# FLAIR CPD Scheme: AFHEA Pathway for doctoral researchers

# Guide for mentors

## Introduction

Many thanks for being a mentor and supporting one of the applicants on the Fellowship pathway for doctoral researchers. We and the applicants really appreciate you making time for this in your already busy schedule.

In this handbook you will find information on the pathway, how to provide feedback and advise an applicant, as well as some resources to help you.

The guidance draws on key documents from Advance HE (e.g. the Accreditor Handbook for Reviewers and the guidance provided for D1 applicants).

## The FLAIR Framework[1] at the University of Reading

The University's [Teaching and Learning Strategy](#) 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 by supporting colleagues to gain Fellowship of the Higher Education Academy (HEA)[2] in recognition of their work in teaching and supporting learning. The FLAIR Framework is managed by the Academic Development and Enhancement team (ADE) within CQSD.

Fellowship is national - and increasingly international - recognition for being an effective teacher or supporter of learning in higher education and it is now seen by many as an essential step for careers linked to teaching and supporting learning in a Higher Education context. 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). Though the categories might look hierarchical, they should not be thought of that way. Instead, because the categories are linked to range and scope of impact, what they really represent is recognition tailored to different roles/career stages.

The FLAIR Framework has three routes to Fellowship:

- the AFHEA Pathway for doctoral researchers leading to D1 (Associate Fellowship)
- the taught Academic Practice Programme (APP) leading to D1 or D2 (for colleagues new to teaching/supporting learning in HE)
- the FLAIR CPD Scheme (a non-taught route for those who have been involved in learning and teaching in Higher Education for some time and who want to show their continuing commitment and impact. The Scheme supports colleagues to gain Fellowship at whichever category from D1-D3 is most appropriate for their experience)

This handbook is for mentors supporting applicants on the AFHEA pathway for doctoral researchers. Through the Graduate School, the Academic Development and Enhancement team (ADE) in CQSD supports a selected cohort of doctoral researchers each year to apply for recognition for their work in teaching and supporting learning, in order to attain AFHEA status: HEA Associate Fellowship. The AFHEA pathway consists of:

- an application for selection onto the scheme
- full participation at three compulsory taught webinars
- school-based support (through a mentor)
- CQSD ADE support around writing an application
- submission of an application under the FLAIR scheme which is reviewed by a panel

The full timeline of events from launch of the scheme to submission can be found in Appendix 1.

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[1] **F**acilitating **L**earning and **T**eaching **A**chievement and **I**ndividual **R**ecognition

[2] The HEA is now part of Advance HE https://www.advance-he.ac.uk/about-us

## The application process

- The full timeline of events from launch of the scheme to submission can be found in Appendix 1.

- The stages to applying for AFHEA after enrolment are summarised in the table below and further information about each stage can be found on the pages indicated.

| The application process for the AFHEA pathway for doctoral researchers | |
|---|---|
| 1 | Become familiar with the PSF (p5) |
| 2 | Attend three compulsory webinars (p5) |
| 3 | Take feedback on the draft application  (p6) |
| 4 | Organise supporting statements (p6) |
| 5 | Submit application (p7 & p12) |

## The Professional Standards Framework (PSF)3

It is crucial that applicants and mentors have a thorough understanding of the Professional Standards Framework ([PSF)](#) as it underpins every aspect of any Fellowship application. The Professional Standards Framework is a comprehensive set of professional standards and guidelines which conceptualises the practice of teaching and supporting learning in HE in terms of 'Descriptors' and 'Dimensions'. Further information on the PSF can be found in Appendix 2 and on the website: [https://www.reading.ac.uk/reading-cqsd/Developing-and-enhancing/training-professional-development/cqsd-afheapgrresources.aspx](https://www.reading.ac.uk/reading-cqsd/Developing-and-enhancing/training-professional-development/cqsd-afheapgrresources.aspx)

## Webinars

We run three webinars for applicants on this pathway. Because attendance is compulsory, applicants are automatically booked onto these and joining information is sent to them.

Each webinar is designed to focus on specific elements of the application.

- Webinar 1: Introduction to the PSF and the application process; preparing the contextual statement

- Webinar 2: Areas of Activity 1 & 3;

- Webinar 3: Areas of Activity 2, 4 & 5

During each webinar there will be:

- 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 the application);

- opportunities for writing (brainstorming ideas and beginning to write in a supportive environment)

By the end of each workshop applicants will have generated ideas to include in the application and begun to plan how to structure these ideas into an effective narrative. You might remind your mentee of these notes in any meeting you have.

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# Feedback

Applicants on this pathway have the opportunity for two layers of feedback.

The first layer of feedback comes from the school-based mentor. You will find some tips and hints for providing feedback in Appendix 3 and Appendix 4.

Your mentee will also be allocated a tutor from the Academic Development and Enhancement team (ADE) in CQSD. The ADE tutor will provide the final layer of feedback to the applicant after they have acted on the feedback you have provided. It is up to the applicant to decide when it is most useful to have the appointment with their ADE tutor– some choose to have it close to submission; others prefer to have it a little sooner for reassurance they are on the right lines.

Whilst it is not compulsory to take feedback, we strongly recommend applicants to take advantage of these opportunities. Experience tells us that applicants who receive feedback from us are more likely to submit high quality applications. Please encourage your mentee to make use of the opportunity for feedback from ADE.

It should be emphasised that applying for Fellowship is about the applicant demonstrating their own understanding of the Dimensions and Descriptors of the PSF through an application they have written independently.  During the feedback process, they should not expect feedback on the mapping to the PSF as this could result in the application demonstrating someone else's understanding. Similarly, those who provide feedback can make suggestions/recommendations but it is not their responsibility to shape the contents/structure, and they cannot comment on the likely outcome.

## Supporting statements: Frequently asked questions

**Is any support provided for preparing supporting statements?**
Yes. There is a section on the website called 'Resources for preparing supporting statements'. This contains:
- Preparing a supporting statement: guidance notes (including some sample comments for supporting statements aligned to the PSF at D1)
- A screencast on writing a supporting statement
- The supporting statement proforma

Colleagues who work within our institution will have access to these documents. It is the applicant's responsibility to provide relevant information to anyone external to the institution.

**Who should the supporting statement be sent to?**
The supporting statements should be sent directly to the applicant so that they can attach them to the application. **Please note that it is the applicant's responsibility to check that the statements are completed correctly.** The application cannot be processed if it does not meet the expected requirements.

## Submit application

Full details about submission can be found in the applicant handbook. The key things you need to know as a mentor are that the completed template needs to be saved as one pdf file and sent to The Graduate School ([gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk)) by 5pm at the very latest on the day submissions close. **We cannot accept late applications.**

In exceptional circumstances it may be possible to negotiate an extension. If there is any danger of not being able to submit by the deadline, the applicant must notify their ADE tutor to discuss if an extension can be arranged.

Please note: In order to engage with the scheme and for the application to be processed, applicants must be current and active (i.e. enrolled as a doctoral researcher). If they suspend their studies during the timeframe of applying, then they must withdraw from the scheme. They can then consider submitting an 'Expression of Interest' for the next round (if relevant) but, as this is a competitive process, we cannot offer any guarantee of being accepted.

## The application

The elements of a D1 application via the AFHEA pathway for Doctoral Researchers are listed in the table below.

| Section | Requirement(s) |
|---------|----------------|
| 1 | **Contextual statement (p.8)** |
| 2 | **Professional Activity Table (PAT) (p.9)**<br><br>A Reference List of the citations used in the PAT must be provided (p.10) |
| 3 | **An up-to-date CPD log and plan (p.11)** |
| 4 | **Two supporting statements (p.6)** |

The following pages contain information on the different elements of a D1 application. There are many resources on our website to support applicants and mentors (for example, screencasts and the 'Applicant Support Pack'). These give more detailed information and ideas about drafting the application.

## The Contextual Statement

The first part of a FLAIR CPD application is a contextual statement. Although this is not assessed, it is nevertheless an important part of the application. Applicants hold a variety of roles and work in a range of contexts. The contextual statement is a place where applicants can set out any specific information that might help the reader to tune in and understand the work being presented. However, as well as helping the reader, the contextual statement is also helpful for the writer. By putting important contextual information here applicants don't have to do it in the main application and so they can use the allocated word count to best advantage to present their case for Fellowship.

Things to include in the contextual statement might be:
- a short career history (prior professional experience relevant to current work);
- experience of teaching or supporting learning in HE;
- any specific information about the role/department/school that the reader needs to know;
- information about any contexts the applicant is including in the submission that are beyond our institution (please remember, however, that anything included in the application should refer to work in an HE context);
- the philosophy or principles that underpin their approach to work

The contextual statement should be no more than one side of A4. The  Applicant Support Pack' on the webpage has more information and some activities to help with writing the contextual statement.

## The Professional Activity Table (PAT)

The main component of the application is the Professional Activity Table (PAT). This is where the applicant makes their case for Fellowship by showing how their experience and skills align with the expectations for Associate Fellowship. The PAT needs to convince the reader that all six elements of the D1 Descriptor have been addressed (D1.1-D1.6).

At D1 the PAT should cover **3 Areas of Activity:**

- Area of Activity 5 (compulsory for all D1 applicants)
- Two further Areas of Activity self-selected by the applicant

The indicative word count per Area of Activity is 600 words, meaning the total word count for the PAT is **1800 words** (3 x 600 words).

Choosing the two Areas of Activity to focus on in the PAT is very important stage. It may be very clear that your mentee's experience aligns with some Areas of Activity more than others because of the nature of their practice. If not, then the steps below might help:

- Encourage your mentee to engage with Advance HE's *Fellowship Category Tool* as this can help to identify where there is appropriate experience
- Encourage your mentee to look at the lists of relevant activities for each Area of Activity in the ' Applicant Support Pack' and use this as the basis for a discussion about where they have relevant experience.

There is guidance on writing the PAT on the website. Applicants can also talk to us at the taught webinars.

The tips and advice below will also help you to support your mentee:

- To be convincing the PAT needs to demonstrate both **breadth** and **depth** of practice. Advance HE's advice is that drawing on one example within an Area of Activity is not enough to show breadth but trying to include too many examples in each section compromises depth. The two examples is, therefore, to include two examples per Area of Activity (preferably examples that show different aspects of the applicant's practice). **One of the most useful things you can do is to remind your mentee of the recommendation to structure each Area of Activity around two examples.**
- To fully address D1.III and D1.IV the PAT must be mapped to relevant Core Knowledge and Professional Values. This is because reviewers need to be convinced that the applicant has a full understanding of the PSF. Being able to show how their practice demonstrates Core Knowledge and Professional Values helps to achieve this and this is done by mapping the PAT to the other

Dimensions. There are examples of how to align the PAT to the PSF in the Applicant Support Pack.

- D1.II refers to 'appropriate teaching practices'. The word 'appropriate' should be understood as referring to:
  - how/why the pedagogic methods and approaches used are relevant in terms of the discipline/subject/ professional context
  - reflecting on how/why the approaches used are suited to the specific student/groups of students. This can also help to evidence K2, K3, V1 and V2
- D1 & D.II: to meet these criteria effectively applicants need to draw out that they have had **positive impact on student learning, experience and outcomes**. When you look at the draft, ask yourself if the 'so what?' is clear. Make sure your mentee is aware that it is their responsibility to make the impact of their teaching/support explicit. Reviewers cannot join the dots or assume anything.

## Reference list

- One of the criteria for Associate Fellowship (D1.5) is incorporating subject and pedagogic research and/or scholarship within the narrative. Essentially applicants have to demonstrate that their practice is evidence-informed. Relevant pedagogic research and literature should, therefore, be cited within each section of the PAT to underpin arguments. There is a space for a reference list of the works cited within the template. Please note, this should be a reference list, not a bibliography. Applicants should use the Harvard system
- Comprehensive reading lists can be found on our website. 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

## The CPD Log and Plan

Because engaging with continuing professional development is seen as being of fundamental importance for those teaching and supporting learning in HE, one aspect of the Associate Fellow Descriptor (D1.VI) focuses specifically on this. For this reason applicants are required to submit a CPD log and a CPD plan as part of the application.

In deciding whether an application meets D1.VI, reviewers look for evidence of **proactive engagement with a range of CPD activity.** Reviewers understand that at this stage of an academic career, the applicant's experience of formal professional development activity may not be extensive. For that reason they look at the application holistically and take a broad view of what constitutes CPD activity. Essentially they will look for evidence that the applicant is taking professional responsibility for and is committed to continually updating and developing their practice. Further guidance can be found in the 'Writing your application: Applicant Support Pack'.

As well as the CPD log, applicants also provide a CPD plan where they outline plans for further professional development. The CPD plan should include information on:

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

The templates for the CPD log and plan are embedded within the application proforma and an example of a CPD log and plan can be found on the website.


**While the CPD log and plan are essential parts of the application, they are not enough in themselves to meet Descriptor 1.VI. Encourage your mentee to strengthen evidence against this Descriptor by including within the PAT narrative some explicit reference to the impact that CPD has had on their practice.**



## Supporting statements: Frequently asked questions

Please refer back to page 6 for information on the supporting statements.

Resources for providing supporting statements can be found on our website.

Guidance for drafting a supporting statement can be found here:
https://www.reading.ac.uk/web/files/cqsd/AFHEA_Pathway_for_Doctoral_Researchers_supporting_statement_guidance.pdf

## Giving feedback

There is no expectation that you will provide written feedback on drafts. Your mentee should be aware that the feedback you provide will be oral and come to any feedback meeting equipped to make notes.

**Preparing for the meeting**

- It can be useful to ask your mentee to send a draft of the application in advance of a feedback meeting.
- Read through the draft (concentrating on any sections the applicant has asked you to focus on). You may decide to make some notes to refer to in the meeting but you should not provide these to the applicant. You will find some resources in Appendices 3-4 that should help you to evaluate the quality of the draft and how far it meets the criteria.
- It is very important that feedback is focused on the criteria, rather than any personal preferences about writing style or how an application should be presented. Remember that applicants work in a variety of contexts and have different experiences/ expectations of writing, and not all applicants have English as their first language.

When you prepare for the meeting, remember that your role is to review the current state of the application. The applicant will revise the application following your meeting and is entitled to a further layer of feedback from their ADE tutor, meaning that the final draft is likely to be substantially different to the one you see. Furthermore, responsibility for the final application lies ultimately with the applicant. However, if you have any serious concerns about the application at this stage, then please contact Eileen Hyder to discuss how to move forward.

**Running the feedback meeting**

It is important that the applicant has a clear idea of which aspects of the draft already meet the criteria and which need further development. However, it is important to remember that a Fellowship application is very personal and this brings with it a degree of vulnerability as any criticism could be taken personally. For this reason discussion needs to be handled sensitively, focusing on the criteria to remove the personal element as far as possible.

A useful technique to use in feedback meetings is reflective questions. For example, you might ask your mentee to share examples of their work around assessment and feedback if you have reservations about the choice of examples in A3. And it's very common to ask lots of 'why' questions to draw out the rationale behind the work/practice and 'so what?' questions to draw out impact. Examples of questions you might use can be found in Appendix 4.

Please note, you should not evaluate the mapping to the UKPSF. One of the expectations is that applicants demonstrate their understanding of the UKPSF. If you help with the mapping, then this would show your understanding rather than theirs.

Remind your mentee that they will be allocated a tutor from the ADE team and they will provide another layer of feedback after the application has revised the draft in response to your feedback.  Please encourage them to make use of this opportunity. To ensure confidentiality, we ask you to destroy any saved/printed copies after the meeting has taken place.

## Supporting you

Advance HE accreditation policy requires all with responsibility for supporting applicants to demonstrate current knowledge and understanding of the requirements for the relevant category of Fellowship. This document is an essential resource for mentors. In addition, the [website](#) provides substantial information on all aspects of applying for Fellowship. We also hold regular Q&A phone-in slots. We put these on the calendar as there's a time when someone will be at the end of a phone to answer your queries. The dates can be found by following this [link](#). There's no need to book. Simply contact Eileen via Teams during the times indicated if you have any queries about supporting your mentee.

In addition, if you have any questions, please contact us and we will be happy to help. Key contact details are:
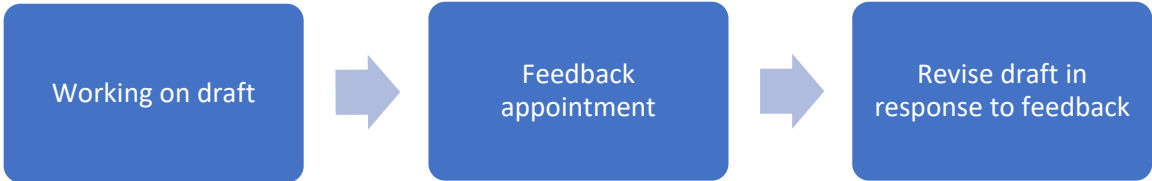
- Eileen Hyder – [e.m.hyder@reading.ac.uk](mailto:e.m.hyder@reading.ac.uk)

- Lisa Munday - [l.j.m.munday@reading.ac.uk](mailto:l.j.m.munday@reading.ac.uk)

We hope this handbook is helpful. You will find some useful resources in the appendices below.

## Appendices

- Appendix 1: Timeline of events from launch to submission
- Appendix 2: The Professional Standard Framework (PSF)
- Appendix 3: Providing feedback
- Appendix 4: Useful questions to prompt reflection

## Appendix 1: Timeline of events from launch to submission

| | |
|---|---|
| Mon 29th Nov 2021 | Launch by the Graduate School of the 2022 run of the AFHEA Pathway for Doctoral Researchers, including the invitation to apply to the Scheme. |
| 10th January 2022 | Deadline for submitting 'Application to enrol' form to the Graduate School.<br><br>(You will find the proforma on the website) |
| Week commencing 18th January 2022 | Meeting between Graduate School and CQSD ADE to discuss applications. |
| 28th January 2022 | Deadline for Graduate School to have identified suitable participants and to have notified both successful and unsuccessful applicants. |
| Timeline for successful applicants from the application to apply stage. | |
| Stage 1 (February) | Attend first compulsory taught webinar (Tuesday 15th February 2022 – 09:30-13:00). |
| Stage 2 (March) | Attend second compulsory taught webinar (Thursday 17th March 2022 – 09:30-13:00). |
| Stage 3 (May) | Attend third and final compulsory taught webinar (Wednesday 4th May 2022 – 09:30-13:00). |
| Stage 4<br>Between May – August | Working towards completion of your application. |

The sequence at Stage 4 is as follows:



Working on draft → Feedback appointment → Revise draft in response to feedback

The scheme includes an opportunity for oral feedback on your draft application. You will be allocated a tutor who you should then contact (via email or Teams) to arrange a meeting for feedback on your draft. You should agree:

- a mutually convenient date for a virtual one-to-one 'feedback' appointment

- the date for sending a draft section or final draft of the application in readiness for the feedback appointment and how the draft will be shared

| | Your tutor will confirm the date and time by email and share any required media link.<br><br>Oral feedback will be provided during the meeting. It is your responsibility to record/take notes of any suggestions for revising your draft. |
|---|---|
| Stage 5 | Organise your supporting statements. |
| Stage 6<br><br>By 4pm (BST) Wednesday 14th September 2022 | You should have:<br><br>• Pasted the components of your application to the appropriate sections of the template.<br>• Saved the completed template as one pdf file<br>• Sent your pdf file to the Graduate School gradschool@reading.ac.uk |
| Autumn Term | Your application will reviewed by an experienced Recognition Panel and your result will be communicated to you by email no later than 4pm (GMT) Friday 25th November 2022.<br><br>Details of successful applicants will be uploaded onto the Advanced HE web portal.<br><br>Successful applicants will receive notification directly from Advance HE with instructions on how to 'claim' their HEA Fellowship and professional recognition. |

## Appendix 2 The Professional Standards Framework (PSF)4

It is crucial that applicants and mentors have a thorough understanding of the Professional Standards Framework (PSF) as it underpins every aspect of any Fellowship application. The Professional Standards Framework is a comprehensive set of professional standards and guidelines which conceptualises the practice of teaching and supporting learning in HE in terms of 'Descriptors' and 'Dimensions'. Further information on the PSF can be found in Appendix 1 and on the website:
https://www.reading.ac.uk/reading-cqsd/Developing-and-enhancing/training-professional-development/cqsd-afheapgrresources.aspx

### Descriptors

There are four Descriptors with the PSF which correspond to the four categories of Fellowship that can be awarded: Associate Fellowship, Fellowship, Senior Fellowship, Principal Fellowship.

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

1. They describe a typical applicant at each category of Fellowship (Associate Fellow, Fellow, Senior Fellow and Principal Fellow) 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 PSF.

2. They describe what has to be evidenced by the applicant to achieve Fellowship (i.e. they represent the assessment criteria).

### Dimensions of Practice

The four Descriptors are underpinned by three Dimensions of Practice which set out the knowledge, skills and behaviours expected of those teaching and/or supporting higher education learning.
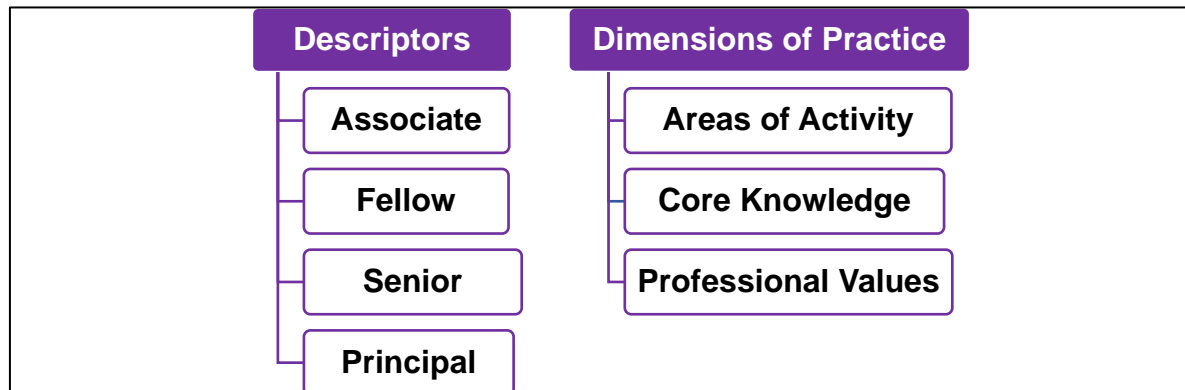
- Areas of Activity (A1-5) (describing what a teaching and learning professional does)
- Core Knowledge (K1-6) (outlining what they need to know to carry out the activities)
- Professional Values (V1-4) (outlining the manner in which they should carry out their activity)

The webpage has a whole section dedicated to the PSF which includes links to these documents. You will also find a set of screencasts on our website that explore different aspects of the PSF.

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## The Professional Standards Framework (PSF)

**Descriptors**
- Associate
- Fellow
- Senior
- Principal

**Dimensions of Practice**
- Areas of Activity
- Core Knowledge
- Professional Values

**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, learning and assessing in the subject area and at the level of the academic programme

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

K4   The use and value of appropriate learning technologies

K5   Methods for evaluating the effectiveness of teaching

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

**Professional Values**

V1   Respect individual learners and diverse learning communities

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

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

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

# PSF: Descriptor 1

To be awarded Associate Fellowship applicants must meet all six of the Descriptor 1 criteria (D1.1-D1.6) set out below. The contents of the application need to demonstrate how they meet these.

| **DESCRIPTOR 1: ASSOCIATE FELLOW** |
|---|
| 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:<br><br>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)<br>b. Staff new to teaching (including those with part-time academic responsibilities)<br>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)<br>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities<br>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio |
| 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:<br><br>D1.1   Successful engagement with at least two of the five Areas of Activity<br><br>D1.2   Successful engagement in appropriate teaching and practices related to these Areas of Activity<br><br>D1.3   Appropriate Core Knowledge and understanding of at least K1 and K2<br><br>D1.4   A commitment to appropriate Professional Values in facilitating others' learning<br><br>D1.5   Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities<br><br>D1.6   Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |

D1 applicants will usually have been teaching or supporting learning in HE for a period of at least one year. If there are any personal circumstances that should be considered in relation to timeframe, these should be declared on the application form. In addition, it is important to remember that it is the applicant's impact that is most important, not simply the period of service or number of contact hours with learners.

*Please note, the experience and evidence included in the application must relate to **practice and impact within an HE context[5]**.

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[5] Advance HE's definition of Higher Education is outlined in Appendix 1.

## Appendix 3: Providing feedback

The prompts and questions below will help you to evaluate the application so that you can provide feedback and advice to your mentee.

| SECTION 1: Review of application against Descriptor 1 Criteria | |
|---|---|
| **D1.I Successful engagement with at least two of the five areas of Activity**<br><br>**D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity**<br><br>*Please remember D1 applicants are required to do A5 and choose two further Areas of Activity. This means the questions below may not be relevant for the application you are looking at* | **Met**<br>**Not Met**<br>**Borderline** |
| • Are the factors that affect the way the applicant carries out/engages with the chosen Areas of Activity clear?<br>• Is the rationale for choices made in relation to each chosen Area of Activity clear? Do you understand why the applicant does things as they do? Has the applicant made clear how/why their practices for teaching/supporting learning are appropriate (e.g. for the level of study; for the learning outcomes; for the discipline/subject; for the cohort of students)<br>• If the applicant has chosen A1 and A2 is there a clear difference between the two sections? The focus of A1 on <u>designing and planning learning</u> (what happens before the interaction with students) and the focus of A2 on <u>methods used</u> to teach/support learning (what happens in the interaction with students)? These two sections should be noticeably different, rather than seeming interchangeable.<br>• If the applicant chooses A2 and A4 these should again be noticeably different. Learning environment includes the physical or virtual environment or the culture that is built. Student support in A4 is different to A2. Relevant examples for A4 include personal/academic tutoring, supporting additional learning needs, one-to-one advice, counselling, developing practice to meet the individual needs of learners, supporting diverse learning communities. As such it might involve collaborating with/signposting support services | |
| **D1.III Appropriate Core Knowledge and understanding of at least K1 and K2** | **Met**<br>**Not Met**<br>**Borderline** |

- K1 - Is it clear that practice is informed and influenced by the nature of the subject being taught. For applicants in learning support areas the 'subject' should be identified as the 'service' or 'function'
- K2 is about understanding the needs of the learner profile and being able to engage them appropriately. etc. Applicants are expected to choose learning support/teaching approaches that are appropriate to their subject area/service and adapt these to suit their learners.

*Please note, although D1 applicants are not required to cover K5, we would advise them to include information on how they evaluate the effectiveness of their practice as this helps to make claims for impact credible*

| | |
|---|---|
| **D1.IV  A commitment to appropriate Professional Values in facilitating others' learning**<br><br>*Please note,  it is not a requirement for D1 applicants to demonstrate evidence against all four Professional Values, only those appropriate to the examples in the chosen Areas of Activity and for the professional context of the applicant.* | **Met**<br>**Not Met**<br>**Borderline** |

- V1/V2 – Is it clear that the applicant understands, values and can work effectively with diverse learners/learning communities (e.g. that the applicant doesn't take a 'one-size-fits-all' approach)?
- V3 – Please refer to the notes for D1.5 and D1.6 below to evaluate V3
- V4 – This is about being aware of the wide range of influences that affect practice (e.g. the HE sector, professional associations, disciplinary bodies or networks, government or research bodies, etc.). It also includes showing awareness of institutional priorities (e.g. the T&L strategy; specific initiatives/T&L priorities)

| | |
|---|---|
| **D1.V  Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities** | **Met**<br>**Not Met**<br>**Borderline** |

Applicants should refer to the evidence base they use to inform their practice. Is the evidence base clear?  The evidence-base could include scholarly literature but could also be a 'professional knowledge' base (e.g. evidence from professional bodies/industry/the discipline) or professional development.

| D1.VI  Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities | Met<br>Not Met<br>Borderline |
|---|---|
| Engagement might be formal and/or informal in nature. For instance, the applicant may have attended a workshop/conference or carried out some background reading on a learning support/teaching approach they have heard about. The applicant should make clear how the learning they have gained from this experience has been used to inform/shape their subsequent practice. There should also be some engagement with scholarly literature | |

General things to consider

- Are the examples selected appropriate?
- Do you get a sense of the applicant's impact on students (why their teaching and learning activities/techniques have been successful in promoting learning)?
- Are there examples of reflection (questioning, thinking about practice and impact)?

## Appendix 4: Useful questions to prompt reflection

- What were your aims? What were you trying to achieve?
- What principles underpin your approach to…?
- Could you explain about/tell me why …?
- How did you go about …? Why did you do it this way? What does it offer/what was the impact on students?
- Can you give me a concrete example of ...?
- How did you evaluate this work? What evidence of impact do you have?
- To what extent did you achieve your aims?
- What did the experience tell you about your values?
- Have you changed anything since carrying out this work? Why?
- How are/might you take this forward?
- How has your CPD influenced your practice?