

## Recognition framework (indicative activities, not exhaustive)

Those applying for Associate Fellow (D1) are required to meet a minimum of two Areas of Activity.

Fellows (D2) and Senior Fellows (D3) must demonstrate activities in all areas. Applicants for Senior Fellow must demonstrate leadership or mentoring of others in the chosen activities.

Fellowship linked to the range of descriptors is open to teachers at any level, those who support learning, library, marketing and careers staff, and administrators who work closely with learning and teaching. This list is not exhaustive and staff are encouraged to consider the activities in relation to their own practice.

Professional Standards	Examples of indicative activities
<b>Areas of Activity</b>	D1 Associate, D2 Fellow, D3 Senior Fellow
1. Design and plan learning activities and/or programmes of study	<ul style="list-style-type: none"> <li>• D1 and D2               <ul style="list-style-type: none"> <li>○ Development (or redevelopment) of tutorial, seminar, workshop or lecture programme or learning and teaching materials or resources.</li> <li>○ Validation or Quinquennial Review of programme of study.</li> </ul> </li> <li>• D3               <ul style="list-style-type: none"> <li>○ Leadership of team in the redesign of a course of study.</li> <li>○ Mentoring of a course team to help them prepare for validation or professional body accreditation.</li> </ul> </li> </ul>
2. Teach and/or support student learning	<ul style="list-style-type: none"> <li>• D1 and D2               <ul style="list-style-type: none"> <li>○ Developing innovative learning, teaching and assessment support materials, leading seminar, tutorial, workshop or lecture programmes.</li> </ul> </li> <li>• D3               <ul style="list-style-type: none"> <li>○ Leadership of others in their development of innovative learning, teaching and assessment support materials.</li> <li>○ Mentoring and advising colleagues about the effectiveness of learning and teaching approaches within a specific discipline/subject context.</li> <li>○ Leading faculty or institutional teams in developing and enhancing learner support or teaching practice.</li> </ul> </li> </ul>
3. Assess and give feedback to learners	<ul style="list-style-type: none"> <li>• D1 and D2               <ul style="list-style-type: none"> <li>○ Design and delivery of a variety of assessment methods to support the University's Learning, Teaching and Assessment policy.</li> <li>○ Develop and implement appropriate feedback and feed-forward methods.</li> </ul> </li> <li>• D3               <ul style="list-style-type: none"> <li>○ Mentor a course team in the review of an assessment strategy.</li> <li>○ Leadership of colleagues in the introduction of innovative approaches to assessment and/or feedback.</li> <li>○ Leading institutional teams in the development and enhancement of assessment practices.</li> </ul> </li> </ul>

<p>4. Develop effective learning environments and approaches to student support and guidance</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Personal tutoring and programme specific roles.</li> <li>○ Use of social networking tools and technology to support teaching and learning.</li> <li>○ Use of a range and variety of learning spaces.</li> <li>○ Knowing when to refer students for professional guidance and counselling.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership of a course team’s approach to learning environments.</li> <li>○ Leadership of the introduction of innovative approaches to learning environments within a discipline/subject context.</li> </ul> </li> </ul>
<p>5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Clear illustration of research-led and practice-driven teaching, evidence of scholarly activity leading to changes in programmes, modules or learning materials. Research and scholarly activity could be discipline-specific or pedagogic but it should be research that demonstrably impacts on the student experience.</li> <li>○ Evidence of reflection leading to change, recognition in the University awards process, participation in SALT seminar programme, leading a SALT seminar, participation in HEA events, or role as external examiner.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership of others in their own CPD.</li> <li>○ Mentoring/leadership of colleagues.</li> <li>○ Institutional recognition of academic leadership.</li> <li>○ Leadership of a staff development programme at institutional category.</li> </ul> </li> </ul>
<p><b>Core knowledge</b></p>	
<p>Knowledge and understanding of:</p> <p>1. The subject material</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Developing learning, teaching and assessment to reflect current disciplinary and pedagogic literature and practice.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership or mentoring of a team in the review of module materials, assessment methods, or learning activities in current pedagogical practice.</li> </ul> </li> </ul>
<p>2. Appropriate methods for teaching and learning in the subject area and at the category of the academic programme</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Selection of appropriate methods, activities and materials for the category of study and specific discipline, reflecting inclusivity.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership or mentoring of others in reviewing curriculum to ensure it remains inclusive.</li> <li>○ Leading the creation or application of approaches to learning within the subject/discipline.</li> </ul> </li> </ul>
<p>3. How students learn, both generally and within their</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Developing and implementing opportunities for differing types of learning, choice and diversity.</li> <li>○ Contributing to disciplinary knowledge of learning, teaching and assessment methods.</li> </ul> </li> </ul>

subject/disciplinary area(s)	<ul style="list-style-type: none"> <li>○ Application of learning theory in pedagogic practice.</li> <li>• D3 <ul style="list-style-type: none"> <li>○ Mentoring or leading others in the development of learning, teaching and assessment methods.</li> <li>○ Leading others in the application of the theory of learning and teaching to specific disciplines.</li> </ul> </li> </ul>
4. The use and value of appropriate learning technologies	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Engagement with technology enhanced learning and the use and adaptation of learning methods including technology.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leading and/or mentoring others in their use of technology enhanced learning.</li> <li>○ Leading a team to introduce technology enhanced learning.</li> <li>○ Leading the evaluation of approaches to the use of technology in learning and teaching and introducing change resulting from evaluation.</li> </ul> </li> </ul>
5. Methods for evaluating the effectiveness of teaching	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Use of online module evaluation or equivalent to engage students in evaluating learning experience.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leading others in their use of student evaluation to introduce enhancements into modules or courses.</li> <li>○ Mentoring colleagues to work effectively with student evaluation data.</li> <li>○ Lead the creation of action plans to respond to NSS, PTES and internal institutional data.</li> <li>○ Lead the implementation of action plans to respond to NSS, PTES and internal institutional data.</li> </ul> </li> </ul>
6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Participation in quality assurance and enhancement processes.</li> <li>○ Linking learning and teaching enhancement to quality processes.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leading a course team through a validation of a new programme.</li> <li>○ Leading a course team in the quinquennial review, pedagogically driven.</li> <li>○ Acting as a cognate or external member in a quality process, within or beyond your institution.</li> </ul> </li> </ul>
<b>Professional Values</b>	
1. Respect individual learners and diverse learning communities	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Supporting flexible learning and inclusive curriculum design.</li> <li>○ Investigation, selection and application of tools and techniques leading to student learning communities.</li> <li>○ Application of e-moderating techniques to support online learning communities.</li> <li>○ Role as programme leader working with new applicants, schools, colleges and the wider community to recruit students from diverse backgrounds.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership and/or mentoring of colleagues in their approaches to designing learning and teaching opportunities recognizing the diversity of the student population.</li> </ul> </li> </ul>

<p>2. Promote participation in higher education and equality of opportunity for learners</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Provide evidence of commitment to or participation in sector approaches to equality of opportunity.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership or mentoring of others in ensuring equality of opportunity for all learners.</li> <li>○ Mentoring others to reflect on equality of opportunity in a discipline/subject specific context.</li> </ul> </li> </ul>
<p>3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Personal research/scholarly activities which lead to development of learning, teaching and assessment approaches.</li> <li>○ Research or scholarly activity which contributes to pedagogic development or sharing of practice through conference papers or publications.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Mentoring of others in their pedagogical research.</li> <li>○ Leading research projects in the pedagogic application of learning and teaching theories.</li> <li>○ Making a significant contribution to national/international debate in learning and teaching.</li> </ul> </li> </ul>
<p>4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>	<ul style="list-style-type: none"> <li>• D1 and D2 <ul style="list-style-type: none"> <li>○ Demonstrating an interface with the institutional agenda regarding learning, teaching, assessment, curriculum design and personal/collective professional practice.</li> <li>○ Attendance at SALT seminars, delivering SALT seminars, evidence of sharing practice across academic community.</li> <li>○ Evidence of ways in which reflection and evaluation are embedded in professional practice.</li> </ul> </li> <li>• D3 <ul style="list-style-type: none"> <li>○ Leadership or mentoring of others in their understanding of the wider context of higher education.</li> <li>○ Demonstrable leadership in disseminating good practice such as contribution to staff development seminars/programmes.</li> <li>○ Engagement with external organizations working in the context of higher education.</li> </ul> </li> </ul>

Further guidance for evidence sources can be found at: [https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF\\_2011\\_English.pdf](https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf)