Academic-related and/or support staff holding substantive teaching and learning responsibilities c. Experienced academics relatively new to UK higher education d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings



c) Senior Fellow (SFHEA)

<p>For SFHEA you will need to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.</p> <p>You will need to provide evidence of:</p>	<p>You will be able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. You are likely to lead to be a member of an established academic team.</p> <p>You are likely to be in one of the following groups:</p>
<p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and/or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement, in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p> <p>VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</p>	<p>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and /or disciplinary areas</p> <p>b. Experienced subject mentors and staff who support those new to teaching</p> <p>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</p>



d) Principal Fellow (PFHEA)

<p>For PFHEA you will need to demonstrate a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.</p> <p>You will need to provide evidence of:</p>	<p>As a highly experienced academic, you will be able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within your institution or wider (inter)national settings.</p> <p>You are likely to be in one of the following groups:</p>
<p>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</p> <p>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</p> <p>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning.</p> <p>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</p> <p>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</p>	<p>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and /or disciplinary areas</p> <p>b. Experienced subject mentors and staff who support those new to teaching</p> <p>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution</p>



Appendix 2 : Panel Proformas

a) Associate Fellow

EdTA CATEGORY 1 : ASSOCIATE FELLOW HEA proforma for panel use

Submission (claim) received from (name):

Click here to enter text then tab to each next data entry point.

Assessor (name)

Click here to enter text.

:

Date :

Click here and on down arrow to enter date.

Decision (click on box)

AWARD

DISCUSS

REFER (resubmit)

Being an Associate Fellow recognises effectiveness in specific aspects of teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 1** of the [UK Professional Standards Framework](#) for teaching and supporting learning in higher education.

Overall, are you confident this person is working to descriptor 1 of the UKPSF?

YES

NO

Does the reference (supporting letter) support the claim for descriptor 1 ?

YES

NO

Please provide a brief outline of the claim's strengths (comments here will be supplied as feedback to the submitter):

Click or tap here to enter text.

If you are recommending referral please provide a list of bulleted points indicating what this person must do to prepare for resubmission. In the case where the Panel decides to award, these will not be shared with the claimant.

- Click or tap here to enter text.

-



Where you wish the claim to be discussed at Panel, please provide a brief outline of the main issues you would like to discuss:

Click or tap here to enter text.

The following sections are to help assessors write notes pre-panel– they will not be shared with the claimant.

1 WHAT HAVE YOU DONE?

Provide at least one example of each of 2 activities. Use 20-50 words for the example. Most examples of activity should be recent, and all should have taken place in the 5 years before submission.

For completion by candidate	For completion by assessors (Check boxes by clicking on box; Once you have fully completed this form, come back to this section and with your mouse highlight the rows unused by the participant, right click and then click on 'delete row')	
Area of Activity <i>NB Choose 2 Areas only</i>	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
A1 Designing and planning learning activities and/or programmes of study	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A2 Teaching and/or supporting learning	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A3 Assessing and giving feedback to learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A4 Developing effective learning environments and approaches to student support and guidance	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
D1 V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



2 WHAT HAVE YOU LEARNED?

Provide an example of your practice relating to each of UKPSF K1 and K2 (20-50 words each). Most examples of activity should be current or recent, and all should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
Core Knowledge	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
K1 The subject material	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.

3 How have you brought the values to life AND How have you made sense of your teaching and development as a teacher?

Post 3 (number for guidance only) reflective blog posts (total of 1400 words only) over the period of the EdTA. Provide at least one example of how you have brought each value (V1-4) to life in your teaching or support of learning. Most examples should be recent, and all should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
V1 Respect individual learners and diverse learning communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V2 Promote participation in higher education and equality of opportunity for learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



Where you wish the claim to be discussed at Panel, please provide a brief outline of the main issues you would like to discuss:

Click or tap here to enter text.

The following sections are to help assessors write notes pre-panel— they will not be shared with the claimant.

1 WHAT HAVE YOU DONE?

Provide at least one example of each of 4 activities (each example 20-50 words). Most examples of activity should be recent, and all should have taken place in the 5 years before submission

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
Area of Activity	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
A1 Designing and planning learning activities and/or programmes of study	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A2 Teaching and/or supporting learning	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A3 Assessing and giving feedback to learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A4 Developing effective learning environments and approaches to student support and guidance	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
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."	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



2 WHAT HAVE YOU LEARNED?

Provide one example showing your engagement with CPD for each of the UKPSF K1 - K6. Each example should be 20-50 words. Examples of activity should be current or recent, and should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
Core Knowledge	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
K1 The subject material	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K2 Appropriate methods for teaching, learning and assessing	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K3 How students learn	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K4 The use and value of appropriate learning technologies	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K5 Methods for evaluating the effectiveness of teaching	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K6 The implications of quality assurance and quality enhancement	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



3 How have you brought the values to life AND How have you made sense of your teaching and development as a teacher?

Post 6 (number for guidance only) reflective blog posts (maximum 3000 words) over the period of the EdTA. Provide at least one example of how you have brought each value (V1-4) to life in your teaching or support of learning. Most examples should be recent, and all should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
V1 Respect individual learners and diverse learning communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V2 Promote participation in higher education and equality of opportunity for learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



c) Senior Fellow

EdTA CATEGORY 3 : SENIOR FELLOW HEA proforma for panel use

Submission

Click here to enter text then tab to each next data entry point.

**(claim) received
from (name) :**

Assessor (name)

Click here to enter text.

:

Date :

Click here and on down arrow to enter date.

Decision (click on box)

AWARD

DISCUSS

**REFER
(resubmit)**

Being a Senior Fellow of the Higher Education Academy recognises sustained effectiveness and academic leadership in teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 3** of the [UK Professional Standards Framework](#) for teaching and supporting learning in higher education.

Overall, are you confident this person is working to descriptor 3 of the UKPSF?

YES

NO

Do the 3 references (supporting letters) support the claim for descriptor 3 ?

YES

NO

Please provide a brief outline of the claim's strengths (comments here will be supplied as feedback to the submitter):

Click or tap here to enter text.

If you are recommending referral please provide a list of bulleted points indicating what this person must do to prepare for resubmission. In the case where the Panel decides to award, these will not be shared with the claimant.

- Click or tap here to enter text.

Where you wish the claim to be discussed at Panel, please provide a brief outline of the main issues you would like to discuss:

Click or tap here to enter text.



The following sections are to help assessors write notes pre-panel— they will not be shared with the claimant.

1 WHAT HAVE YOU DONE?

Provide at least one example of each of 4 activities (each example 20-50 words) and at least one example of each of 4 activities in influencing your colleagues' teaching. Most examples of activity should be recent, and all should have taken place in the 5 years before submission

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)		
Area of Activity	Fully evidenced for individual?	Evidence of influencing colleagues' teaching through successful coordination support, supervision, management and/or mentoring	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
A1 Designing and planning learning activities and/or programmes of study	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A2 Teaching and/or supporting learning	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A3 Assessing and giving feedback to learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
A4 Developing effective learning environments and approaches to student support and guidance	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
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."	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



2 WHAT HAVE YOU LEARNED?

Provide one example showing your engagement with CPD for each of the UKPSF K1 - K6. Each example should be 20-50 words. Examples of activity should be current or recent, and should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
Core Knowledge	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
K1 The subject material	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K2 Appropriate methods for teaching, learning and assessing	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K3 How students learn	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K4 The use and value of appropriate learning technologies	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K5 Methods for evaluating the effectiveness of teaching	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K6 The implications of quality assurance and quality enhancement	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



3 How have you brought the values to life AND How have you made sense of your teaching and development as a teacher?

Post 8 (number for guidance only) reflective blog posts (maximum 6000 words) over the period of the EdTA. Provide at least one example of how you have brought each value (V1-4) to life in your teaching or support of learning. Most examples should be recent, and all should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
V1 Respect individual learners and diverse learning communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V2 Promote participation in higher education and equality of opportunity for learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



d) Principal Fellow

EdTA CATEGORY 4 : PRINCIPAL FELLOW HEA proforma for panel use

Submission (claim) received from (name) :

Click here to enter text then tab to each next data entry point.

Assessor (name) :

Click here to enter text.

Date :

Click here and on down arrow to enter date.

Decision (click on box)

AWARD

DISCUSS

REFER (resubmit)

Being a Principal Fellow of the Higher Education Academy recognises a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. It is awarded to professionals who can demonstrate that they meet **Descriptor 4** of the [UK Professional Standard Framework](#) for teaching and supporting learning in higher education.

Overall, are you confident this person is working to descriptor 4 of the UKPSF?

YES

NO

Do the 3 advocate statements support the claim for descriptor 4 ?

YES

NO

Please provide a brief outline of the claim's strengths (comments here will be supplied as feedback to the submitter):

Click or tap here to enter text.

If you are recommending referral please provide a list of bulleted points indicating what this person must do to prepare for resubmission. In the case where the Panel decides to award, these will not be shared with the claimant.

- Click or tap here to enter text.

Where you wish the claim to be discussed at Panel, please provide a brief outline of the main issues you would like to discuss:

Click or tap here to enter text.



The following sections are to help assessors write notes pre-panel– they will not be shared with the claimant.

1. **WHAT HAVE YOU DONE?**

Provide at least two examples of each of 4 activities. Examples of activity should be current or recent, and should have taken place in the 5 years before submission.

For completion by candidate	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.	
Area of Activity	Fully evidenced? (check box)	
D1 Championing all Dimensions of the framework through work with staff, students and institutions	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
DII Successful Strategic Leadership	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
DIII Policymaking	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
DIV Championing an integrated approach to academic practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.



2 WHAT HAVE YOU LEARNED?

Provide at least six examples of your engagement with CPD, relating to the UKPSF core knowledge areas K1 - K6. Each should be 20-50 words.

Examples of activity should be current or recent, and should have taken place no more than 5 years before submission.

Completed on wordpress by candidate		For completion by Adjudication Panel (check boxes by clicking on box)
DV What CPD events or activities have you taken part in ? Fully Evidenced ? (check box)		Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.
K1 The subject material	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K2 Appropriate methods for teaching, learning and assessing	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K3 How students learn	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K4 The use and value of appropriate learning technologies	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K5 Methods for evaluating the effectiveness of teaching	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
K6 The implications of quality assurance and quality enhancement	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.

3 How have you brought the values to life AND how have you made sense of your practice and development?

Post (number for guidance only) 12-14 reflective blog posts (maximum word limit 7,000 words) over the period of the EdTA. Provide at least one example of how you have brought each value (V1-4) to life in your practice. Most examples should be recent, and all should have taken place no more than 5 years before submission.

For completion by candidate	For completion by Adjudication Panel (check boxes by clicking on box)	
	Fully evidenced?	Please use this space for your own notes. The claimant will only receive the comments in the start of this form. You may also note what has been well demonstrated.



V1 Respect individual learners and diverse learning communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V2 Promote participation in higher education and equality of opportunity for learners	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<input type="checkbox"/> Yes <input type="checkbox"/> No	Click here to enter text.

