



University of Bath

Pathways to HEA Fellowship Scheme (PHEAF)

Applicant Handbook
2020/2021

Accredited by



Aligned to the UK Professional Standards Framework for Teaching &
Supporting Learning in Higher Education (2011)

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Welcome to the University of Bath Pathways to HEA Fellowship Scheme!

The Pathways to HEA Fellowship Scheme is the University of Bath provision towards a nationally and increasingly internationally recognised professional recognition for your contribution to learning and teaching in higher education (HE). The UoB Pathways to HEA Fellowship Scheme is accredited by Advance HE against the UK Professional Standards Framework for Teaching & Supporting Learning in HE (UKPSF). This scheme is open to all staff and doctoral students employed at the University of Bath who teach and/or support learning.

If you are a member of staff who fall into any of the groups below and have sufficient experience and meet the criteria, you are eligible to seek fellowship through this scheme due to the Institutional Agreement with each of these collaborative partners.

- Action on Addiction – Franchised arrangement – Students registered with the University; Staff employed by Action on Addiction
- Bath College – Licensed arrangement – Students registered with the College; Staff employed by the College
- Royal Academy of Dance – Validated arrangement – Students registered with the RAD, Staff employed by the RAD

However, as none of the above collaborative partner institutions are Advance members, successful applicants will be charged an additional fee for HEA Fellowship, which is 50% of the current direct application fee. For example, for 2019-2020 this fee is £200 for Fellowship (Descriptor 2) in comparison with the direct application fee of £400.

HEA Fellowship at the University of Bath is awarded at one of three categories depending on your experience:

- Associate Fellow (AF)
- Fellow (F)
- Senior Fellow (SF)

Staff aiming to achieve HEA Principal Fellow can do so by directly applying to Advance HE. Support is offered from some members of the ASD team. Contact acdev@bath.ac.uk for further information and guidance.

Support for you on your Pathway to Fellowship

This handbook

This handbook has been designed to provide the guidance and detail to submit an application for a HEA Fellowship commensurate with your role and responsibilities. It is split into three Sections:

Section 1 - find out what the scheme is about, who is eligible to apply and how to get involved;

Section 2 - details of the UKPSF and what is required to achieve an HEA Fellowship;

Section 3 - more practical aspects of putting your application together and the review process relating to your application.

The website

The website of the scheme can be found at: <http://go.bath.ac.uk/thebathscheme>. There is a list of FAQs, pen portraits and links to other relevant resources on the website which you may find useful to access.

CLT Hub

All sessions and workshops offered by the Centre for Learning and Teaching (CLT) are advertised on the [CLT Hub](#). This is where you can sign up for the sessions to support you in writing your application.

Moodle

Now that you are registered onto your Pathway to HEA Fellowship, you will find all the relevant information, forms, relevant dates and a range of resources on the Moodle course to help guide you through the process (see Figure 1, in Section 1). These can be found at: <https://moodle.bath.ac.uk/course/view.php?id=57926>.

Fellowship Scheme Champions

Each faculty/department, school/division and many professional service areas have a Fellowship Scheme Champion. There are 24 altogether listed on the website. The main remit of the champions is to support you by signposting and reminding you about the central support available. Some champions provide feedback on applications, encourage colleagues to become advisors and reviewers and support the development of GTAs. They also provide the link with the Centre for Learning and Teaching liaising with the Directors about the potential numbers seeking Fellowship prior to submission points. So do keep in touch with your champion. Several of the champions are Fellowship Scheme Reviewers.

Academic Staff Development

Please feel free to contact the University of Bath Pathways to HEA Fellowship Scheme Administrator or Directors for further information and guidance:

Staff on probation enquires	Dr Lenka Banovcova FHEA	l.banovcova@bath.ac.uk
Experienced staff enquires	Dr Rachael Carkett PFHEA, NTF	rajc20@bath.ac.uk
General enquires	Administrator	acdev@bath.ac.uk ; Ext. 6117

SECTION 1

Introduction

The University is committed to excellence in learning and teaching and, as such, is keen to support and enable colleagues to demonstrate their contribution to and professionalism in higher education. UoB Pathways to HEA Fellowship Scheme has been developed to be relevant to the University's language, context and priorities for learning and teaching.

Connections have been made with other processes so that there is the potential for reciprocal use of relevant University documentation with the evidence required for the recognition scheme (for example, peer review of teaching forms, Staff Development Performance Review (SDPR), promotion submissions, internal awards). This provides a more joined-up approach to development and progression and saves duplicating effort.

What are the benefits of HEA Fellowship?

Holding an HEA Fellowship

- demonstrates your commitment to professionalism in teaching and learning in higher education
- gives you national recognition of development as an educator
- recognises your contribution to teaching, learning and the student experience here at the University of Bath
- is an indicator of your professional identity as a higher education practitioner
- encourages you to reflect on and develop your practice in teaching and supporting learning
- offers the opportunity for participation in national and international professional networks

Who is the Pathways to HEA Fellowship Scheme for? ¹.

Pathways to Fellowship is open to anyone employed by the University of Bath who teaches and/or supports learning. If you are a member of staff at one of our collaborative partners, (see above), you are eligible to access the support and resources associated with the Pathways to HEA Fellowship Scheme. If successful in achieving fellowship, a payment (see above) is made to Advance HE (see section 3 for more detail).

What will I have to do?

An overview of the different stages in the pathways is presented in Figure 1.

Whatever category of fellowship you are seeking you will write a reflective account of your teaching / learning support based on evidence gathered from various sources. For example, student evaluations, peer reviews, discussions with colleagues, the

¹ Programmes of study included in your examples must be equivalent to at least level 4 or above within the Framework for Higher Education Qualifications. Learners must be at level 4 or above. See: <https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

good practice literature etc. The scheme provides a structured format to help you to do this once you have gathered sufficient experience. Section 2 of this handbook provides more detail.

Workshops are offered (subject to numbers) to all staff seeking to develop their practice. Anyone seeking any category of fellowship must participate in an Introductory Workshop.

For those of you who are on probation, unless you already have HEA Fellow, you will participate and engage in a series of mandatory workshops comprising some core and choice sessions. These workshops and tutorials will help you develop your teaching, support of learning and research practice and make links to the framework. Your application will be judged against the relevant fellowship descriptor. The pathway you take to Fellowship is dependent on your length of contract and probation as set out in table 1. Further details about all your probationary requirements can be found on your Moodle page.

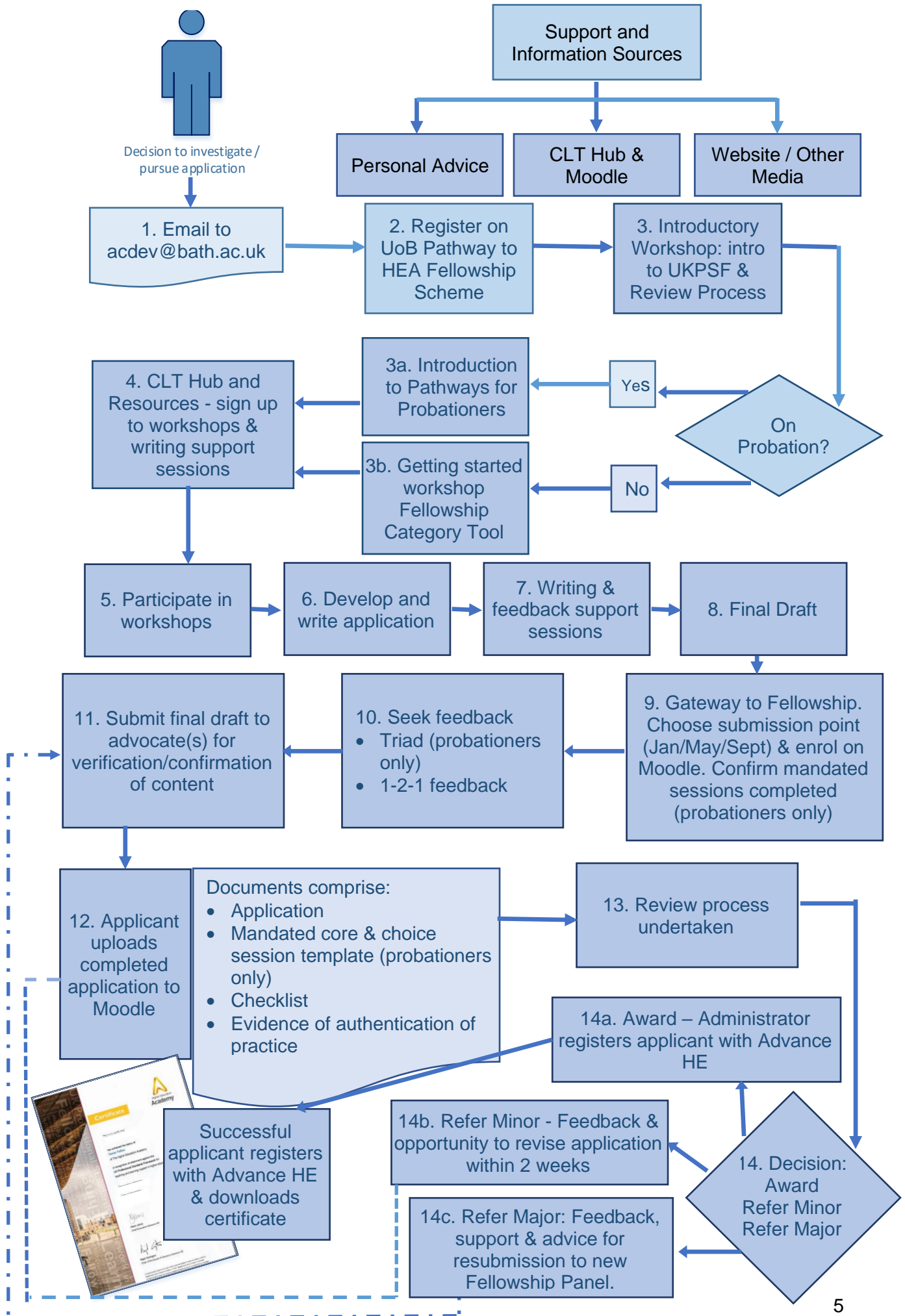
Table 1: Information for Staff on Probation only

Contract	Category of HEA Fellowship to be achieved	Requirements	Timeline²
Contract < 18 months	Associate Fellow ³	Participate in all core and agreed number of choice workshops in Associate Fellow Pathway	Min 6 months – depends on the contract length
Contract >18 months	Fellow	Participate in all core and agreed number of choice workshops in Fellow Pathway	Min 12 months, optimum 18 months

² The timeframes are set out in the Code of Practice, QA9.

³ If you have significant HE teaching experience prior to joining the University of Bath, contact the Director for Academic Probation Development, Dr Lenka Banocova, who will explore whether Fellow is achievable in this timeframe.

Figure 1 - Pathways Progression Flowchart



How can I find out about and achieve HEA Fellowship?

The Pathways to HEA Fellowship Scheme is designed to support you through the process of gaining Fellowship by following your particular pathway. Now that you have been registered onto the Bath Pathways to HEA Fellowship Scheme, below in Table 2, is a more detailed indication of the process that was outlined in Figure 1.

Table 2: Outlining the 5 Stages to achieving Fellowship

Stage 1: Getting Started	
1 2	As you have the handbook, you must already be registered onto the UoB Pathways to HEA Fellowship Scheme
3	<p>Participate in the Introductory Workshop to HEA Fellowships Part 1. This 3-hour workshop is offered 3-4 times a year. In this workshop you will be introduced to</p> <ul style="list-style-type: none"> • the UKPSF: the dimensions and the descriptors • the application, submission and review process • split into groups either 3a or 3b after the first 1.5 hours.
3a	<p>If you are on probation, the next part of the workshop introduces and supports you in defining your pathway of development opportunities. Your pathway will comprise a number of core and choice workshops that help you both develop your practice as a new lecturer as well as make links to the UKPSF.</p> <p>In this particular workshop, we explore the options through activities and discussions in order to start to plan your pathway. We inform you of other requirements of your probation, what evidence is necessary to include in your application and the types of ways you can have your practice authenticated (see Table 3, Section 2). This is something we return to at each core workshop and tutorial. Depending on the type and length of contact you are supported in achieving either HEA Associate Fellow or HEA Fellow and these are explained in detail during this workshop. If you haven't been able to access this workshop, recordings and online resources are available on the CLT Hub/Moodle.</p>
3b	<p>If you are not on probation, your next part of the workshop, 'Getting Started' will provide you with the chance to complete the online Fellowship Category tool, discuss the output with colleagues and start to explore how the UKPSF aligns to your practice. You will explore the types of evidence to include in your application and how your practice needs to be authenticated. We explore the range of workshops available to you which include, writing reflectively, taking a scholarly approach, integrating the literature into your application and, for Senior Fellow applications, writing case studies. All workshops and masterclasses that the Centre for Learning and Teaching offer are open to you.</p> <p>If you haven't been able to access this workshop, recordings and online resources are available on the CLT Hub/Moodle.</p>

Stage 2: Accessing Support and Developing your Application

4 5 6	All workshops are advertised on the CLT Hub where you can sign up for one that is at a convenient time for you. They are repeated throughout the year: sometimes in blocks out of term time; some through each semester. Materials to support each workshop are located here as well. These workshops help you develop your application (see Section 2 of this handbook for more detail about your application).
7	Writing support sessions (advertised as Write, Here, Write Now on the CLT Hub) are offered every month. You are encouraged to come along to as many as you like to receive support from the ASD team. They will provide feedback on sections of your application as you develop it (see Section 2).

Stage 3: Gateway to Fellowship

8 9 10 11	<p>When you have a final draft with any necessary evidence ready, you have the chance to then choose your 'Gateway to Fellowship' and submission point (see Section 3 and Moodle for more detail). At this point you are committing to seeking feedback on a full draft, before submitting, from one of the following opportunities: -</p> <ul style="list-style-type: none">• Triad (probationers only)• 1-2-1 feedback from a colleague <p>If you are on probation, you need to have ready your completed form indicating the core and choice workshops you have completed together with the necessary pieces of evidence to authenticate your practice (see Sections 2 and 3 of this handbook for detail).</p> <p>If you are not on probation, you need to obtain feedback and share your final draft with your Advocate (s) (see Section 3 of this handbook).</p>
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Stage 4: Submitting your documents

12	All necessary documents including the checklist are signed and uploaded to Moodle. Guidance for this is provided on Moodle and in the first workshop.
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Stage 5: Review Process and Outcomes

13 14	<p>The review process is explained in detail in Section 3 and Figure 2 of this document.</p> <p>There are 3 outcomes from the review process:</p>
14a	Award where all the descriptors for the category of fellowship sought have been met and agreed by those present at the Fellowship Panel.
14b	Refer Minor is recommended by the reviewers and agreed at the Fellowship Panel with the External Moderator present when some additional work needs to be added in order to meet all the relevant descriptors. In this instance, you are invited to amend your application (using a different colored font) within an agreed timeframe (normally 7 days) and set wordage. Once re-reviewed by the original reviewers and possibly sampled by the External

	Moderator, the outcome is signed off by Chair's Action before letting you know the decision.
14c	Refer Major is recommended by the reviewers and agreed at the Fellowship Panel with the External Moderator present. In this instance you are invited to re-write your application with a view to submitting it to a new Fellowship Panel at some point in the future.

General guidance in writing your Fellowship application

The detail for each category of fellowship is set out in Section 2. The following guidance is useful to taken into account.

A good structure for your reflective account whether it is writing under the Areas of Activity (Associate Fellow and Fellow applications) or writing your case studies for Senior Fellow is to consider:

What you did and why? Within your context, describe what you have done and explain why it is relevant. Make it clear to the reviewers what your specific focus is and why it is important to you and your learners.

What informed what you did? What is the rationale and evidence base underpinning your focus? Use the literature to support the arguments you are making. Provide evidence of scholarly activity or research associated with your example and identify any underpinning frameworks (theoretical/conceptual) and/or practice evidence that has informed what you do. What is your own personal theory, where has it come from? How is your work research- and practice-informed?

What was the impact of what you did? Providing concrete evidence to support your claim is crucial to your application. For example, if you claim that you are an effective teacher, what evidence do you have to support that? Provide clear evidence of impact (qualitative and quantitative) to support your application using a range of sources and choose your sources carefully to maximise impact. Sources of evidence can include: feedback from students and colleagues; student performance indicators; resources – teaching materials, website development; assessment tools; how you have applied what you have learnt from professional training/conference/peer support activities; how you have used student feedback to enhance practice etc. If you are involved in collaborative ventures make it clear what **your** individual contribution was and the impact of that.

Evaluate the success of what you did – the ‘so what?’ This requires critical analysis/reflection of your own practice. What went well? What was expected and also not expected (there are often unexpected positive outcomes of what we do, make sure you capture these). What would you change and why? Did certain types of students/colleagues benefit more than others? Do try and adopt a critical reflexive approach and try to look at your practice from the outside in to explore what worked well and less well from different perspectives.

Now what?

Now, what might you do to enhance and/or improve your practice? You might plan innovations, incorporate new methods into practice, critically reflect on your practice that leads to engagement with professional development activities? What have you learnt to support your own professional development? What professional activities (formal and informal) have supported you in this endeavour? What will you do next? How has research informed your practice? How have you engaged students in developing practice? A useful framework to use is that of Brookfield’s (1995) four lenses (your own perspective; colleagues’ perspectives; students’ perspectives, and from what the literature has to say).

Whilst some explanation and description is necessary (the 'What' and the 'How'), the 'Why' in terms of choices made and the underpinning rationale and justification for your approach is really important to include. In addition, to demonstrate effectiveness in your application, you will need to be able to evidence the impact on student/staff learning in terms of what you have done (the 'So What'). Following on from there, what will you do in the future and why (the 'Now what')?

Getting feedback as you build and develop your application

It is important to receive feedback on your application as you develop and build your claim over time. The Write Here, Write Now sessions are open to all. Members of the ASD team are present to answer questions and give feedback on areas of your application. For example, this might be one area of activity or between 500 -700 words of a draft application or one case study for a Senior fellow application. These sessions are offered regularly through the year and advertised on the CLT Hub where you can sign up for one.

Giving and receiving feedback once through the 'Gateway to Fellowship'

Once you are ready to commit to a date for submission, you need to enter the 'Gateway to Fellowship'. At this point you will need to have certain evidence in place (see Section 3 for detail).

Assuming all the evidence is in place, you need to receive feedback on a full draft. This can be achieved in different ways. You will normally have 5 weeks to seek this and prepare a final version of your application ready to upload/submit to your chosen submission date.

If for some reason you are unable to receive feedback in this timeframe, you can change your chosen submission point and enter a new 'Gateway to Fellowship' period although priority may be given to others.

Applicants on probation

If you are on probation, and therefore there will be several of you at the same stage of developing your applications, we strongly encourage you to participate in the feedback-triads which are organised through Moodle.

Applicants not on probation

Normally, your Fellowship Scheme Champion or someone who has been through the scheme in your department can advise you and give you feedback. For example, this could be one/both of your advocates. You could organise your own feedback support groups with people who may be writing an application with you at the same time. Moodle forum we have set up for you can facilitate this.

SECTION 2

This section provides you with the detail of what you need to do to make a fellowship application. As mentioned before, you are making a claim for the particular category of fellowship commensurate with your role and responsibilities. In doing so you are benchmarking your practice against the relevant descriptor, which is either Associate Fellow, Fellow or Senior Fellow of the UK Professional Standards Framework. Read on to find out more...

The UK Professional Standards Framework for teaching and supporting learning in HE (UKPSF)

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national and increasingly international Framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

The Framework has two components:

The Dimensions of the Framework: these are a set of statements outlining the:

- **Areas of Activity** undertaken by teachers and supporters of learning within HE (*what you do*)
 - 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** that is needed to carry out those activities at the appropriate level (*what you know*)
 - 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** that someone performing these activities should embrace and exemplify (*how you go about it*)
 - 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.

The Descriptors: these are a set of statements outlining the key characteristics of someone performing four broad categories of typical teaching and learning support roles within Higher Education. Advance HE recognises the importance and value of the UKPSF and aligns its Fellowship categories with the Descriptors, such that Associate Fellow aligns to Descriptor 1 (D1), Fellow to Descriptor 2 (D2), Senior Fellow to Descriptor 3 (D3).

The UoB Pathways to HEA Fellowship Scheme sets out a structure for you to write your application against the Descriptors commensurate with your roles and responsibilities which is covered in the rest of this section.

The Detail

So, you are a probationary member of staff and have read Table 1 (Section 1) you know what category of fellowship you are aiming for. Or you are a member of staff with some experience in teaching and supporting learning and, having undertaken the online Category Fellowship tool and participated in an introductory workshop, you are ready to start developing your application.

Making a claim for HEA Associate Fellow (D1)

To become an Associate Fellow, you will need to submit an application that provides evidence of your effectiveness in your professional role that is commensurate with the descriptors for this category. You will need to demonstrate an understanding of **specific aspects of effective teaching, learning support methods** and student learning. The descriptors you are benchmarking your practice and providing evidence of are:

Descriptor 1: Associate Fellow (D1)

- I. Successful engagement with at least **two** of the five Areas of Activity;
- II. Successful engagement in appropriate teaching practices related to the 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 practice, 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.

Typical staff

This category is for probationary staff on <18 months contract (see Table 1, Section 1) and experienced individuals engaging in regular HE teaching and supporting learning experience sufficient to meet the descriptor criteria for Associate Fellow. For example, you normally need to have taught for 12-18 months comprising a minimum of 20 hours teaching/supporting learning activities across each semester. This

enables the gathering of evidence of your experience, reflection and changes to practice this are useful in making an application.

Typically, this is likely to include:

- Probationary teaching staff on short term contracts;
- Early career researchers with some current teaching responsibilities and sufficient experience (e.g. 12-18 months);
- GTAs with some current teaching responsibilities who have completed PgTips course and who have >1-year teaching experience;
- Staff who support academic provision (e.g. learning resource/library staff, developers, learning technologists, technicians);
- Staff who undertake demonstrator/technician/ support roles that incorporate some teaching and learning support responsibilities (e.g. some Student Experience Officers, placement staff, technicians, practice/work-based tutors).

Format of your application for Associate Fellow (D1)

The application form can be found on the Moodle pages supporting the Scheme. The form contains some useful guidance notes for you in making your claim that will supplement the information provided in the workshops. The application comprises the following sections:

Section 1: Background and context- 300 words maximum

Fill in the relevant information in the table on the front page of the application form. This is not part of the review process.

Section 2: Making your claim by choosing a minimum of two areas of activity

This section comprises a reflective account/narrative of professional practice. You need to write about any **TWO Areas of Activity from A1-A5** of the UKPSF, at around **700 words** each (**not exceeding 1400 words** in total for this part).

The application form provides further guidance and detail for each area of activity. Advance HE have produced a very useful document explaining the Dimensions of the Framework for this category of fellowship. Take a look at the version found [here](#) that best suits your context.

Whichever areas of activity you choose to write about your claim needs to demonstrate how and why Core Knowledge and Professional Values inform and underpin your practice. You need to weave your reflections on the outcomes from your reading, any peer reviews, student feedback and your own reflections that have taken place and what you have done as a result. In other words, how have the changes to your practice enhanced student learning and how do you know?

The whole application **must not exceed 1700 words** including the background and context.

References

The application form also provides space for you to list the references you have drawn upon as part of the evidence-base for your claim.

Supporting statement written by an advocate

The supporting statement is used to authenticate your practice. You must have one written supporting statement for this Descriptor. Your advocate has to meet certain criteria as outlined in Section 3 of this handbook and the sooner you contact them, the better.

It is a good idea to have a conversation with your advocate about your application. They will certainly need to see a full version to be able to write their supporting statement.

Checklist

A checklist has been created as a way for you to confirm you have covered all aspects of the application process and engaged in one of the feedback options. This must be uploaded with your application as it will facilitate the administrative procedures. You will find this on Moodle with the application form.

Making a claim for HEA Fellow (D2)

To become a Fellow, you will need to submit an application that provides evidence of your effectiveness in your professional role that is commensurate with this category. You will need to demonstrate a **broad** understanding of **effective approaches to teaching and learning support** as key contributions to high quality student learning. The descriptors you are benchmarking your practice and providing evidence of are:

Descriptor 2: Fellow (D2)

- 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.

Typical staff

This category is for probationary staff on >18-month contracts (see Table 1 Section 1) and experienced individuals engaging in regular HE teaching and supporting learning experience sufficient to meet the descriptor criteria for Fellow.

Typically, this is likely to include:

- Probationary teaching staff on > 18 months contracts
- Staff in substantive teaching and supporting learning roles (e.g. experienced lecturers, library staff, developers, learning technologists, academic skills staff)

Format of your application for Fellow (D2)

The application form can be found on the Moodle pages supporting the scheme. The form contains some useful guidance notes for you in making your claim that will supplement the information provided in the workshops. The application comprises the following sections:

Section 1: Background and context- 300 words maximum

Fill in the relevant information in the table on the front page of the application form. This is not part of the review process.

Section 2: Making your claim by writing under every area of activity

This section comprises a reflective account/narrative of professional practice. You need to write about all **FIVE Areas of Activity from A1-A5** of the UKPSF, at around **600 words** each (**not exceeding 3000 words** in total for this part).

The application form provides further guidance and detail for each area of activity. Advance HE have produced a very useful document explaining the Dimensions of the Framework for this category of fellowship. Take a look at the version found [here](#) that best suits your context.

The claim needs to demonstrate how and why Core Knowledge and Professional Values inform and underpin your practice. You need to weave your reflections on the outcomes from your reading, any peer reviews, student feedback and your own reflections that have taken place and what you have done as a result. In other words, how has the changes to your practice enhanced student learning and how do you know?

The whole application **must not exceed 3300 words** including the background and context.

References

The application form also provides space for you to list the references you have drawn upon as part of the evidence-base for your claim.

Supporting statement written by an advocate

The supporting statement is used to authenticate your practice. Your advocate has to meet certain criteria as outlined in Section 3 of this handbook and the sooner you contact them, the better. Table 3 below indicates what you need:

Table 3

On probation	Peer review form from Senior Observer authenticating your practice PLUS 1 supporting statement from your Advocate*
Not on probation	2 supporting statements from your Advocate*

*Your advocate has to meet certain criteria as outlined in Section 3 of this handbook.

It is a good idea to have a conversation with your advocates about your application. Applicants have often found it useful to ask their advocates to observe/review aspects of their teaching so may want to consider organising this as you develop your application. They will certainly need to see a full version of it to be able to write their supporting statement.

Checklist

A checklist has been created as a way for you to confirm you have covered all aspects of the application process and engaged in one of the feedback options. This must be uploaded with your application as it will facilitate the administrative procedures. You will find this on Moodle with the application form.

Making a claim for HEA Senior Fellow (D3)

To become a Senior Fellow, you need to demonstrate a **thorough** understanding of **effective approaches to teaching and learning support** as a key contribution to high quality student learning. You need to be able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. You should include the education, training, employment, appropriate research and scholarly activity, roles and experience which have contributed to your professional development as teacher, mentor, facilitator of learning and leader. You might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your practice and/or on the practice of others.

The descriptors you are benchmarking your practice and providing evidence of are:

Descriptor 3: Senior Fellow (D3)

- 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.
- VII Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

Typical staff

These are experienced individuals engaging in regular HE teaching and supporting learning experience sufficient to meet the descriptor criteria for Senior Fellow. You need to be able to provide evidence of a sustained record of effectiveness in relation

to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision.

Typically, this is likely to include:

- Individuals likely to lead or be members of established teams (e.g. DoT, DoS, Senior Personal Tutor etc)
- Experienced staff able to demonstrate impact and influence in changing others practice (e.g. as mentors, development of pedagogy in the discipline etc.)
- Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

Format of your application for Senior Fellow (D3)

The application form can be found on the Moodle pages supporting the Scheme. The form contains some useful guidance notes for you in making your claim that will supplement the information provided in the workshops. The total number of words (not including the context is a maximum of **6000**).

The application comprises the following **3 sections**:

Section 1: Context- 100 words maximum

In this space, you need to provide a brief context of your role. For example, what types of teaching or supporting learning are you engaged in? Do you have a leading/managing role and if so, what is it? Who are *you* influencing regarding changing their teaching/learning practice? This is not part of the review process.

Section 2: How you have influenced others in developing their teaching/learning practice: a reflective account

In the first part of your application, using around **2500-3000 words** you need to illustrate how you have influenced and had an impact on other's practice in each of the Areas of Activity (A1-A5) incorporating relevant Core Knowledge and Professional Values. For example, you may start by outlining your experience over the years (including previous experiences from elsewhere) and development of your effective practice in these areas of activity. You may explain this in the context of your role and refer to the range of courses, units and learners you engage with to help demonstrate a **thorough** understanding of **effective approaches to teaching and learning support** as a key contribution to high quality student learning.

However, to demonstrate the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to these activities (D3.VII), you need to provide of examples of this type of activity by foregrounding the impact of your leadership practice in relation to A1-A5.

For example, you may start by outlining your experience and development of understanding how to undertake this activity effectively and then add into that how you can demonstrate the successful co-ordination, support, supervision, management and/or mentoring of other colleagues (whether individuals and/or teams) in relation to these activities (D3.VII) by foregrounding the impact of your

leadership practice. The resources on Moodle and the Dimensions of the Framework documents for this category of fellowship found [here](#) may help.

The claim needs to demonstrate how and why Core Knowledge and Professional Values inform and underpin your practice. You need to weave your reflections on outcomes evidenced from your reading, any peer reviews, feedback from colleagues on the impact you have had on their practice and your own reflections that have taken place and what you have done as a result. In other words, how has the changes to your practice enhanced the practice of others that has benefitted student learning and how do you know?

Section 3: Case studies one and two (overall between 3000-3500 words depending on the number of words used in Section 2 above).

The next part of the application comprises TWO case studies to further address the descriptors of D3. You might include informal activities, whether individual, collaborative or team-based, that had a significant impact on your academic practice and on the practice of others. Your case studies should address situations where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas. You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice. Remember that in your reflections you should make explicit use of the elements of Core Knowledge and Professional Values to reflect on the activities you are describing in relation to D3.VII.

1. Case Study ONE

To help you structure your case studies, **Case study 1** must illustrate **successful co-ordination, support, supervision management and/or mentoring of other staff**. There may be many things that you have taken on that would provide the evidence for this. For example, as an adviser/mentor for staff new to teaching, you will have been supporting staff by observing their practice, helping them contextualise what they have learnt on their development programme within their own context and practice. You may be a Senior Tutor, Director of Studies (UG or PGR) and be supporting and mentoring junior staff to develop their practice in teaching and learning including doctoral supervision. So, in this case study you will need to write about how this has been achieved and again how you have helped others to engage with the UKPSF and the impact that has had on their practice. It is useful to include a title for this case study/theme.

Other examples could include,

- a) Supporting/mentoring other colleagues
 - how you have supported other colleagues to enhance their practices in relation to the UKPSF
 - specific examples of how you have enhanced academic practice through coordinating/ managing others
 - your leadership role in teaching and learning projects and initiatives at departmental, institutional or wider HE context
 - your contribution to course and programme development, review and revalidation/accreditation perhaps as an external examiner

AND/OR

- b) Sustained engagement with educational and staff development
- staff development activities you have facilitated (informal and formal) that enhance your colleagues' abilities to meet the dimensions of the framework
 - how your contributions have promoted the student learning experience through professional development of staff under your influence and guidance; for example, through informal or formal mentoring arrangements
 - how you have disseminated your knowledge and skills in teaching and supporting learning to audiences within, and external to your institution perhaps by leading a teaching and learning project

2. Case Study TWO

This case study is an open choice and may be selected from the following examples (this might include, where appropriate and relevant, evidence used for promotion where teaching is a major contribution or aspects of an NTF application).

Equally, this case study could be aligned to one of the institutional priorities such as Curriculum Transformation. For example you could discuss in your case study how you have led on this initiative and how you have worked with programme teams on embedding the main principles of citizenship and sustainability; employability, research-engaged learning; supporting the needs of all learners into the curriculum.

It is useful to include a title for this case study/theme.

Other examples:

- An example of a sustained contribution/effectiveness using learning technologies and the impact this has had on teaching and learning in your context (department/faculty/discipline);
- An example of leading, managing, and enhancing the curriculum of programmes in the subject and/or discipline area where influence and impact are demonstrated;
- Leading a successful Teaching Development Fund or other internally or externally funded learning & teaching project;
- Developing quality enhancement
 - how you place learning and teaching and the student experience at the heart of your academic practice
 - ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices
 - how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others)
 - ways you have fostered dynamic approaches to teaching and learning through creativity and innovation
- Evaluation of academic practice
 - steps taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice, e.g. developing resources and teaching online
 - how you support, encourage and implement evaluation processes designed to enhance the student learning experience
- A statement and rationale of your personal teaching and learning/educational philosophy: this case study would require you to consider your underpinning

teaching philosophy and how this impacts on the student learning experience. Drawing upon relevant literature, you would present a rationale for the approaches taken and an indication of your evaluation strategy and analysis regarding the effectiveness of your teaching. This could be a useful one to use for part of the criteria for promotion;

- Reflection on being nominated for a learning & teaching award (e.g. Mary Tasker or professional body award);
- **Other:** You may have undertaken a wide variety of other work that will provide evidence of how you meet the criteria for Senior Fellow. A themed case study could be generated drawing upon one or more of these activities if you show how your practice is underpinned and aligned with the UKPSF.

Advance HE have produced a very useful document explaining the [Dimensions of the Framework](#) for this category of fellowship. Take a look at the version found here that best suits your context.

The whole application **must not exceed 6100 words** including the context.

References

The application form also provides spaces for you to list the references you have drawn upon as part of the evidence-base for your claim for all three sections of your application.

Supporting statement written by an advocate

You need to provide **two supporting statements**. One statement must be from an advocate external to your Department/Area/Division or could be external to the University. A second advocate can be someone more junior in your team who has benefited from your 'development of others' activity/ courses in teaching and learning. Advocates writing supporting statements for this Descriptor have to meet certain criteria (see Section 3 for more details). The sooner you think about who your advocates are and contact them, the better.

It is a good idea to have a conversation with your advocates about your application. They will certainly need to see a full version to be able to write their supporting statement.

Checklist

A checklist has been created as a way for you to confirm you have covered all aspects of the application process and engaged in one of the feedback options. This must be uploaded with your application as it will facilitate the administrative procedures. You will find this on Moodle with the application form.

SECTION 3

The Practical Aspects of an Application

This section contains all the information on the practical aspects of your claim. In addition, the review process is explained in detail.

Who writes my Supporting Statement and what should they say?

Your application must be accompanied by a supporting statement from a person(s) i.e. advocate(s). Your advocate needs to be an employee of the University of Bath⁴ and who knows you and what you do in order to authenticate your practice. If you are basing your claim on some experiences gained in another institution, you may be required to provide an additional supporting statement. This will depend on how much you draw upon these experiences and how recent they are. For example, if you have only been at the University of Bath for a short while, it is likely you will need an additional advocate and supporting statement to substantiate the effectiveness of your teaching and supporting of learning over a longer period of time.

Requirements of an advocate

Your advocate(s) need to:

- verify what you have written as a way of authenticating your practice;
- add comments based on their knowledge of your work and on how you meet the criteria for the Descriptor you are making a claim against;
- provide practical examples to support your comments where possible and include reference to innovative practice, contributions at departmental/faculty or institutional level and any national initiatives in which you have been involved;
- ideally familiar with the UKPSF and normally have fellowship though not essential.

If you are seeking **Senior Fellow**, one of your advocates needs to be external to your department/division/area who can provide that external perspective.

Advocates do not have to be your line manager or hold senior roles in the University, but at least one needs to be an employee of the University. They need to be able to confirm the examples from your teaching practice that you state in your claim. For example, it may be a person who you team teach with, or your Unit convenor, or DoS/DoT or someone you have worked with on a project.

It is a good idea to think carefully about who you choose as your advocates and to get in touch with them early on as you develop your application. You could talk to them about what you are going to include as this will help ensure they can write your supporting statement when it is needed. They might be able to give you different perspectives on your practice as well. A final draft should be shared with them before they write their supporting statement.

⁴ If you are an applicant from one of our collaborative partners, your advocates can be from your area of work as long as they can comment on your HE teaching practice in relation to the UKPSF.

Guidance notes and a template have been created for Advocates (see website) and support will be offered in advance of the Fellowship Panels if required.

Your responsibilities regarding your advocate

It is your responsibility to:

- Provide your advocate with the 'Guidance notes for Advocates', the 'Supporting Statement Pro Forma' and criteria which are available from the scheme web pages;
- Make sure that your advocate has seen your written application form;
- Collect the signed supporting statement. This must be either electronic or scanned so it can be uploaded to the Moodle site with your application form;
- Make sure your advocate knows they may be contacted by the reviewers concerning the supporting statement they have provided.

What is the process for applying for Fellowship?

There are 4 stages. This is detailed at the beginning of the handbook in Table 2, Section 1.

How long will it take and what about the currency of the evidence for a claim?

The length of time to achieve fellowship will vary according to your individual circumstances and experiences. It really depends on what evidence you have to draw upon and what you might need to do, gather together or get involved in. For example, have you been gathering evidence to demonstrate how effective your teaching and learning support is over a period of time? How have you addressed this? Have you had time for changes to be implemented and the impact evaluated?

You may be on probation and have a number of core and choice sessions to complete before reaching the 'Gateway to Fellowship'. Alternatively, you may have much of the experience and evidence already and can pull together an application fairly quickly. Some of you may have recently achieved HEA Fellow and will take steps to develop and seek opportunities as you work towards gathering enough evidence to meet the criteria for Senior Fellow.

The examples you use in your application can be drawn from recent practice (AF/F usually within the last 3 years, SF usually within the last 5 years).

What is the Review Process?

Figure 2 below illustrates the normal timeframes for the review process from the point of submission on Moodle to the outcome.

When can I submit my application for review?

When your application is at the final draft stage you can enter the 'Gateway to Fellowship' and commit to a submission date linked to a Fellowship Panel as long as the following can be evidenced:

- ✓ Completed the required mandatory core and choice workshops/sessions relevant to your pathway (staff on academic probation only);
- ✓ Completed a full draft application form;
- ✓ Identified who will provide feedback on your draft (if on probation this will be organised for you);
- ✓ Identified your means of authenticating your practice (in the case of staff on academic probation this means you have had a satisfactory⁵ teaching observation undertaken by a Senior Observer);
- ✓ Sent your final draft to your advocate and received any supporting statements required;
- ✓ Downloaded the appropriate checklist associated with the category of fellowship you are seeking from Moodle and completed it.

You will have to commit to your preferred submission point normally at 5 weeks before the submission deadline. Gateway, Submission and Fellowship Panel dates are all posted on Moodle. If for some reason you are unable to receive feedback in this timeframe, you can change your chosen submission point and enter a new 'Gateway to Fellowship' period although priority may be given to others.

How do I submit my application?

Once you have a final application which you have amended based on feedback, you are 'Fit to Submit' to your preferred Fellowship Panel date. There are 3 submission points on Moodle distributed across the year. If you miss your preferred date, there are opportunities to submit to later ones if there is space.

Who reviews my application?

Applications are judged by reviewer teams from across the University. To avoid most conflicts of interest, reviewers are assigned applications for staff not from their own department, division or area. At the time of allocation, any conflicts of interests unknown to the Director are asked to be made so a re-allocation can be made. All reviewers are trained annually to ensure equity and consistency in the decision-making process and interpretation of the descriptor criteria. Table 4 illustrates the number and status of reviewers for each category of Fellowship application:

Table 4

Category of Fellowship	Number and status of trained reviewers in a team
Associate Fellow - D1	2 Assessors, having at least FHEA - both need to agree the outcome
Fellow - D2	2 Assessors, having at least FHEA – both need to agree the outcome

⁵ If the observation is not satisfactory, you will be given associated feedback and coaching, where necessary, to support a future successful observation outcome to be provided.

Senior Fellow - D3	3 Assessors, having at least SFHEA – ideally all agree the outcome, but majority agreement is acceptable
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What are the outcomes from the Review Process?

The reviewer teams make a recommendation to the Fellowship Panel. The Fellowship Panel is chaired by a senior member of staff who holds at least HEA Senior Fellow. Other Panel members include the scheme Director, all Lead Reviewers, External Moderators and anyone else nominated by the Chair. The complete process is set out in detail in the University of Bath Pathways to HEA Fellowship Scheme Review and Appeals document on Moodle.

There are three possible outcomes for each application at a Fellowship Panel:

Award Fellowship - where all the descriptors for the category of fellowship sought have been met.

In this instance, you receive an online notification and feedback within two weeks of the Fellowship Panel Meeting. You receive a letter of congratulations from the Pro Vice-Chancellor Learning and Teaching and details of your award will be notified to Advance HE⁶. Information on how to access your Fellowship certificate via the Advance HE website will follow from Advance HE. You can then use the appropriate post-nominals (i.e. AFHEA, FHEA, SFHEA).

A list of successful applicants is published on the University of Bath website.

You may be contacted if parts of your submission can be used as an example or exemplar to share with other applicants. In these cases, we will ensure you are happy with the anonymised version before it is shared in workshops and posted on Moodle.

[Note if you applied for Fellow, and did not meet all the Descriptors, you may be offered Associate Fellow (assuming you have not already got AFHEA and those descriptors are fully met). This is the only instance where this alternative category of fellowship can be conferred.]

Refer Minor - where it is agreed at the Fellowship Panel with the External Moderator present that some additional work needs to be added in order to meet all the relevant descriptors.

In this instance in line with the extra wordage in Table 5, you are invited to revise your application (**using a different coloured font**) within an agreed timeframe (normally 7 days). Once re-reviewed by the original reviewers and possibly sampled by the External Moderator, the outcome is signed off by Chair's Action and you are notified of the outcome.

Table 5: Extra numbers of words permitted for each category of fellowship:

Associate Fellow - D1	200
Fellow - D2	300

⁶ If you are a member of staff from one of UoB collaborative partners, you will then be invoiced by Advance HE for the fellowship fee at this point.

Refer Major - where it is agreed at the Fellowship Panel with the External Moderator present that a substantial re-write is necessary for all descriptors to be met. In this instance you are invited to re-write your application with a view to submitting it to a new Fellowship Panel at some point in the future.

Where you have not been successful, support is offered together with the detailed feedback on the Outcomes and Feedback form (see Appendix 2i or 2ii).

Moderation

A sample of applications are reviewed by our External Moderator team prior to the Fellowship Panel meeting. This comprises 10% or a minimum of 3 applications from across each of the categories (D1-D3) for 'Award' and Refer Minor' outcomes and **all** application with 'Refer Major'. The External Moderators have achieved Senior Fellow or Principal Fellow.

Members of the Academic Staff Development team take on the role of internal moderator and review a random selection of applications and feedback. Depending on the number of applications, the internal moderators record individual reviewer decision-making across the descriptors of D1-D3 to monitor consistency and comparability.

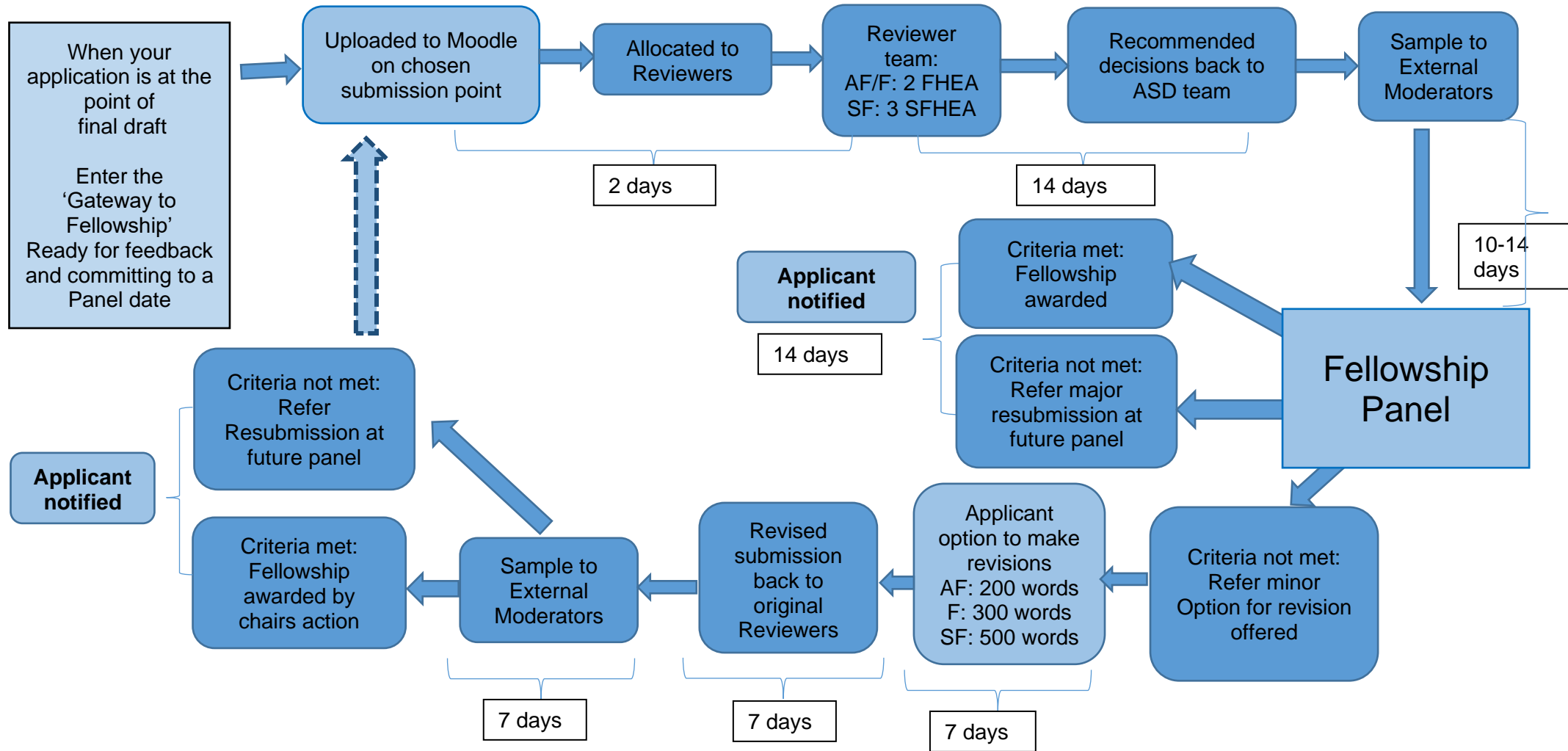
When can I resubmit?

There is no limit to the number of times an application can be (re-)submitted. However, normally we would expect you to submit for the following Fellowship Panel which is usually held within the 3-4 months. If this cannot be achieved, you may find that other applicants may take priority.

For resubmissions, new advocate supporting statements will not normally be required unless one or more of the following is true: -

- a. The resubmission is > 4 months after the original submission.
- b. Advance HE Accreditation Policy has changed in relation to this situation.
- c. The original statements were not satisfactory.
- d. The resubmission is significantly different to the original.

Figure 2. Pathways to HEA Fellowship Review Process



Remaining in Good Standing and the Fellowship Code of Practice

It is implicit within the UKPSF, and required, that all with fellowship remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations. It is your responsibility to ensure you remain in good standing and continue to work in line with your relevant Fellowship descriptor and the [Fellowship Code of Practice](#).

What are the Quality Assurance Processes for Pathways to HEA Fellowship?

Quality and standards

The overall quality and standards of the scheme is monitored through the University's Committee structure as shown in Figure 3. The scheme is supported by a small Steering Group comprising representation from across the University, with terms of reference and membership approved by ULTQC. This group considers the feedback, developments and enhancements to scheme based on the evaluation and analysis of the feedback received.

Feedback is sought from applicants after the submission of the final version of your application. This feedback is discussed at The Fellowship Panel and used by the Steering Group (see Figure 3) to develop and enhance the Pathways to HEA Fellowship Scheme.

Appeals

An appeals procedure related to the process is in place where an appeal can be made to the Director of the Centre for Learning and Teaching. Applicants cannot appeal because they do not agree with the decision. The decision of the panel is final. Full details of the process are set out in the University of Bath Pathways to HEA Fellowship Scheme Review and Appeals Policy 2020 – 2021, which you can find on Moodle.

General Data Protection Regulation (GDPR) Compliant

To be compliant with the Data protection Act of 2018 of the General Data Protection Regulation (GDPR) and Advance HE Accreditation Policy 2019-2020, the External Moderators are appointed as a 'Data Processor' by the University of Bath. As a consequence, any applicant's personal data received is kept confidential, and only used to carry out their agreed duties as a moderator. Data must be dealt with as required by the Data Protection Act and our Data Protection Policy.

Your data is also shared with Advance HE for the purposes of Accreditation and Professional Recognition. Advance HE will be sharing applicants' personal data in some cases with third party assessors who may carry out moderation of assessments on their behalf. It is important that you provide consent to allow us to process data as described above and elsewhere in this handbook. You will therefore find a statement on the application form that you must read. Your signature on this form will confirm the consent.

The minutes and the outcomes from the Fellowship Panels are recorded and kept for at least 3 years during which time you have access to your personal data.

All applications are held on Moodle and only reviewers (internal and external) have access to them for purposes of confidentiality.

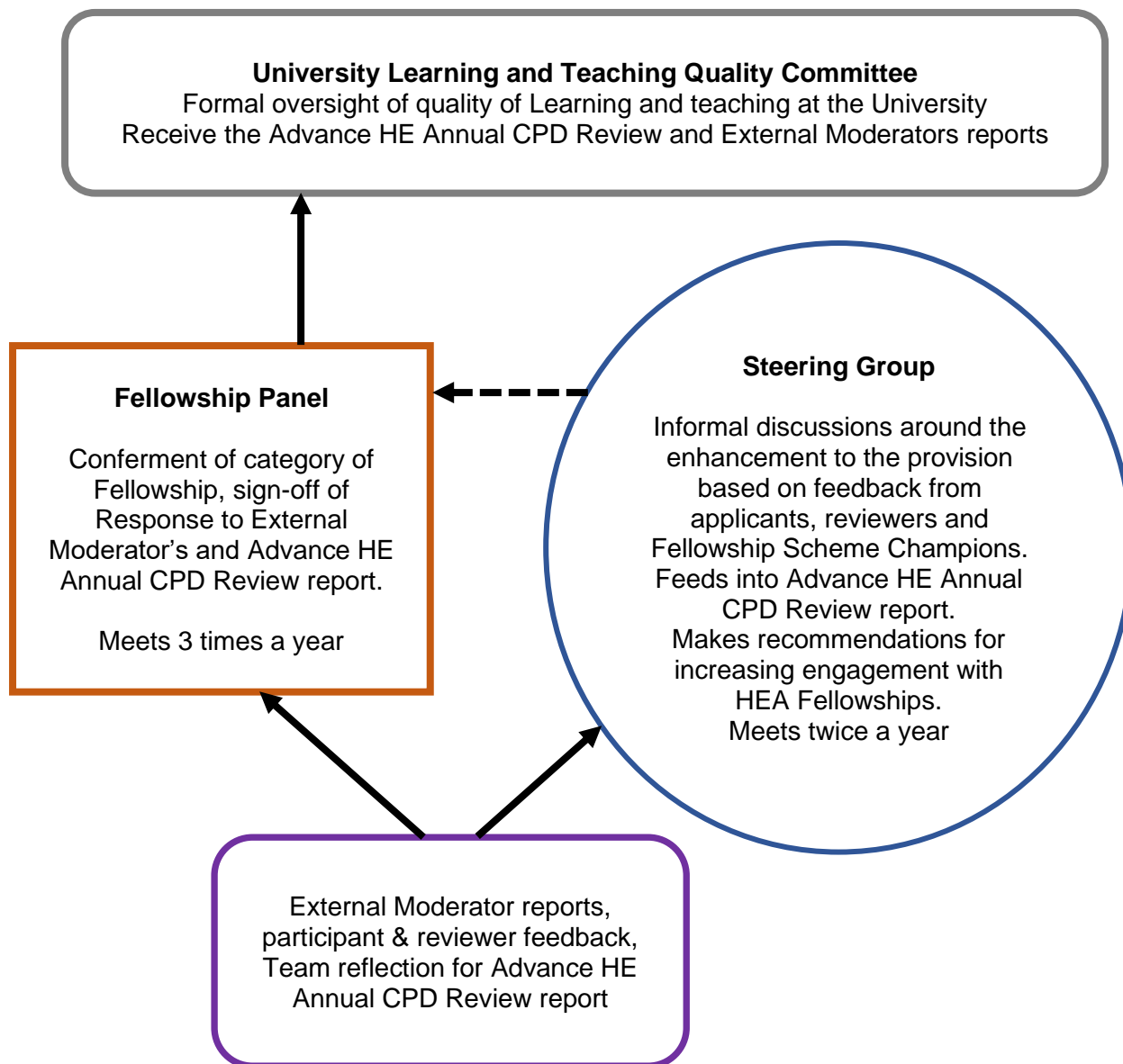


Figure 3: The links between the institutional overarching committee and the Fellowship Panel and informal Steering Group.

Plagiarism

All applications go through the Urkund, a text-recognition system for detecting, preventing and handling plagiarism. Where plagiarism is found in an application, it will not proceed, and the issue will be dealt with by the Directors of the HEA Fellowship Scheme and the Director of the Centre for Learning and Teaching. Where plagiarism is found in a supporting statement written by an advocate, the applicant will be asked to obtain a replacement supporting statement.

Matters of Concern

Applicants wishing to raise a matter of concern relating to the Pathways to HEA Fellowship Scheme in a confidential manner may do so by following the 'Public interest disclosure (whistle-blowing) procedure' found on the University website.