Swansea

Application Route

(SAR)

Assessor Handbook

October 2019

CONTENTS

ASSESSING APPLICATIONS FOR HEA FELLOWSHIP – SWANSEA APPLICATION ROUTE

WHO CAN BE AN ASSESSOR?

Assessors for the SAR (both pathways – for Experienced staff and staff and PGR students new to teaching preparing an application for AFHEA) will be selected from HEA Fellows (at all categories), a list maintained by SALT in liaison with the HEA and Swansea University's Human Resources department.

A list of current Fellows is on the SALT website. Staff are not obliged to provide their names publicly in line with the General Data Protection Guidelines and so there may indeed be more of your colleagues who hold fellowship recognition than you think!

Occasionally, we may use an external assessor from outside the University specifically for SFHEA applications. This may typically be in situations where there is insufficient expertise to assess the application since it is written/will be presented in the Welsh language and/or internal assessors are unavailable or in conflict of interest for the application concerned.

FROM WHICH DISCIPLINES ARE ASSESSORS DRAWN FROM?

Assessors are drawn from as many subject areas across the University as possible. Assessors will usually be from different subject areas than the applicant.

You may not assess an application with a known Conflict of interest, e.g. line manager, mentor, provider of a supporting statement, family member or other close connection.

Every effort is made by the Recognition Team to avoid allocating you an application with which a conflict is obvious and can be identified. However, you are asked to inform the Recognition Team as soon as possible to discuss any other possible conflict of interest.

In these situations, the application will be re-allocated to another to assess.

SAR ASSESSOR TRAINING

Prior to being involved in assessing Fellowship applications (formatively or summatively), all assessors and mentors must first be trained. The initial training process for all assessors will always be undertaken in person in peer groups to promote discussion and consistency. Training will differentiate the key issues for Senior Fellow assessors/mentors with reference to the SFHEA descriptor.

Assessors and Mentors are registered on the VLE modules for applicants from both pathways for the SAR so that they have access to the same resources and information about the UKPSF as applicants. Specific training materials are made available to them there.

In order to embed and sustain parity of judgement, updating sessions will be provided annually by SALT for all assessors and panel members in order to:

• Ensure a working knowledge of the UKPSF
• Ensure a working knowledge of the SAR pathways
• Explain the detail of the written and presentation routes
• Support consistency and appropriateness of judgement
• Refresh perspectives and to learn from case based examples
• Share best practice
• Celebrate excellence in learning and teaching

Records of engagement in training and then in assessment panels/mentoring will be maintained by SALT to provide oversight and support a balance of workload.

ASSESSMENT CRITERIA

Assessors should refer to the Assessment criteria, Indicative Activities and HEA Guidance on how the UKPSF applies to staff in different role (these are available on the Fellowship Resources webpage and also on the Bb module on which they and applicants are enrolled).

Training materials including preparation outline applications and supporting case studies will be provided to assessors. Videos of presentation applications will be

created as part of the training at various levels of quality which will be part of the training materials.

WHAT OUTCOMES ARE POSSIBLE?

There are 2 possible outcomes for Fellowship submissions.

Proceed - Overall, the evidence is sufficient to grant the category of Fellowship applied for

Refer - The evidence is insufficient and/or the application is incomplete. Applicant is advised to review the guidance and make a resubmission

Panel Decisions	Criteria
Proceed	Overall, the evidence is sufficient to grant the category of Fellowship applied for
Refer	The evidence is insufficient and/or the application is incomplete. Applicant is advised to review the guidance and make a resubmission. **Amendments should be made and a revised application submitted usually to the next submission deadline or on suggested timeframe from the assessors**. The specific date can be negotiated subject to existing commitments that the applicant has which impact this deadline. Those re-assessing with be provided with the feedback given to the applicant for reference during the re-assessment process. The Chair of the SAR Panel will executively confirm the recommendations made by the assessors concerning the the revised application.

CAN APPLICANTS BE GIVEN THE "DIFFERENT" FELLOWSHIP CATEGORY?

The table below outlines the options available to you.

Category of Fellowship sought	'Awarded' a Different category?
Associate Fellow	No but might be encouraged to submit a separate application for Fellow/Senior Fellow
Fellow	Yes – if an application meets AFHEA criteria but Not FHEA criteria. Applicant will be offered

	AFHEA recognition and may be encouraged to re-apply for FHEA. SFHEA may not be granted –separate application may be encouraged
Senior Fellow	No. Applicant may be recommended to either re-submit revised SFHEA application or submit new application for FHEA.

For more details, see the Assessment Criteria in Appendix 1

HOW ARE THE APPLICATIONS ASSESSED?

Each assessor will review the key reflective part of the application and will consider how well the applicant has

   a) Demonstrated alignment with the relevant Fellowship category descriptor
   b) Provided sufficient and relevant evidence of effective practice and substantiated supporter statements
   c) Provided a sufficiently reflective account indicating lessons learnt
   d) Demonstrated a level of knowledge of the relevant pedagogic/practice literature supporting learning, teaching and assessment commensurate with the category of Fellowship recognition sought
   e) Been able to provide sufficient evidence with explicit reference to the UKPSF.

Written submissions are assessed on the narrative and documentation submitted as part of the Written Route application requirements; presentation submissions are assessed on the documentation submitted in conjunction with their delivered presentation. Supporting statements provided to authenticate practice will also be considered within the assessment process

Assessors will scrutinise applications in accordance with alignment the **HEA Assessment Rubric** (see Appendix 1) which reflects the different Fellowship category descriptors. The kinds of activities that may demonstrate meeting the dimensions of the UK PSF may be found in Indicative Activities for the HEA Assessors or in the HEA Dimensions of Practice Guidance on how the UKPSF applies.

Each UKPSF Dimension needs to be cross-referenced at least twice in the Reflective Account. However applicants and assessors are advised to think carefully about

   a) Not seeing this as a 'tick box' exercise but an opportunity to reflect holistically on the person's practice

   b) Are there appropriate and considered cross referencing of the UKPSF to the major examples cited?

   c) That some professional values are difficult to provide supporting evidence of the applicant's engagement in.

d) Considering the application overall, with the supporting statements taken into account.

e) Signposting for the applicant's future development about more clearly taking into account any aspects that have been discussed in the narrative, but perhaps not fully evidenced.

Assessors will enter comments on the individual assessment template and indicate whether each element is demonstrated/borderline/not evidenced. Assessors may apply discretion in considering whether evidence against certain individual descriptors is borderline. Usually, all elements must Proceed in order for the overall recommendation to be a Proceed. However, applications should be considered in the round and not all Dimensions of Practice necessarily need to be evidenced by means of supplemental material, provided the assessor is content that the applicant has evidenced their awareness sufficiently in the narrative and therefore overall fulfils the category requirements.

Individual assessor templates are retained for evidence of full independent marking. They are not released to the applicant.

Assessors complete an **Agreed Summary Outcomes template** reflecting the assessor team's agreed recommendation and summary points. This template shall be released to all applicants regardless of the outcome.

EVIDENCE TO SUPPORT THE APPLICATION

The SAR Guidance Handbook outlines the type of evidence that should be included with an application, the volume and timeframes for that evidence.

Applicants are advised to include at least 2 examples of effective practice in support of each section. And, to reflect the breadth of experience commensurate with the Fellowship category sought, these examples are encouraged to be from a variety of scenarios as possible reflecting diversity in HE level taught, class size, type of teaching activity etc.

Specific examples are likely to address relevant Core Knowledge and Professional Values and this should be cross-referenced in the text of the Reflective Account for Written Applications or listings of evidence for Presentation Applications as appropriate.

Tutors for those new to teaching undertaking the supported route to Associate Fellowship will advise applicants specifically on the relevant evidence to include.

See the relevant Appendix in the SAR Guidance Handbook which takes selected examples from the Indicative Activities and recommends what might be effective evidence and some sources to avoid

SHOULD THERE BE SUPPORTING EVIDENCE FOR EVERY ASPECT OF THE UKPSF?

Applicants must have evidence to support the major examples cited in the application.

Applications must have a reference list to relevant pedagogy/practice referred to as influencing their practice commensurate with the category of Fellowship sought. This applies to both written and presentation applications.

ASSESSMENT TIMEFRAMES

After the submission deadline, the Recognition Team will apply some administrative checks regarding adherence to Word limits and presence of two supporter statements. Applicants will be contacted and provided with up to 3 working days to resolve these issues, otherwise they will be returned to the applicant for assessment at a later point. These are not considered submissions for the monitoring of 'completion' rates for Fellowship applications.
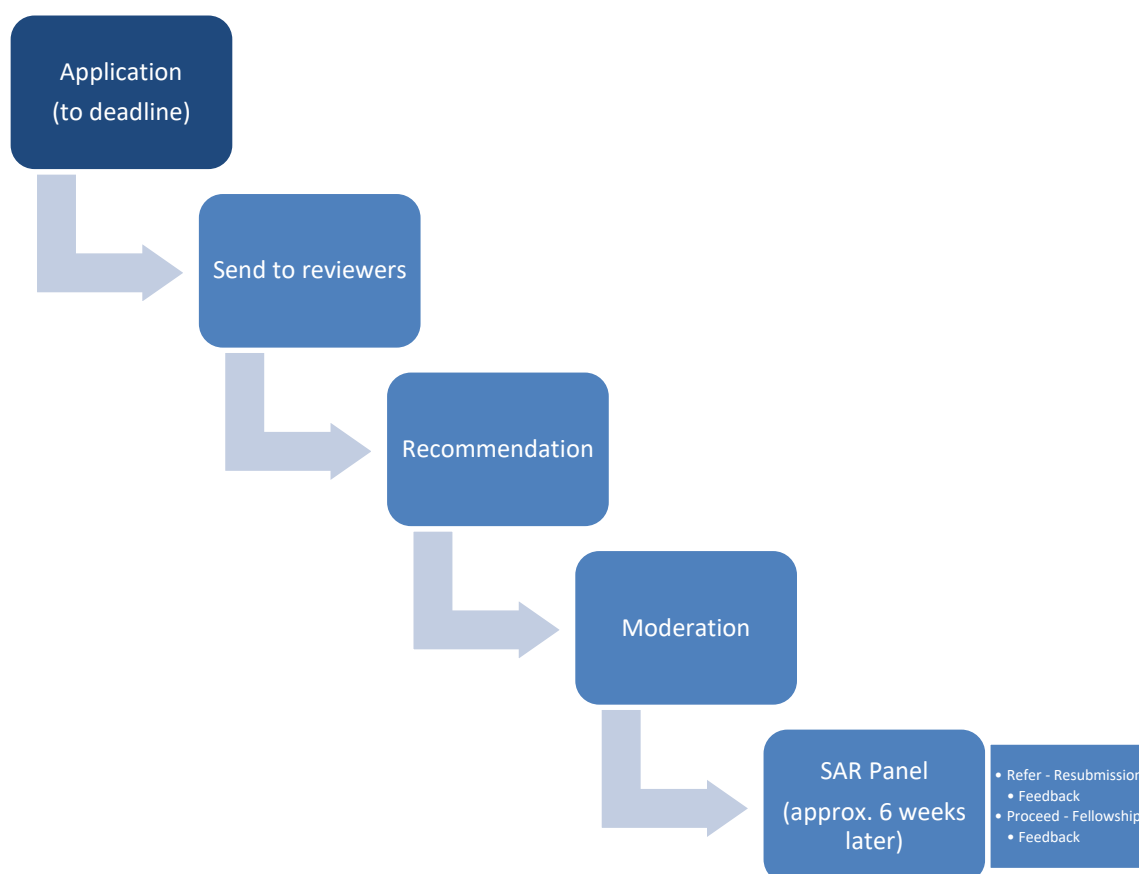
Following the administrative checks, assessors will be informed of the applications for review and the names of their co-assessors. Lead Assessors will be identified.

There is usually then a 3 week timeframe for initial assessment, discussion with co-assessor(s) to come to an agreed timeframe and the production of a single **Agreed Summary Outcomes template** by the Lead Assessor.

If the assessors feel that they could make a Proceed recommendation pending for example the submission of a correct supporting statement (in the case that the same supporting statement has inadvertently been submitted), then the Recognition Team will attempt to resolve this issue prior to the SAR Panel.

The SAR Panel meets usually 3 weeks after the initial assessment deadline (approximately 6 weeks after submission deadline). The Panel will review recommendations across all the pathways approved at Swansea for Fellowship recognition.

See Figure 1 below regarding the length of the application assessment process.

Figure 1 – A Summary of the Assessment Process for HEA Fellowship claims

ACADEMIC MISCONDUCT

All successful applications will be submitted through TurnItIn to establish a reference base. Supporting Statements will be included separately in this process.

A random selection of new applications will be submitted through TurnItIn as part of the quality assurance process.

However if you suspect that an application or a supporting statement may have been plagiarised, please contact the HEA Recognition Team.

The University's procedures regarding Conduct and Discipline that will apply in cases of suspected academic misconduct.

FEEDBACK TEMPLATES

Feedback (the **Agreed Summary Outcomes template**) will be provided to all applicants as quickly as possible following review of their application/presentation and ratification by the SAR Panel.

Feedback will include areas of strengths and areas for enhancement, where appropriate.

Following assessment, and the release of the feedback, the assessors for written applications will remain anonymous. Obviously, for those involved in presentations, the identity of assessors will be evident.

Assessors will use 2 Feedback templates

1. A detailed one, recording their own individual comments on the application (Not released to the applicant)

2. An **Agreed Summary Outcomes template** which shall represent the agreed recommendation of the assessor team and any specific issues that the applicant should address if the application is unsuccessful. This is released to the applicant, a copy of which is in Appendix 2.

USE OF RELEVANT SOFTWARE FOR ASSESSMENT

Assessors are provided with written and oral guidance on how to use the relevant software used for the assessment process.

HOW MANY APPLICATIONS WILL YOU BE EXPECTED TO REVIEW?

Applications will be sent to an assessor team as set out in the table below.

Fellowship Category	Total number of assessors	Of which Fellows	Of which Senior Fellows
Associate Fellows	2	2	
Fellows	2	2	
Senior Fellows	3		3

Note: Assessors holding PFHEA or SFHEA recognition may be used to assess applications for AFHEA or FHEA recognition.

The number of applications that each assessor will have to review would normally be no more than four (4). Assessors allocated to review applications for Senior Fellowships however may have fewer than this.

Within each Assessor Team, a Lead Assessor will be identified and this will be a member of University staff. It will be their responsibility to draw together and summarise the overall feedback to be sent to the applicant, even in the case of majority rather than unanimous recommendations.

All presentations will be videoed. This will allow presentation applications to be moderated in alignment with written submissions. After the presentation there will be a short pause where the assessors will discuss questions and the presentation which will be followed by a maximum of 10 minutes of questions.

Assessors will have the same assessment rubric to use in their grading process and the same templates to provide feedback to applicants, regardless of the method of submission or pathway.

Feedback for ALL applicants will be released only after the assessor's recommendations have been ratified by the SAR panel.

RE-ASSESSMENT ARRANGEMENTS

The details of what applicants must do and the process of reviewing resubmissions are outlined on pages 29ff of the SAR Guidance Handbook.

In summary, you will be asked to clearly indicate in the **Agreed Summary Outcomes template** what the applicant needs to address satisfactorily to gain a Proceed a recommendation.

If the recommendation is a Refer you will be provided with the feedback from the first assessment and take that into consideration when making your re-assessment. **Wherever possible, we ask the same assessment team to re-assess the referred application.**

If a re-submitted application is assessed as a Refer again, assessors may suggest that the applicant waits at least 12 months before resubmitting a revised application.

WHAT ARE YOU EXPECTED TO DO?

If you are asked to become an assessor, thank you for giving up your time to supporting the process and helping achieve institutional targets of Fellowship recognition amongst our staff. You'll be expected to:

- Engage in initial and refresher training (the latter on an annual basis)

- Identify any conflicts of interest when applications are identified to you for assessment.

- Assess and complete the individual assessment sheet usually within 3 weeks of being notified of the applications to review

- Liaise with the others in your assessor team to derive an agreed recommendation. For Senior Fellowship applications, the majority recommendation shall prevail. For Fellow/Associate Fellow applicants if you cannot reach agreement, a third assessor will be asked to review the application and the majority recommendation shall prevail.

- May be asked to be a Lead Assessor and complete the **Agreed Summary Outcomes template** for circulation to the applicant by the Recognition Team once recommendations have been finalised. Be aware that this may be for applications on whose decisions you did not agree.

- Make any amendments to the **Agreed Summary Outcomes template** in line with the SAR Panel recommendations and/or request from the Recognition Team.

- Clearly identify the specific follow-up questions/areas to be addressed for applicants who do not receive a Proceed recommendation.

- Forward a final **Agreed Summary Outcomes template** to the Recognition Team (for onward circulation to the applicant).

- Attend the SAR Panel to present your recommendations on each applicant

- Assess Refer applications taking into consideration the feedback released previously to the applicant concerning their earlier submission and why it did not meet the descriptor.

FURTHER DETAILS

Please contact any of the Recognition Team in SALT

Chris Hall, SFHEA
SAR Programme Manager
c.m.hall@swansea.ac.uk
Tel: 01792 513473

Louise Rees, FHEA
Senior Academic Developer (HEA) – SALT –
l.j.rees@swansea.ac.uk
Tel: 01792 606075

Darren Minister, FHEA
Academic Developer (HEA)
d.g.minister@swansea.ac.uk
Tel: 01792 604307

		Proceed	Borderline for specific descriptors (usually only 1 or 2 of these issues) - for discretion by the assessors	Refer
	Knowledge and understanding of LTA issues	Demonstrates an understanding of specific learning, teaching and assessment issues (**Associate Fellow**); **OR** Demonstrates a broad understanding of learning, teaching and assessment issues **(Fellow); OR** Demonstrates a thorough understanding of learning, teaching and assessment issues **(Senior Fellow)**		Does not demonstrate a specific understanding/broad/ thorough understanding of learning, teaching and assessment issues
Fellowship Category	**1 Successful engagement with the Areas of Activity | 2. Successful engagement in appropriate teaching practices related to the Areas of Activity**	Mapped against UK PSF which demonstrates engagement in all the Areas of Activity (Fellow/Senior Fellow) OR Addresses at least 2 of the 5 Areas of Activity (Associate Fellows). Evidence to support all or most of the examples offered, in particular examples of effective practice and how this effectiveness is demonstrated	Good examples of effective practice but may be missing evidence for some Areas of Activity | UKPSF largely mapped well to the examples, but application would benefit from clearer mapping |	There is insufficient discussion/evidence about engagement in the Areas of Activity. If 1 of the 2 Areas of Activity is agreed by assessors as a Refer (Associate Fellows) |2 Areas of Activity are a refer (Fellows)| Any Area of Activity is a refer (Senior Fellow), then automatic referral of the application
	3. Appropriate knowledge and understanding across the Core Knowledge	Core Knowledge is demonstrated sufficiently and mapped against the Areas of Activity. Demonstrates engagement in all the Core Knowledge (Fellow/Senior Fellow) OR Addresses at least K1 and K2 (Associate	Addresses all or most of the Core Knowledge requirements for the descriptor, but narrative or specific evidence for some Core Knowledge may be absent.	No reference to Core Knowledge - automatic referral for Senior Fellow

		Fellows). Evidence to support all or most of the examples offered		
	4. A commitment to Professional Values in facilitating others' learning	Professional Values are demonstrated sufficiently and mapped appropriately against the Areas of Activity. For D1 (AFHEA), it's the professional values appropriate to the scope of their examples. For D2/D3 (FHEA and SFHEA) its all professional values.	Addresses all or most of the areas of Professional values, but perhaps narrative or specific evidence for some Professional values may be absent.	No reference to Professional Values - automatic referral for Senior Fellow
	5. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities (D1). Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice; (D2 and D3)	Evidenced engagement in relevant subject and/or pedagogic research and/or scholarship. This is often demonstrated through their reflection on their practice, showing how it has been informed by the relevant sources. **For Senior Fellows - clear referencing and deeper understanding of pedagogic research/practice and influence on TLA**	Evidence of engagement with the relevant pedagogic research/professional practices in TLA. **How practice has been impacted by this research/guidance may be unclear and a stronger account would be desirable.**	No discussion of how literature/external sources has informed practice.

	6. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Evidenced engagement in CPD in LTA which demonstrates reflection on practice/teaching (Fellow/Associate Fellow) and/or delivering the CPD (Senior Fellow).	Engagement in relevant CPD discussed but there is a lack of reflection on its impact on individual practice. **Likely to ask for a brief response to how particular CPD has informed practice**	No discussion of how CPD activities are informing practice.
Senior Fellow	**7. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning**	Sustained record of relevant coordinating/ supporting activities of peers. There is likely to be evidence demonstrating the person's impact on others in terms of leading change or supporting learning and teaching. This may be expressed in the supporting statements	Some evidence of coordinating/supervising/ mentoring others, **but this may limited in its scope to occasional activities. Sustained record is not evident.**	There are no examples discussed. The examples may read more managerial in nature rather than explaining how the person coordinates/supports/ influences others in learning and teaching practice and/or activities

OVERALL RECOMMENDATION (tick ONE box)			
	Proceed	Overall, the evidence is sufficient to grant the category of Fellowship applied for	Specific issues may be borderline. Assessors should use their professional judgement and consider the application and supporting statements holistically in establishing an adequate evidence base to support a Proceed recommendation.

	Refer	The evidence is insufficient. Applicant is advised to review the guidance and make a resubmission to a future deadline - timeframe to be provided. In accordance with AdvanceHE accreditation policy, if an unsuccessful application for Fellowship (Descriptor 2) fully addresses the requirements for Associate Fellow (Descriptor 1), applicants will be offered AFHEA recognition. Applicants may also be encouraged to re-submit a revised application for Fellow. This will be on the recommendation of the assessors	See what would constitute an automatic referral above
Aspects to address for referral			

Note: Assessors may refer to the Indicative Activities available on the SALT HEA Fellowship website & the HEA Dimensions of Practice Guides on the HEA's Accreditation Resources webpage to guide the types of examples that might be referred to as evidence.
Inclusion of these activities, in and of themselves, without reflection and discussion of impact, in particular from a
student-centred perspective, will not result in a decision of Proceed.

Assessor Agreed Summary Outcomes Template (Fellow)

Applicant Name: _____

The Agreed recommendation for this Application is (select ONE)

	Proceed	Overall, the evidence is sufficient to grant the category of Fellowship applied for
	Refer	The evidence is insufficient and/or the application is incomplete. Applicant is advised to review the guidance and make a resubmission to a future deadline - timeframe to be provided**. In accordance with AdvanceHE accreditation policy, if an unsuccessful application for Fellowship (Descriptor 2) fully addresses the requirements for Associate Fellow (Descriptor 1), applicants will be offered AFHEA recognition. Applicants may also be encouraged to re-submit a revised application for Fellow. This will be on the recommendation of the assessors**

Assessment Criteria	Key Strengths of the Application/ Points of Encouragement	For Refer Applicants: What specific aspects need to be enhanced to meet the assessment criteria threshold? Please refer to specific aspects of the application
1 Successful engagement across all five Areas of Activity| 2. Successful engagement in appropriate teaching practices related to the Areas of Activity		
3. Appropriate knowledge and understanding across all aspects of Core Knowledge		
4. A commitment to Professional Values		
5. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice		

Assessment Criteria	Key Strengths of the Application/ Points of Encouragement	For Refer Applicants: What specific aspects need to be enhanced to meet the assessment criteria threshold? Please refer to specific aspects of the application
6. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices		

OVERALL COMMENTS

What points of feedforward would you give to this applicant?

For Applications which are Referred

Put an X in ONE option below and a suggested timeframe. Comments substantiating your suggestion should be added above.

	Application has met the criteria for Associate Fellowship and may be given option to take this recognition.

	A revised application for Fellowship is also available – suggested timeframe for resubmission might be _____(insert future deadline/week/months)
	Revise and resubmit for the Fellowship – suggested timeframe for resubmission might be _____(insert future deadline/week/months). (Application has NOT met the AFHEA criteria).
	Revise and resubmit for Associate Fellowship (criteria for AFHEA not met)
	The applicant should gain further evidence and/or experience and reconsider submitting at a future application deadline in _____ (insert year)

Applicants

The above is NO guarantee that you will be successful, but a suggestion of how can you move forward with your application.