

Handbook: The AFHEA pathway for doctoral researchers



This Handbook was produced in December 2018 for applicants to the AFHEA pathway for doctoral researchers

Although the information in this guide is accurate at the time of publication, aspects of the AFHEA pathway for doctoral researchers and of practice within the Centre for Quality, Support and Development (CQSD) may be subject to modification and revision. The University reserves the right to modify the pathway in unforeseen circumstances or where the process of academic development and feedback from staff, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by CQSD in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in this guide.

The material in this guide can be provided in alternative formats upon request.

In addition to this handbook, you will find a range of resources on our website that will help you with your application:

<http://www.reading.ac.uk/cqsd-2017/Developing-and-enhancing/training-professional-development/cqsd-afheapgrpathway.aspx>

The guidance provided in this document is based on guidance provided by the Higher Education Academy (HEA)¹. <https://www.heacademy.ac.uk/individuals/fellowship/fellow>

If you have any queries relating to this pathway, please contact Dr Pam Stuart (p.stuart@reading.ac.uk)

¹ The Higher Education Academy is now part of Advance HE

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The FLAIR Framework² at the University of Reading

The University's [Learning and Teaching Strategy 2018-2021](#)³ includes a commitment to valuing and recognising well-qualified professional and academic staff.

Our FLAIR Framework is a key mechanism for delivering on this commitment as it supports colleagues to achieve Fellowship of the Higher Education Academy (HEA) in recognition of their work in teaching and supporting learning. HEA Fellowships are embedded in the UK and are being adopted by increasing numbers of higher education institutions globally.

Fellowship can be awarded at four categories depending on the experience and impact of the applicant (Associate Fellow - D1, Fellow - D2, Senior Fellow - D3, and Principal Fellow - D4)

The University of Reading's FLAIR Framework has three routes to Fellowship: the AFHEA Pathway for doctoral researchers leading to D1 (Associate Fellowship), the taught Academic Practice Programme for colleagues new to teaching/supporting learning in HE leading to D1 or D2 and the FLAIR CPD Scheme, a non-taught route leading to D1-D4 for colleagues who have experience of working in HE through. This handbook is for applicants on the AFHEA Pathway for doctoral researchers.

² **Facilitating Learning and Teaching Achievement and Individual Recognition**

³ [file:///C:/Users/Eileen/Downloads/B21061%20Teaching%20and%20Learning%20Strategy%202018-21%20HT%20v6%20A4%20screen%20spreads%20\(1\).pdf](file:///C:/Users/Eileen/Downloads/B21061%20Teaching%20and%20Learning%20Strategy%202018-21%20HT%20v6%20A4%20screen%20spreads%20(1).pdf)

Benefits of the scheme



It is often hard to get recognition as a PhD student, especially outside of your own research. The opportunity to receive AFHEA accreditation is a tangible reward for the hard, and essential, work that PhD students undertake. I have no doubt that my teaching experience and accreditation will help when I move on to my next position, and it allows me to distinguish my skill set from others. A PhD is a long process with little to keep you going, and AFHEA is a great achievement that helps keep me motivated.

Alexander S H Dean, Postgraduate researcher/Graduate Teaching Assistant, School of Biological Sciences



My experience of following the FLAIR pathway to AFHEA status was one of support and encouragement, increasing confidence, and eventual recognition. The CQSD staff were hugely helpful in the taught workshops, sharing (and modelling) a wealth of good ideas and best practice in teaching. This extended too to their support with the application's written work, not only in laying the essential theoretical foundations but also creating an environment where the other students and I could help and encourage each other in it. All of this combined to increase my confidence in teaching at this level, inspiring me to reflect on how I teach and how to apply what I've learned to improve students' learning experiences. And I'm also grateful for how holding AFHEA status gives recognition of these things - I'm hoping it'll be helpful when I come to enter the job market..!

Oliver Wilson, Postgraduate researcher/Graduate Teaching Assistant

The UK Professional Standards Framework (UKPSF)

The UK Professional Standards Framework ([UKPSF](#)) is a comprehensive set of professional standards and guidelines for all involved in teaching and supporting learning in HE.

The PSF conceptualises the practice of teaching and supporting learning through 'Descriptors' and 'Dimensions'.

Descriptors

There are two reasons for naming these aspects of the UKPSF 'Descriptors':

1. They describe a typical applicant at each category of Fellowship based on roles, responsibilities, influence and impact. Please note: these are illustrative - a far broader range of roles are relevant to each category than the few described in the UKPSF.
2. They describe what the applicant has to evidence and demonstrate to achieve each category of Fellowship (i.e. they represent the assessment criteria).

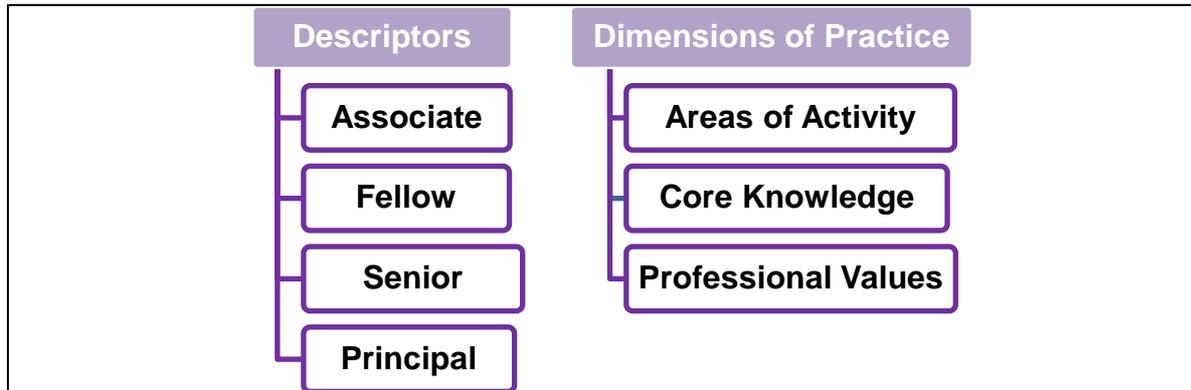
Dimensions of Practice

The four Descriptors are underpinned by Dimensions of Practice which set out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting higher education learning.

- Areas of Activity (A1-5) (describing what a teaching and learning professional does)
- Core Knowledge (K1-6) (outlining what they need to know to carry out the activities)
- Professional Values (V1-4) (outlining the manner in which they should carry out their activity)

It is crucial that applicants have a thorough understanding of the UKPSF as it underpins every aspect of the application.

The UK Professional Standards Framework (UKPSF)



Areas of Activity	Core Knowledge	Professional Values
<p>A1 Design and plan learning activities and/or programmes of study</p> <p>A2 Teach and/or support learning</p> <p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective learning environments and approaches to student support and guidance</p> <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>K1 The subject material</p> <p>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>

UKPSF: Descriptor 1

To be awarded Associate Fellowship you must meet the requirements for Descriptor 1 (D1) of the UKPSF set out below. The contents of your application, therefore, need to demonstrate how you meet these.

DESCRIPTOR 1: ASSOCIATE FELLOW
<p>D1 is appropriate for those able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:</p> <ol style="list-style-type: none"> a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities 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>Applicants at D1 demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> D1.1 Successful engagement with at least two of the five Areas of Activity D1.2 Successful engagement in appropriate teaching and practices related to these Areas of Activity D1.3 Appropriate Core Knowledge and understanding of at least K1 and K2 D1.4 A commitment to appropriate Professional Values in facilitating others' learning D1.5 Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities D1.6 Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

The timeframe covered in the application should be the last 3 years. If you decide to include any earlier professional practice, ensure you reflect on its current impact on your or others' professional practice and on the wider learning and teaching context.

The application process

After enrolment there are a number of stages to applying for AFHEA through the pathway for doctoral researchers. The following pages take you through each stage in detail.

The DOCTORAL RESEARCHER AFHEA application process	
1	Attend first compulsory taught day (p10)
2	Work on your application (p10)
3	Attend second compulsory taught day (p10)
4	Finish writing your application (p10)
5	Organise your supporting statements (p11)
6	Submit application (p11)

Stage 1: Attend first compulsory taught day

Once you are enrolled on the scheme, the next stage in the application process for AFHEA is to attend the first of two taught days (the date can be found by following this link –

https://www.reading.ac.uk/web/files/cqsd/Dates_for_2019_AFHEA_for_Doctoral_Researchers.pdf).

Because attendance is compulsory, you will be automatically booked onto this event.

The day will be structured to help you to develop and shape ideas to include in the Professional Activity Table (PAT) which represents the major part of your application. You will find further information on the PAT on page 13.

The day will offer:

- taught input focusing on Areas of Activity 1, 2 and 5;
- opportunities for thinking (reflection on practice);
- opportunities for talking (a forum for sharing best practice, asking questions and seeking guidance);
- opportunities for reading (signposting relevant literature/scholarship to underpin your application);
- opportunities for writing (brainstorming ideas and beginning your first draft in a supportive environment)

By the end of the workshop you will have made substantial inroads into your application as you will have generated ideas to include in your application and begun to plan how you will structure these ideas into an effective narrative.

Stage 2: Work on your application

In between the two compulsory workshops you will have some time to work on your application. The most useful things you can do at this stage are to engage with the literature and start working on your contextual statement (see p12).

Stage 3: Attend second compulsory taught day

The next stage is to attend the second taught day. Again, as attendance is compulsory you will be automatically booked onto this event. The day will follow a similar format to the first workshop, focusing on Areas of Activity 3, 4 and 5.

Stage 4: Finish writing your application

After attending both workshops and writing sessions you should have made good progress with your application. You will then need to finish writing your application, with support from your School mentor. You will also have the opportunity to attend a feedback session where you can receive feedback on your draft application from other AFHEA applicants and staff from the Academic Development and Enhancement team (ADE) in CQSD.

Stage 5: Organise your supporting statements

All applications for AFHEA must be validated. To meet this requirement applicants must provide two supporting statements.

Further information on the supporting statements can be found on p15.

Stage 6: Submit your application

The final stage in the process is to submit your application. To prepare your application for submission you should:

- paste the components of your application into the appropriate sections of the template (you will find the template in on the webpage);
- save the completed template as one pdf file;
- send this pdf file to The Graduate School (gradschool@reading.ac.uk)

It is your responsibility to ensure the application is complete. If the application isn't complete or doesn't meet the requirements, then the reviewers will send it back. A 'Fit to submit' checklist is included on the application proforma so that you can check that your application is ready for submission.

For details of the assessment process see p17.

Data Protection

Information relating to your participation in this scheme, including your progress and result may be made available to relevant members of staff in this University for the following purposes:

- Administration
- Teaching and Learning
- Research

Personal Information

Please note that once enrolled on the scheme your personal information will be subject to our Data Protection Policy and guidelines -

<http://www.reading.ac.uk/internal/imps/DataProtection/imps-data-protection.aspx>

If you would like to access your personal information please follow the procedure set out here:

www.reading.ac.uk/accessing-personal-data

The application requirements for AFHEA (D1)

Your application for AFHEA is made up of five components. Further information on each aspect can be found on the pages indicated.

Section	Requirement(s)
1	Application form
2	Contextual statement (p.12)
3	Professional Activity Table (PAT) (p.13)
4	An up-to-date CPD log and plan (p.14)
5	Two supporting statements (p.15)

Please note, the experience and evidence included in your application must relate to practice and impact within an HE context.

The Contextual Statement

The contextual statement is a space for you to present any information that will help the reviewers to understand your application. Applicants work in a wide range of contexts so setting the scene in some way can really help the reviewers to understand the work you are presenting. It also helps you because putting contextual information here saves you precious words in the main narrative of your Professional Activity Table.

Things you might put in your contextual statement include:

- a short career history;
- your experience of teaching or supporting learning in HE;
- information about your role at the University of Reading;
- information about any contexts included in your submission that are beyond our institution;
- the philosophy or principles that underpin your approach to your work.

The contextual statement should be no more than one side of A4.

The Professional Activity Table (PAT)

The major component of your application for AFHEA is your Professional Activity Table (PAT). This requires you to write 600 words for Area of Activity 5 and 600 words for two other Areas of Activity of your choice. The indicative word count for the PAT is, therefore, 1800 words (3 x 600 words).

Because colleagues work in a number of contexts across the institution, it is accepted that there will be considerable variation in applications, reflecting the differences in applicants' experience, roles and responsibilities. If you have any questions about which aspects of your practice might be most relevant and appropriate for your PAT, talk to your mentor or talk to us at the writing workshops/retreats.

Applications are assessed against the Descriptors for D1 (see p. 8 or Appendix 3) so your PAT needs to make clear how these have been addressed.

- Because the PAT is structured around the Areas of Activity, this helps with evidencing Descriptors 1.1 and 1.2.
- To fully address Descriptors 1.3 and 1.4 you should align the entries in your PAT to relevant Core Knowledge and Professional Values. For example, if you choose to write about Area of Activity 1 (designing/planning learning) you might make links to subject knowledge (K1), appropriate methods for teaching and learning (K2), using technology (K4), the diversity of your students (V1) or promoting equality of opportunity (V2).
- Descriptor 1.5 is about engaging with relevant professional practices, subject and pedagogic research and/or scholarship. In other words you need to show that your practice is evidence-informed. One type of evidence practitioners draw on to inform their professional practice is relevant pedagogic research and scholarship. **You should, therefore, cite relevant literature within each section of your PAT and include a reference list of the works you have cited.** The Harvard system should be used for this. You will find comprehensive reading lists on our website to help you with this.
- Descriptor 1.6 requires you to demonstrate successful engagement in professional development activity (CPD) related to your teaching, learning and assessment responsibilities. The A5 section of your PAT and your CPD log/plan (see page 14) help to address Descriptor 1.6. However, you can further strengthen evidence for Descriptor 1.6 by making reference to how CPD has impacted on your practice in other sections of your PAT. For example, in your A3 section you might refer to how your practice in giving feedback was informed by attending a CPD event, reading literature or consulting a more experienced colleague.

Your CPD Log and Plan

In deciding whether an application meets Descriptor 1.6, reviewers look for evidence of **proactive and sustained engagement with a range of CPD activity**. One way of demonstrating this is through the CPD log and plan that must be included in your application. A template for this can be found on the website.

Reviewers understand that at this stage of your academic career your experience of formal professional development activity may not be extensive. For that reason they will consider your application holistically and take a broad view of what constitutes CPD activity. Essentially they will look for evidence that you take professional responsibility for and are committed to continually updating and developing your practice.

Tips for writing your CPD log:

- By 'proactive' engagement with CPD we mean something you sought out independently (rather than something you were required to do). This might be an event you attended, literature you engaged with or arranging to observe a more experienced colleague;
- By a 'range' of CPD activity we mean including a variety of examples of CPD activity you have engaged in (not just a simple list of events you have attended). For more ideas on what might count as CPD, please see the 'Tips for Writing Your PAT Area of Activity 5' document on the website.
- Attending events/reading literature etc can be thought of as the first layer of engagement with CPD. You can show a deeper level of engagement by including some explicit reference to how you have applied learning from your CPD activity within the reflective narrative in your PAT. Doing this strengthens evidence against Descriptor 1.6

As well as the CPD log you are also required to provide a CPD plan where you outline your plans for further professional development. Your CPD plan should include information on:

- What you want to learn
- What you need to do to achieve this
- What resources/support you will need
- How you will know you have succeeded
- A target date.

You will find an example on the website.

Your supporting statements

All applications for Fellowship are required to provide a form of validation. To meet this requirement D1 applicants have to submit two statements from people who can support the claims made in the application. The supporting statements are, therefore, a key component of the application.

Below you will find some Frequently Asked Questions about the supporting statements.

Who should I choose to provide a supporting statement?

- Because the purpose of the supporting statements is to support the claims you make in your application, you should choose people who can comment knowledgeably and credibly on the work you are presenting. The most likely people to provide your supporting statement are your mentor, supervisor or a module convenor/ programme director you have worked with closely.
- If you are including work from another institution, then it is appropriate that one supporting statement comes from someone who knew your work there and can support claims about that work.
- Ideally the supporting statements should be from people who have HEA Fellowship themselves as they will understand the UKPSF and the application requirements. However, because we appreciate that this might not always be possible, it is not an absolute necessity. The important thing is that whoever you choose must be able to align their comments to the Descriptors/Dimensions of the UKPSF as this is required on the proforma. You should, therefore, send relevant information about D1 from the UKPSF to the people you ask to provide your supporting statements.

Is any support provided for preparing supporting statements?

Yes. You will find a section on the website called 'Resources for preparing supporting statements'.

This contains:

- Preparing a supporting statement: guidance notes (Associate Fellow). This guidance includes some sample comments aligned to the PSF which may be helpful)
- The supporting statement proforma

Colleagues who work within our institution will have access to these documents. You will need to provide these to anyone external to the institution.

Who should the supporting statement be sent to?

The supporting statements should be sent directly to you so that you can insert them into your application. Before you do this, please check that the statements are completed correctly. Your application will be returned if the supporting statements do not provide all the information required.

Top tip: The people you ask to provide a supporting statement have to sign a declaration confirming that they have read your application. Make sure you send your draft in good time so that they can read it, draft the statement and get it back to you in time for it to be attached to your application. It would be disappointing if you complete your application but cannot submit because you are still waiting for a supporting statement.

Support for applicants

As well as the support provided by the ADE team at the writing workshops/retreats, the main source of support during your application is your School-based mentor.

Educational (Pedagogic) Literature

Reference to relevant literature is an essential part of your application. This is because integrating subject specific/generic pedagogic knowledge or other relevant literature into your application enables you to meet the requirements of the UKPSF (D1.5, A5 and V3).

To support you with this we provide comprehensive reading lists on our website. CQSD also has a [small library](#) of educational books and other resources which you are welcome to use in writing your application. Please contact cqsd-tandl@reading.ac.uk if you would like to visit the library.

In addition Education Research Complete is an excellent resource for searching for relevant literature www.reading.ac.uk/library/eresources/databases/lib-education-research-complete.aspx

Fit to Submit checklist

It is your responsibility to ensure that your application is ready for submission. If anything is missing or incomplete, the reviewers will return your application. To support you in establishing that your application is ready for submission a 'Fit to Submit' checklist is provided on the application proforma. Please use this to check that everything is in place before you submit your application to avoid disappointment.

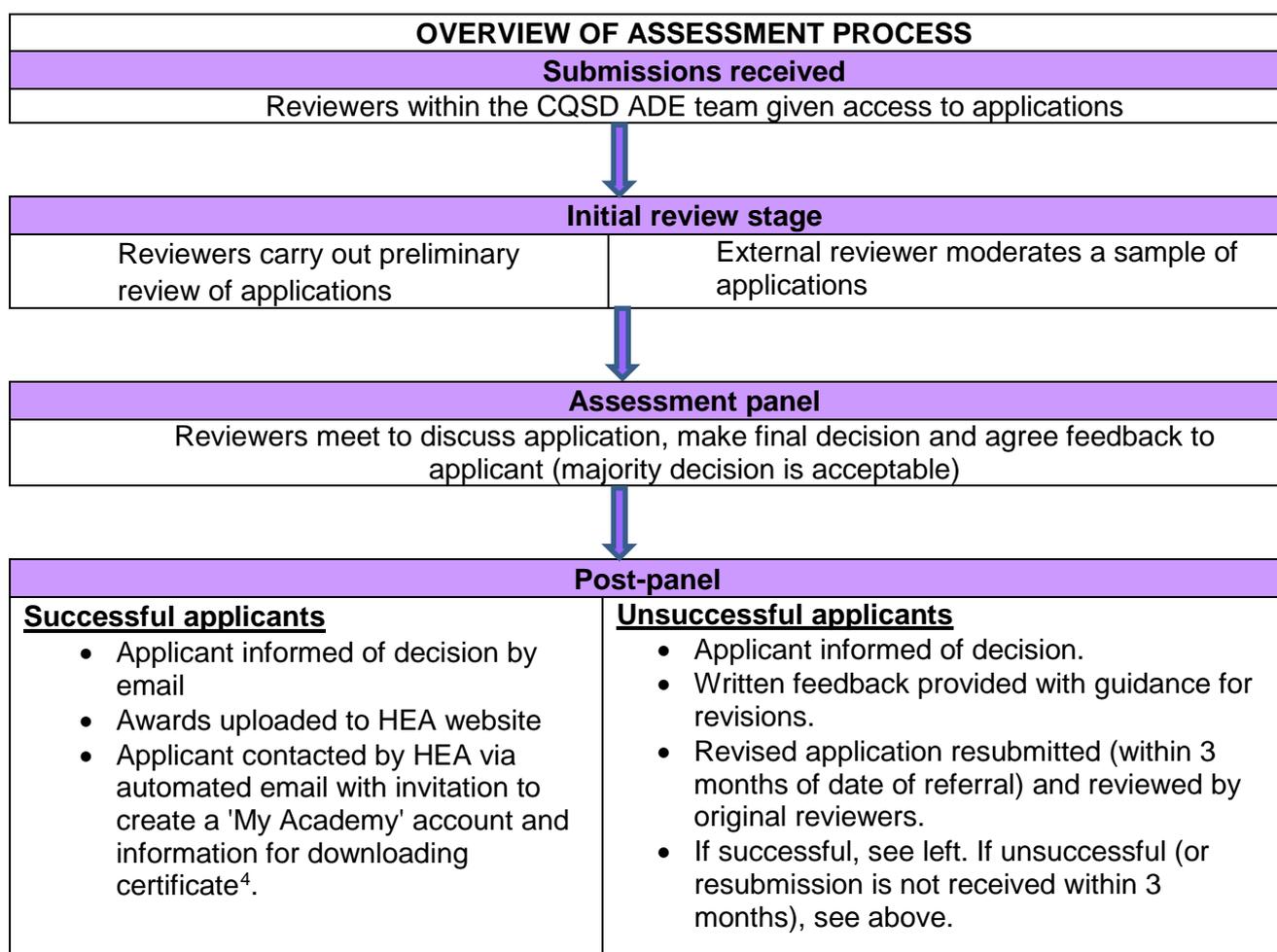


The assessment process

Each submission to the AFHEA Pathway for doctoral researchers is assessed by a panel of three reviewers who will be members of the ADE team. All reviewers are trained and must sit on at least two panels each year in order to be eligible to review applications. All panel members must hold Fellowship of the HEA at a minimum and one must hold at least Senior Fellowship.

There are two possible outcomes for applications:

<p>Successful: The evidence provided is sufficient to meet the criteria set down in the UKPSF. The appropriate category of Fellowship is awarded.</p>	<p>Referred: If the evidence provided is insufficient to meet the criteria set down in the UKPSF, the panel will refer the application for reconsideration and provide detailed feedback to support a resubmission. Resubmissions must be received within 3 months of the date of referral. Only one resubmission is allowed. If unsuccessful at the second attempt (or the resubmission is not received within 3 months), the applicant must wait a minimum of one year before reapplying with a fresh application.</p>
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⁴ Occasionally these emails go to Spam so please check your Spam folder if you do not receive this email. For any queries about receiving your certificate, please contact the HEA's Professional Recognition team - recognition@heacademy.ac.uk

Remaining in good standing

The [HEA Code of Practice](#) makes clear that:

It is implicit within the UKPSF, and required by the HEA, that all Fellows remain in good standing...It is the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard...We expect Fellows to be working towards their next award and be performing, or out-performing, their current Fellow descriptor standard. All Fellows should, therefore, be able to demonstrate compliance with (at least) their awarded level at any given time.

Embedded within the FLAIR Framework is an expectation of giving back something back after completion in order to 'remain in good standing'. As an Associate Fellow and doctoral researcher there are various ways you can do this. These include:

- becoming a buddy to one of your peers who is applying for Associate Fellowship;
- providing advice and support to other doctoral researchers;
- continuing to develop your knowledge and understanding of teaching and learning by observing more experienced colleagues or seeking feedback on your own teaching activities;
- continuing to engage with the literature and scholarship of teaching and learning.

Quality Assurance

Externality

To meet quality assurance requirements we have an external moderator who reviews a sample of applications at each panel. Our external moderator has extensive experience of the UKPSF and of awarding Fellowship. Another layer of externality is provided by the HEA. The HEA has an open invitation to attend panels. In addition the FLAIR CPD Manager is required to submit an annual report to the HEA.

Appeals and Complaints

Any appeal or complaint should be directed to the Graduate School in the first instance.

And finally...

If you have any questions, please contact Dr Pam Stuart (p.stuart@reading.ac.uk)

We look forward to working with you on your FLAIR application and in supporting you to gain recognition for the work you are doing.

Good luck with your FLAIR application.

Appendices

1. Top tips for writing your PAT
2. Why might an application be unsuccessful?
3. Descriptors for D1
4. The UK Professional Standards Framework: Summary View
5. The FLAIR Framework at the University of Reading

Appendix 1: Top tips for writing your PAT

- 1. Make a strong claim:** Think of your application as making a claim that you deserve to be awarded HEA Fellowship (a claim that your work has had substantial impact on student learning/the student experience and that your practice meets the requirements for D1). The claims need to be explicit as the reviewers cannot make any assumptions. This is because their assumptions could be incorrect and potentially lead to Associate Fellowship being awarded wrongly. It is up to you to make the claim.
- 2. It's all about you:** Because your PAT is a personal account, the focus throughout should be on your own professional practice and decision-making. Where you work as part of a team, make sure you draw out your own contribution.
- 3. I know what I'm doing:** Show the reviewers that there is a clear rationale behind the way you work and the choices you make. Make sure that the aims/vision/philosophy behind your work are explicit and clear.
- 4. Give tangible examples:** One of the most common comments made by reviewers is 'Where are the tangible examples?' Although it is inevitable that some of your writing will describe your work in general terms, it is essential that you give enough concrete examples for the reviewers to get a clear picture of what your work actually looks like. And remember, the quality of the examples is much more important than the quantity.
- 5. Currency and Sufficiency:** HEA Fellowship is awarded on the basis of current practice (the last 3 years). If you want to include anything from before this timeframe, ensure you reflect on and draw out its current impact on your or others' professional practice and on the wider learning and teaching context.
- 6. CPD and scholarship:** In the context of Descriptor 1.5, Continuing Professional Development (CPD) recognises that you are still learning, irrespective of your role, and this happens through a range of activities that you engage to improve your practice. In order to meet the Descriptor it is essential to draw out how CPD and scholarship have informed the work/practice being presented:
 - CPD: Area of Activity 5 and the CPD log help to evidence Descriptor 1.6 but are not sufficient in themselves. Make links in your PAT to how you have applied learning from CPD and draw out how it has impacted on your practice.
 - Scholarship: To address Descriptor 1.5 you need to show that your practice is evidence-based. One way of doing this is by referring to relevant subject and pedagogic research and/or scholarship. (How you evidence this will depend on the context in which you are working and your subject/discipline). You will find comprehensive reading lists for each Area of Activity on the website. In addition, CQSD has a small library of educational books and other resources which you are welcome to use in writing your application. Please contact cqsd-tandl@reading.ac.uk if you would like to visit the library.
- 7. The reflective practitioner:** The reviewers are looking for evidence of a reflective approach to practice. This simply means showing that you ask questions about your practice and about student success/engagement in order to develop and improve the learning experience. Throughout your application, reflection on your professional practice should be the focus of your narrative, rather than description.
- 8. Be present in your application:** The reviewers are looking to get a clear picture of 'the person behind the application' (rather than feeling that it could have been written by anyone). Some applicants feel uncomfortable using 'I', 'me', 'my'. However, it is essential that you do this rather than using 'we'. If you follow the tips above, the reviewers will definitely feel they have got to know you.

Appendix 2: Why might an application be unsuccessful?

It is difficult to generalise because we receive applications from colleagues working in many different contexts. However, some common reasons are outlined below.

- **The claim isn't clear or robust:**
 - The applicant does not draw out the impact of his/her work sufficiently. Sometimes an applicant can assume that the work will speak for itself. However, the panel cannot make any assumptions or join up the dots for you; they can only make judgements based on what is presented. It is your responsibility to make the claim.
 - There is too much narrative without sufficient tangible examples for the claims to be robust and credible.
 - The applicant does not take sufficient ownership. If work has been undertaken as part of a team, you must draw out your own individual contribution to the activities and the impact it has had so that the claim for your impact is clear.

- **Insufficient evidence of a scholarly approach to practice:**
 - Applications are unsuccessful if they do not refer to and apply relevant literature and/or other evidence/professional resources that have influenced practice.

- **Insufficient evidence of reflection:**
 - Successful applications clearly demonstrate a questioning and critical approach to practice. Too much narrative or writing at a superficial level about practice would be an issue.

- **Insufficient evidence of engagement with pedagogic CPD:**

Reviewers are looking for proactive and sustained engagement with a range of CPD activity. Issues related to CPD include:

 - the CPD log concentrates on organisational/procedural activities (rather than teaching and learning);
 - the CPD log includes mandatory CPD (e.g. Data Protection training);
 - there are unexplained gaps in the CPD log;
 - the CPD log is 'padded out' with routine activity (e.g. meetings) without the impact of these events being obvious.

To avoid these issues you could add a short annotation to any entry where you feel the reviewers might be unclear about the reason for its inclusion in the CPD log.

Appendix 3: Assessment Criteria at Descriptor 1

Applicants at D1 demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- D1.1 Successful engagement with at least two of the five Areas of Activity
- D1.2 Successful engagement in appropriate teaching and practices related to these Areas of Activity
- D1.3 Appropriate Core Knowledge and understanding of at least K1 and K2
- D1.4 A commitment to appropriate Professional Values in facilitating others' learning
- D1.5 Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- D1.6 Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Appendix 4: The Professional Standards Framework: Summary View

Areas of Activity 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 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 and learning 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
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Descriptor 1: Associate Fellow	Typical individual role/career stage	Descriptor 2: Fellow	Typical individual role/career stage	Descriptor 3: Senior Fellow	Typical individual role/career stage	Descriptor 4: Principal Fellow	Typical individual role/career stage
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of: I. Successful engagement with at least two of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include: a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio	Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D1) include: 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	Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	Individuals 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. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include: a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas b. Experienced subject mentors and staff who support those new to teaching c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution	Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of: I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments 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 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 IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices	Individuals, as highly experienced academics, 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 their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include: a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

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Appendix 5: The FLAIR Framework at the University of Reading

