Cambridge Teaching & Learning Recognition Scheme

Handbook 2023-24

UNIVERSITY OF CAMBRIDGE

Cambridge Centre for
Teaching and Learning

Introduction to the Cambridge Teaching & Learning Recognition Scheme

The Recognition Scheme is designed to recognise the contribution of those who teach and/or support student learning at the collegiate University through offering colleagues the opportunity to apply for Fellowship of the Higher Education Academy. This internationally-recognised accreditation offers a range of benefits:

- Encourages research, reflection and development in practices to support teaching and student learning
- Consolidates your personal development and evidence of professional practice in your career as someone who teachers and/or supports student learning
- Demonstrates commitment to teaching, learning and the student experience which aligns with the UK Professional Standards Framework (UKPSF)
- Is recognised as a mark of assured quality in teaching and learning in higher education institutions nationally and internationally

In addition, the Recognition Scheme offers colleagues at Cambridge the opportunity to join a growing community of staff engaged and committed to enhancing inclusive practices through taking a critical and evidence-based approach to teaching and supporting student learning.

Routes to recognition

The Recognition Scheme is designed for colleagues who have already undertaken the teaching practice and reflection that make them eligible for Fellowship. The scheme provides support for colleagues in putting together their application for Fellowship, and the application is assessed internally with no fee.

The scheme supports applications for the following categories of recognition:

- D1, Associate Fellow
- D2, Fellow
- D3, Senior Fellow

The scheme does not currently support applications for Principal Fellowship (D4). Candidates may still apply directly to Advance HE for accreditation at D4; you may like to see our Fellowship Guidance site.

The Cambridge Centre for Teaching & Learning also offers two taught cohort programmes accredited at D2 for those looking for a structured development course:

- Advancing Educational Practice Programme (nine months)
- Postgraduate Certificate in Teaching & Learning in Higher Education (twelve months, Master's level)

Selecting the appropriate category of Fellowship

The UK Professional Standards Framework

The UKPSF provides a set of comprehensive standards and guidelines for teaching and supporting learning in higher education. The diversity of higher education teaching and support roles and environments is reflected and expressed in the Dimensions of the Framework.

Illustrated on the following page, the Dimensions of the Framework outline:

- Five **Areas of Activity** that you undertake when teaching and/or supporting learning within higher education
- Six aspects of **Core Knowledge** that you need to carry out your teaching and learning activities at the level at with you teach / support learning
- Four **Professional Values** that should inform and underpin your teaching / support of learning practice

Which category is right for me?

The four 'Descriptors' of the UKPSF recognise differences in the scope and scale of responsibilities in teaching and supporting learning, whilst being framed around the common Dimensions of the Framework above.

The four categories of Fellowship are awarded against these Descriptors:

- D1, Associate Fellow
- D2, Fellow
- D3, Senior Fellow
- D4, Principal Fellow

It is important that you apply for the Fellowship category which aligns with your experience and practices, as your application will be assessed on whether you can evidence that you have met the criteria for the associated Descriptor.

We ask that you complete Advance HE's Fellowship Category Tool before submitting an expression of interest for the Scheme. It asks about the range of activities that you undertake in teaching and/or supporting learning, and will prompt you to think about different aspects of your practice as you plan your application.

Completing the Fellowship Category Tool takes 10-20 minutes and your completed responses are private. There are no 'right' or 'wrong' answers and it is recognised that specific roles and responsibilities vary. The results are not definitive and should be taken as a guide only.

Brief descriptions of those categories supported by the Recognition Scheme are provided herein. For a full account of all four categories see Advance HE's UKPSF Dimensions of the Framework.

Please note that the Recognition Scheme is currently accredited against the **2011 version** of the UK Professional Standards Framework.
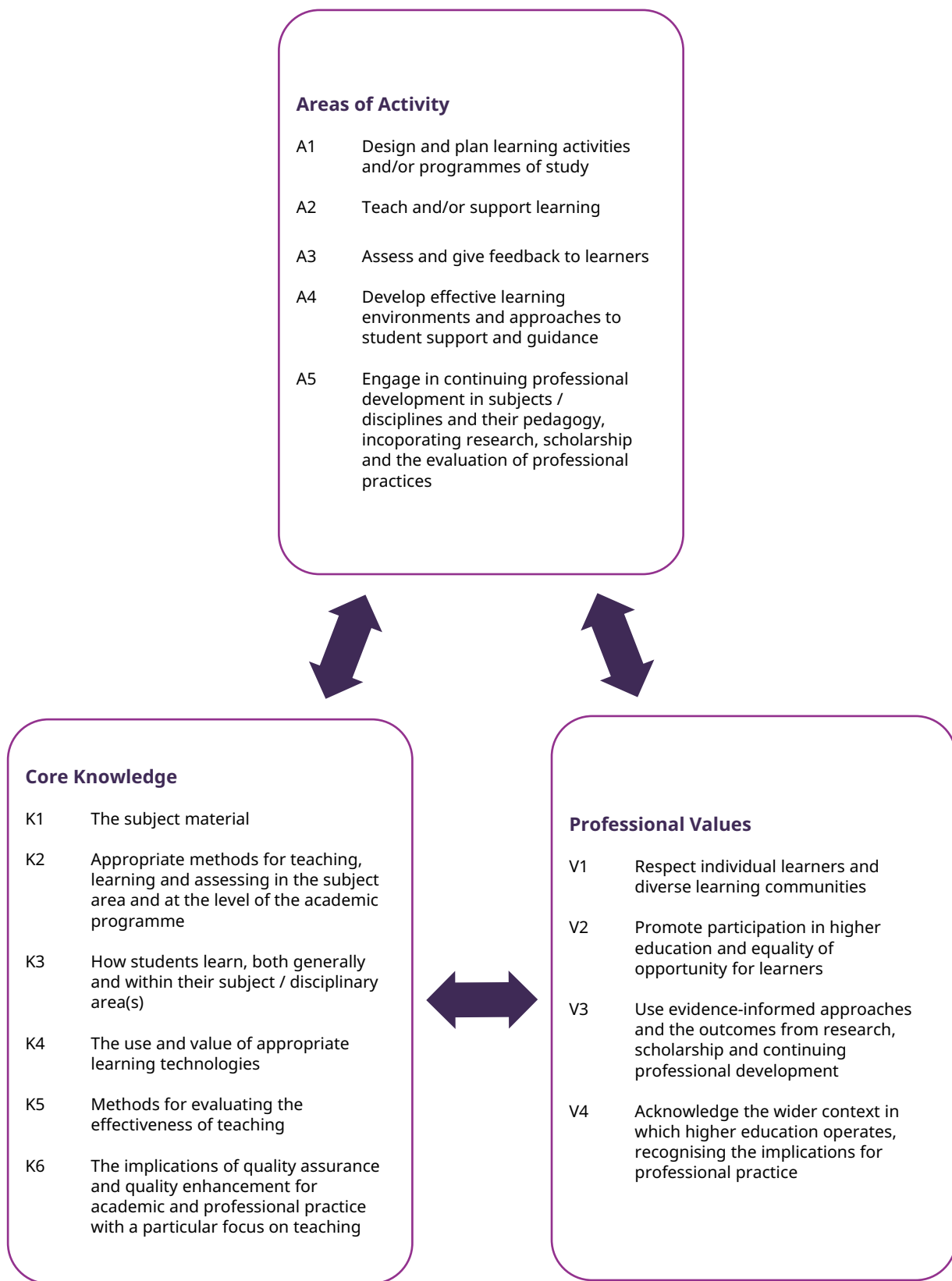
Areas of Activity

A1   Design and plan learning activities and/or programmes of study

A2   Teach and/or support learning

A3   Assess and give feedback to learners

A4   Develop effective learning environments and approaches to student support and guidance

A5   Engage in continuing professional development in subjects / disciplines and their pedagogy, incoporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1   The subject material

K2   Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

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

K4   The use and value of appropriate learning technologies

K5   Methods for evaluating the effectiveness of teaching

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

Professional Values

V1   Respect individual learners and diverse learning communities

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

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

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

Figure 1 The UKPSF Dimensions of the Framework

D1 ASSOCIATE FELLOW

Descriptor 1 recognises the experience and contribution of those who are new to teaching or those for whom teaching / supporting learning is a relatively restricted part of their substantive role.

D2 FELLOW

Descriptor 2 recognises the experience and contribution of those for whom teaching / supporting learning forms a substantive part of their role and who have experience across a broad range of responsibilities.

D3 SENIOR FELLOW

Descriptor 3 recognises the achievements of those who have an influence on educational practice beyond their own professional practice. Senior Fellowship recognises those in the professional services who directly or indirectly support learning, or those – for example – who have leadership or management roles in addition to any teaching role, and who can demonstrate a sustained record of effectiveness.

Descriptor 1 (Associate Fellow)
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

I	Successful engagement with at least **two** of the five Areas of Activity
II	Successful engagement in appropriate teaching and practices related to these Areas of Activity
III	Appropriate Core Knowledge and understanding of at least **K1 and K2**
IV	A commitment to **appropriate** Professional Values in facilitating others' learning
V	Relevant professional practices, subject and pedagogic research and/or scholarship with the above areas
VI	Successful engagement, where appropriate, in professional development activity relating to teaching, learning and assessment responsibilities

Descriptor 2 (Fellow)
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

I Successful engagement across **all five** Areas of Activity

II Appropriate knowledge and understanding across **all aspects** of Core Knowledge

III A commitment to **all** the Professional Values

IV Successful engagement in appropriate teaching practices related to the Areas of Activity

V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an **integrated** approach to academic practice

VI Successful engagement in **continuing** professional development in relation to teaching, learning, assessment and – where appropriate – related professional practices

Descriptor 3 (Senior Fellow)
Demonstrates a thorough understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

I Successful engagement across all five Areas of Activity

II Appropriate knowledge and understanding across all aspects of Core Knowledge

III A commitment to all the Professional Values

IV Successful engagement in appropriate teaching practices related to the Areas of Activity

V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and – where appropriate – related academic or professional practices

VII Successful coordination, support, supervision, management and/or mentoring of other (whether individuals and/or teams) in relation to teaching and learning

Support with your application

The Recognition Scheme provides support in developing your Fellowship application primarily through a series of workshops designed to help you draft a successful application.

The members of the Recognition Scheme team are all experienced in supporting colleagues in making meaningful connections between their own experience and the relevant UKPSF Descriptor. All members of the team hold appropriate Fellowship recognition themselves and engage in professional development to maintain and extend their knowledge and practice.

Application cycles

For those applying for Associate Fellowship (D1), three cycles of the scheme will run across the academic year, aligned with the three Terms.

For those applying for Fellowship (D2) or Senior Fellowship (D3), there will be two cycles of the scheme, as applications for these categories are more substantial.

KEY DATES FOR D1:

Cycle	Introduction to Fellowship workshop	Progress Review workshop	Finalising Your Application workshop	Submission
I	Thursday 12 October 2023	Friday 3 November 2023	Monday 20 November 2023	Thursday 14 December 2023
II	Monday 22 January 2024	Wednesday 14 February 2024	Wednesday 6 March 2024	Thursday 11 April 2024
III	Monday 15 April 2024	Friday 10 May 2024	Friday 31 May 2024	Thursday 20 June 2024

KEY DATES FOR D2 AND D3:

Cycle	Introduction to Fellowship workshop	Progress Review workshop	Finalising Your Application workshop	Submission
I	Monday 9 October 2023	Friday 17 November 2023	Monday 11 December 2023	Thursday 25 January 2024
II	Friday 26 January 2024	Wednesday 28 February 2024	Friday 22 March 2024	Thursday 2 May 2024

Moodle site

The online Moodle site for the Recognition Scheme provides a range of supporting guidance and documentation, including examples of applications written by previous participants, and is where you will submit your completed application.

Preparations you will need to complete before each of the three workshop sessions are outlined on Moodle.

Introduction to Fellowship

This introduction will enable you to identify:

- Which elements of your experience and practice you can draw upon for your Fellowship application
- How to use the UKPSF to help you reflect on how you teach / support learning
- How to present your experience in a way appropriate to the category of Fellowship for which you are applying
- How you might develop your own approaches to teaching / supporting learning

During the session, we will review the Descriptors of the UK Professional Standards Framework, and facilitators will work with you to help identify appropriate elements of your practice to draw upon and clarify any questions about how to present your experience. We conclude with structured time to start planning your application.

Progress Review

This session will enable you to:

- Explore literature which might inform your Account of Practice
- Assess your progress in developing your Fellowship application, using the relevant UKPSF Descriptor as a guide
- Spend some dedicated time on drafting

During the session, we will clarify any questions which have arisen through the drafting process so far and explore some educational research literature which might inform your draft; it is essential to reference the literature throughout your application. A substantial part of the session will then be devoted to structured writing time.

Finalising Your Application

This session will enable you to:

- Understand the purpose of the supporting statements
- Clarify any remaining questions
- Give and receive feedback on your developed draft with peers

During the session, we will discuss the nature and purpose of the supporting statements for your application and answer any final questions before you complete your application. It will also be an opportunity to exchange feedback with peers on a more developed draft.

Compiling your application

Application requirements

Outlined in the table below is an explanation of the application requirements for each category of Fellowship, as well as links to guidance documentation provided by Advance HE.

Category of recognition	Application requirements
D1, Associate Fellow	- An Account of Professional Practice, comprised of: - Context statement (maximum 300 words) - Reflective Account of Practice (1,400 words plus citations (200 words) for a maximum of 1,600 words) - One supporting statement (up to one page A4) See Appendix G for the D1 Application Template Advance HE Guidance for D1
D2, Fellow	- An Account of Professional Practice, comprised of: - Context statement (maximum 300 words) - Reflective Account of Practice (3,000 words plus citations (500 words) for a maximum of 3,500 words) - Two supporting statements (each one-two pages A4) See Appendix H for the D2 Application Template Advance HE Guidance for D2
D3, Senior Fellow	- An Account of Professional Practice, comprised of: - Context statement (maximum 300 words) - Reflective Account of Practice and two case studies (6,000 words plus citations (500 words) for a maximum of 6,500 words; Advance HE recommends 3,000 words for the reflective commentary and a maximum of 1,500 words per case study) - Two supporting statements (each two pages A4) See Appendix I for the D3 Application Template Advance HE Guidance for D3

Supporting statements

Your 'Account of Practice' must be accompanied by one supporting statement if you are applying for D1 or two if you are applying for D2 or D3.

The supporting statement(s) are used by the assessors to confirm that your submission reflects a fair and accurate account of your higher education practice: you are not expected to append material 'evidence' of your activities to your application.

The person(s) you approach to provide a supporting statement should be in a position to comment on the development of your teaching and learning practice, and the alignment of your practice against the relevant UKPSF Descriptor, even if they are not fully immersed in all the details of your practice. They could be your supervisor, mentor, line manager, etc. The reference(s) should **not** be generic academic references.

You must share your application with each referee so that they are able to provide a supporting statement which corroborates the account you give of your practice. You may find it helpful to meet with each referee to discuss how your teaching / learning support has contributed to students' learning and your own professional learning and development.

We recommend also providing your referee(s) with a copy of the UKPSF as well as the relevant guidance for referees provided by Advance HE:

- Guidance for D1 referees
- Guidance for D2 referees
- Guidance for D3 referees

Completing and submitting your application

Your application should be submitted to Moodle using the appropriate application template form (see Appendices G-I), and ensuring that you have included all the elements outlined in the table under 'Application requirements' above.

Your application will normally be reviewed at the next scheduled panel following your submission (for dates see the tables under 'Application cycles' in the previous section).

Assessment

Assessment criteria

The criteria by which judgements are made as to whether to recommend the award of Fellowship are drawn directly from the UKPSF Descriptors as detailed on pages 4 and 5. All elements of the respective Descriptor must be judged to be sufficiently evidenced in the application.

Marking process, outcomes and resubmission

Applications for D1 and D2 are assessed by two trained assessors holding D2 accreditation at a minimum. Applications for D3 are assessed by three trained assessors, one of whom is the External Assessor. Once Advance HE confirms that Cambridge has gained sufficient experience, applications for D3 will also be reviewed by two assessors holding D3 accreditation at a minimum.

Applications are assessed as Pass / Refer.

If your application is assessed as a 'Pass', we will submit your details to Advance HE and you will receive an email directly from them informing you that recognition has been awarded. You will be able to log onto your 'My Advance HE' account to print your certificate of recognition.

If your application is assessed as a 'Refer', you will be provided with detailed feedback and guidance on how to address any weakness. You will have four weeks to resubmit your application for assessment or, in the event that major development is needed, the assessors have the option of advising that resubmission be deferred to the next timetabled submission deadline.

In the unusual event that assessors consider an applicant is unlikely to be able to address any limitations sufficiently, for example owing to the nature of their role(s) and responsibilities, they may recommend resubmission for a different category of recognition.

One resubmission only is permitted within 12 months of the communication of assessment outcomes.

The outcomes of assessment are determined as illustrated in the tables below:

ASSESSMENT FOR D1 AND D2

Assessor 1	Assessor 2	Result
Pass	Pass	Pass
Refer	Refer	Refer
Pass	Refer	Assessors confer and agree an outcome; where consensus is not possible, the application is sent to the External Assessor, whose judgement is final

Assessor 1	Assessor 2	Assessor 3 (External)	Result
Pass	Pass	Pass	Pass
Pass	Pass	Refer	Pass
Refer	Refer	Refer	Refer
Refer	Refer	Pass	Refer
Pass	Refer	Pass / Refer	Where consensus is not possible between Assessors 1 and 2, the External Assessor's judgement is final

Quality assurance

A moderation process ensures consistency and appropriateness across all judgements. For D1 and D2 applications, a sample comprising 20% or three assessments, whichever is greater, from each category, plus all assessments marked 'Refer', are sent to the External Assessor for review. The sample includes assessments from across the team of assessors.

All applications for D3 are reviewed by the External Assessor as part of the initial assessment process as outlined above. The External Assessor is accredited at D3 at a minimum.

The External Assessor, Recognition Scheme assessors and Recognition Scheme Director attend an Assessors' Panel, which serves to confirm that due process has been followed in reaching Fellowship judgements. The External Assessor prepares a verbal report for the meeting and the Recognition Scheme Director reflects on successes and challenges during the relevant cycle, including participant feedback. The function of the Assessors' Panel is to:

- Comment on the level of work achieved in relation to the category of Fellowship

- Compare the standard achieved with that of other higher education providers elsewhere in the country
- Consider the appropriateness of marking and assessment methods used
- Reflect on updates or changes in assessing at Descriptors 1, 2 and/or 3

Following the Assessors' Panel meeting, the External Assessor submits a written report, to which the Recognition Scheme Director prepares a written response. The report and response are included in an Annual Report on Advance HE-accredited provision to the General Board's Education Committee. They are also fed back to the Recognition Scheme team as part of the team's cycle of review and development.

Steps will be taken to ensure that Fellowship judgements are free from any reciprocal external relationship and conflict of interest. For example, assessors will not assess applications from individuals within the same Department / Faculty or College. Assessors will also not be involved in the final Fellowship judgement for individuals they have provided substantial support to beyond that typically offered on the Recognition Scheme.

Appeals and complaints

Where an assessment is marked as 'Refer', you may request a review on one of the following grounds:

- A procedural irregularity in the assessment process which has adversely affected your assessment results
- Demonstrable bias, or the perception of bias, within the assessment process

Please contact the Recognition Scheme Director to commence an appeal on these grounds. If you have a concern or complaint about the Recognition Scheme that you do not feel able to raise with the Recognition Scheme Director, please contact the Head of the Cambridge Centre for Teaching & Learning.

Archiving of personal data

Advance HE requires that we maintain an archive of written applications, outcomes and feedback to applicants for a period of three years from the point at which assessment outcomes are communicated. Applicants can request access to their own data from the Recognition Scheme Director. All documentation will be stored and disposed of in line with Cambridge's Data Protection Policy.
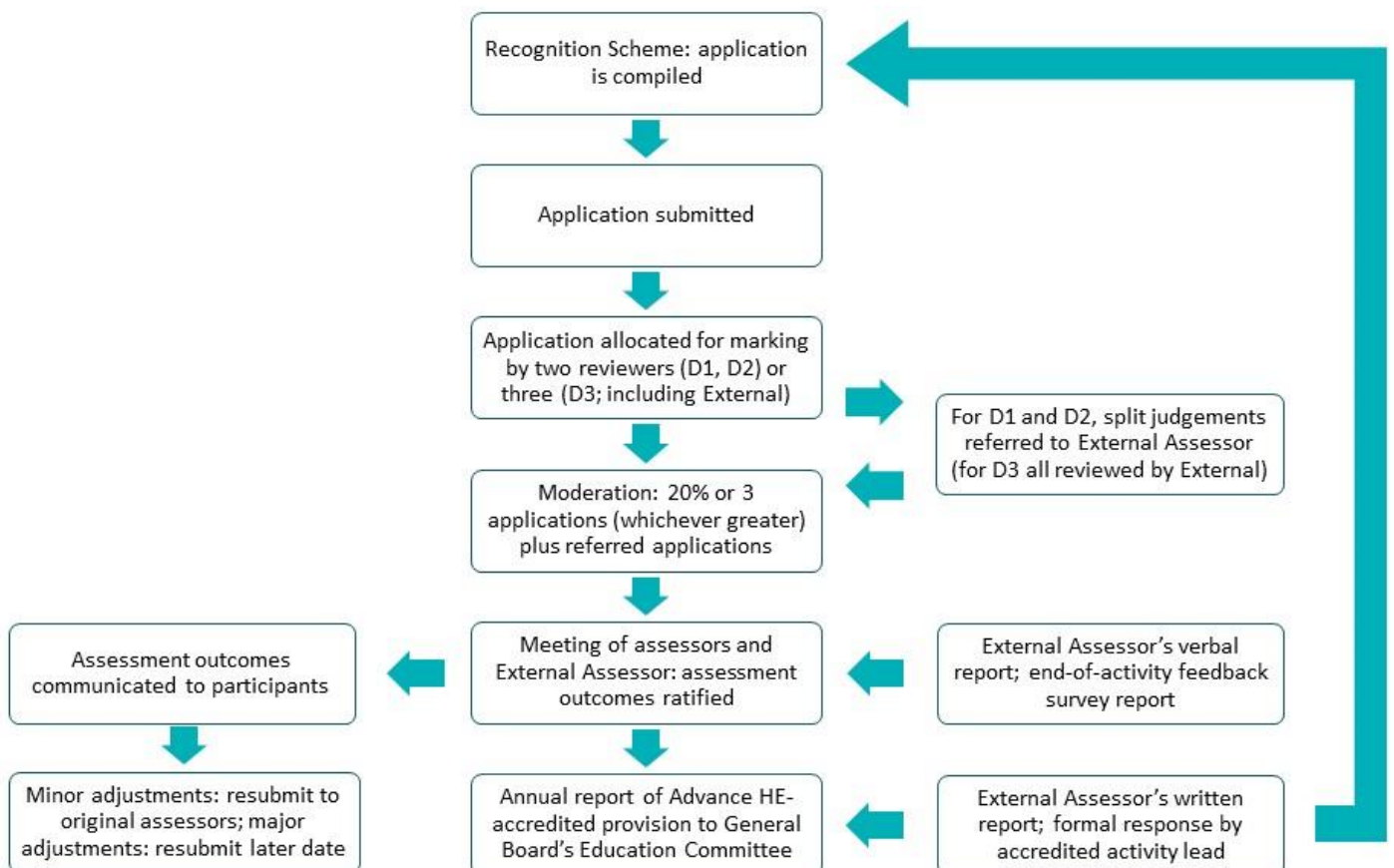

Figure 2 The assessment process, including quality assurance and quality enhancement

Continuing your professional development

Maintaining good standing is an Advance HE requirement. It is expected that once awarded Fellowship accreditation, an applicant will continue to work according to their category of Fellowship and aim to expand their practice beyond this level. Below are some suggestions for your continuing professional development.

Peer engagement

Following your successful application for recognition, you may choose to make peer engagement a regular part of your teaching and learning practice. This could involve peer observations of teaching with colleagues in your Department and/or College, or informal discussion groups on topics related to your educational practice, such as feedback, learning activities, assessment or learning design.

CCTL events

Keeping up-to-date with your educational development could include attending or presenting at teaching & learning events, such as CCTL's Cambridge Teaching Forum. These annual events provide fora for Cambridge academics to share and discuss educational practice. CCTL also offers a wide range of workshops to support continued educational development.

Writing a case study

CCTL facilitates the sharing of educational practice across the collegiate University. You could draft a case study of your experiences teaching and supporting learning at Cambridge. This may include a focus on your undergraduate supervisory practices, the learning activities that are particularly effective in your discipline, the feedback practices you use with students, your approach to course/module design, or effective practices you use in lectures or seminars.

Advance HE Fellowship and becoming an assessor

Following your successful application for recognition, please consider contributing, as an assessor, to supporting a growing community of colleagues engaging with the Recognition Scheme. Contact the Recognition Scheme Director to find out more about what's involved.

Appendices

- Appendix A: Developmental self-assessment framework Associate Fellow

- Appendix B: Developmental self-assessment framework Fellow

- Appendix C: Developmental self-assessment framework Senior Fellow

- Appendix D: Review grid Associate Fellow

- Appendix E: Review grid Fellow

- Appendix F: Review grid Senior Fellow

- Appendix G: Application template Associate Fellow

- Appendix H: Application template Fellow

- Appendix I: Application template Senior Fellow

Appendix A:
Associate Fellow developmental self-assessment framework

Name		Date	

HEA Associate Fellowship recognises an understanding of specific aspects of effective teaching / learning support methods and student learning. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 1** of the UK Professional Standards Framework for teaching and supporting learning in higher education.

Use this self-assessment framework to identify where you're confident that you're making progress in developing a draft reflective commentary that 'satisfy' the requirements for Descriptor 1. Expand the comment boxes if you need to.

Descriptors relating to Areas of Activity		Confident	Not (yet) confident
1.I	Successful engagement across at least two Areas of Activity		
1.II	Successful engagement in appropriate teaching practices related to these Areas of Activity		
Comment:			

Descriptors relating to Core Knowledge		Confident	Not (yet) confident
1.III	Appropriate knowledge and understanding across at least K1 and K2		
1.V	Relevant professional practices, subject and pedagogic research and / or scholarship within the above Activities		
Comment:			

Descriptor relating to Professional Values		Confident	Not (yet) confident
1.IV	A commitment to appropriate Professional Values in facilitating others' learning		
Comment:			

Descriptor underpinning the whole claim		Confident	Not (yet) confident
1.VI	Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities		
Comment:			

Any overall comments or questions

Appendix B:
Fellow developmental self-assessment framework

Name		Date	

HEA Fellowship recognises a broad understanding of effective approaches to teaching and learning support as key contributions to high-quality student learning. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 2** of the UK Professional Standards Framework for teaching and supporting learning in higher education.

Use this self-assessment framework to identify where you're confident that you're making progress in developing a draft reflective commentary that 'satisfy' the requirements for Descriptor 2. Expand the comment boxes if you need to.

Descriptors relating to Areas of Activity		Confident	Not (yet) confident
2.I	Successful engagement across all five Areas of Activity		
2.IV	Successful engagement in appropriate teaching practices related to these Areas of Activity		
Comment:			

Descriptors relating to Core Knowledge		Confident	Not (yet) confident
2.II	Appropriate knowledge and understanding across all aspects of Core Knowledge		
2.V	Successful incorporation of subject and pedagogic research and/or scholarship within the Activities, as part of an integrated approach to academic practice		
Comment:			

Descriptor relating to Professional Values		Confident	Not (yet) confident
2.III	A commitment to all the Professional Values		
Comment:			

Descriptor underpinning the whole claim		Confident	Not (yet) confident
2.VI	Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices		
Comment:			

Any overall comments or questions

Appendix C:
Senior Fellow developmental self-assessment framework

Name		Date	

HEA Senior Fellowship recognises sustained effectiveness and academic leadership in teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 3** of the UK Professional Standards Framework for teaching and supporting learning in higher education.

Use this self-assessment framework to identify where you're confident that you're making progress in developing a draft reflective commentary that 'satisfy' the requirements for Descriptor 3. Expand the comment boxes if you need to.

Descriptors relating to Areas of Activity		Confident	Not (yet) confident
3.I	Successful engagement across all five Areas of Activity		
3.IV	Successful engagement in appropriate teaching practices related to these Areas of Activity		
Comment:			

Descriptors relating to Core Knowledge		Confident	Not (yet) confident
3.II	Appropriate knowledge and understanding across all aspects of Core Knowledge		
3.V	Successful incorporation of subject and pedagogic research and/or scholarship within the Activities, as part of an integrated approach to academic practice		
3.VI	Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices		
Comment:			

Descriptor relating to Professional Values	Confident	Not (yet) confident
3.III A commitment to all the Professional Values		
Comment:		

Descriptor underpinning the whole claim	Confident	Not (yet) confident
3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and supporting learning		
Comment:		

Any overall comments or questions

Appendix D:
Associate Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	**Pass**		**Refer**		**Date**	
Panel number						
Assessor 1						
Assessor 2						
Outcome following resubmission	**Pass**		**Unsuccessful**		**Date**	

Marking is undertaken separately by each Assessor. Please use the review grid below to note your individual and joint judgements against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 1 Criteria		
D1.I Successful engagement with at least two of the five Areas of Activity	**Met (X)**	**Not Met (X)**
Assessor 1		
Assessor 2		
D1.II Successful engagement in appropriate teaching practices related to these Areas of Activity	**Met**	**Not Met**
Assessor 1		
Assessor 2		
D1.III Appropriate Core Knowledge and understanding of at least K1 and K2	**Met**	**Not Met**
Assessor 1		
Assessor 2		
D1.IV A commitment to appropriate Professional Values in facilitating others' learning	**Met**	**Not Met**
Assessor 1		
Assessor 2		
D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	**Met**	**Not Met**
Assessor 1		
Assessor 2		

D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Met	Not Met
Assessor 1		
Assessor 2		

Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)	Yes (X)	No (X)
Assessor 1		
Assessor 2		

SECTION 2: Record of Panel discussions

SECTION 3: Initial individual Assessor judgement and feedback to referred applicants	Pass (X)	Refer (X)
Assessor 1		
Assessor 2		
Lead Assessor (Assessor 1) to record agreed first Panel Outcome (Pass or Refer) and, if relevant, second Panel Outcome (Pass or Unsuccessful) in the sections at the top of this form.		

The Lead Assessor completes the **Associate Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred**. The Guide to Writing Feedback** provides guidance on use of this template.

The same completed Review Grid is used to review revised applications when applicants resubmit; Assessors please add your second judgement and comments in blue font. Lead Assessor to add the final Panel outcome at the top of the form.

Appendix E:
Fellow Review Grid

Applicant name						
Professional Recognition number						
Outcome first submission	Pass		Refer		Date	
Panel number						
Assessor 1						
Assessor 2						
Outcome following resubmission	**Pass**		**Unsuccessful**		**Date**	

Marking is undertaken separately by each Assessor. Please use the review grid below to note your individual and joint judgements against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 2 Criteria		Met (X)	Not Met (X)
D2.I Successful engagement across all five Areas of Activity			
Assessor 1			
Assessor 2			
D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge		**Met**	**Not Met**
Assessor 1			
Assessor 2			
D2.III A commitment to all the Professional Values		**Met**	**Not Met**
Assessor 1			
Assessor 2			
D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity		**Met**	**Not Met**
Assessor 1			
Assessor 2			
D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice		**Met**	**Not Met**
Assessor 1			
Assessor 2			

D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Met	Not Met
Assessor 1		
Assessor 2		
Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)	**Yes (X)**	**No (X)**
Assessor 1		
Assessor 2		

SECTION 2: Record of Panel discussions		

SECTION 3: Initial individual Assessor judgement and feedback to referred applicants	**Pass (X)**	**Refer (X)**
Assessor 1		
Assessor 2		
Lead Assessor (Assessor 1) to record agreed first Panel Outcome (Pass or Refer) and, if relevant, second Panel Outcome (Pass or Unsuccessful) in the sections at the top of this form.		

The Lead Assessor (Assessor 1) completes the **Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred**. The Guide to Writing Feedback** provides guidance on use of this template.

The same completed Review Grid is used to review revised applications when applicants resubmit; Assessors please add your second judgement and comments in blue font. Lead Assessor to add the final Panel outcome at the top of the form.

Applicant name					
Professional Recognition number					
Outcome first submission	Pass		Refer		Date	
Panel number					
Assessor 1					
Assessor 2					
External (Assessor 3)					
Outcome following resubmission	**Pass**		**Unsuccessful**		**Date**	

Marking is undertaken separately by each Assessor. Please use the review grid below to note your individual and combined judgements against each criterion (please tick Met or Not Met) and add comments to explain your judgement.

SECTION 1: Review of application against Descriptor 3 Criteria		
D3. VII Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	**Met (X)**	**Not Met (X)**
Assessor 1		
Assessor 2		
External (Assessor 3)		
D3.I Successful engagement across all five Areas of Activity	**Met**	**Not Met**
Assessor 1		
Assessor 2		
External (Assessor 3)		
D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge	**Met**	**Not Met**
Assessor 1		
Assessor 2		
External (Assessor 3)		
D3.III A commitment to all the Professional Values	**Met**	**Not Met**
Assessor 1		
Assessor 2		

		Met	Not Met
External (Assessor 3)			
D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity		**Met**	**Not Met**
Assessor 1			
Assessor 2			
External (Assessor 3)			
D3.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice		**Met**	**Not Met**
Assessor 1			
Assessor 2			
External (Assessor 3)			
D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices		**Met**	**Not Met**
Assessor 1			
Assessor 2			
External (Assessor 3)			
Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)		**Yes (X)**	**No (X)**
Assessor 1			
Assessor 2			
External (Assessor 3)			

SECTION 2: Record of Panel discussions

		Pass (X)	Refer (X)
SECTION 3: Initial individual Assessor judgement and feedback to referred applicants		**Pass (X)**	**Refer (X)**
Assessor 1			
Assessor 2			
External (Assessor 3)			

Lead Assessor (Assessor 1) to record agreed first Panel Outcome (Pass or Refer) and, if relevant, second Panel Outcome (Pass or Unsuccessful) in the sections at the top of this form.

The Lead Assessor completes the **Senior Fellowship Application: Panel Outcome and Feedback Template** if applicants are referred**. The Guide to Writing Feedback for Accreditors** provides guidance on use of this template.

The same completed Review Grid is used to review revised applications when applicants resubmit; Accreditors please add your second judgement and comments in blue font. Lead Accreditor to add the final Panel outcome at the top of the form.

Appendix G:
Application template Associate Fellow

You will need to continue to refer to the UK Professional Standards Framework as you draft your application, as well as the guidance documentation available from Advance HE, to ensure that you are writing to meet the requirements of UKPSF Descriptor 1.

You must structure your Reflective Account of Practice around two of the five UKPSF **Areas of Activity**. Please write your reflective commentary in each of the boxes provided and adjust the headings to indicate which Area of Activity you have chosen to evidence. For example, 'A1' to indicate that you are evidencing Area of Activity 1.

You also need to include evidence across these two sections that you are effectively using **Core Knowledge** 1 (K1; the subject material) and Core Knowledge 2 (K2; appropriate methods for teaching, learning and assessing in the subject area and at the level of HE provision).

In providing examples of your practice for your account, you are likely to also identify other aspects of Core Knowledge (K3-K6) that you are applying to your work. Where this is the case, make clear why and how you apply these.

Descriptor 1 requires you to demonstrate your commitment to appropriate **Professional Values** in facilitating others' learning. Think about which of the Professional Values you use to inform your practice and include examples that demonstrate your use of these values within your account.

Developing your account requires you to identify, gather and consider evidence of your practice, reflecting on the impact you make on student learning. You should avoid long descriptions of what you 'do' and take a reflective stance, so that it is clear not only what you do, but how/why you do it that way, how you know this is effective, and what you will do in future as a result.

A simple reflective model for you to use could be to clearly explain:

- **What you do** (be selective with the examples you choose to include)
- **Why you do it** in this way; clearly explain your approach and justify your choices and decisions (drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.)
- **How you carry out this approach** (including any specific challenges or practical issues you have overcome)
- **How you evaluate the effectiveness** of what you do (explain the kinds of 'information' you use to review and evaluate your work, including the impact this has on your students' learning)
- **What changes you have made as a result of evaluating your effectiveness** (for example, you might have modified a session in response to student/peer feedback and then evaluated the effectiveness of the change you implemented)
- **How you ensure that you continue to develop and enhance your practice** (for example, engaging in peer review, developing your evidence-base or engaging in professional development, and applying this learning to enhance your practice)

When you have finalised your draft application you should send it to your referee so that they can write their supporting statement, along with a copy of the UKPSF and the guidance for referees provided by Advance HE. They should send the completed statement to you to include in your application submission.

Coversheet: D1 Associate Fellow Application

Candidate details

Name	Contact email address
Faculty / Department (if applicable)	**College (if applicable)**

Name as you would like it to appear on your certificate

Statement of good academic practice

In signing this cover sheet, I declare that, apart from properly referenced quotations, this application is my own work and has not been submitted previously for any other assessed course.

Permission to share account

Please delete as appropriate:

1. I do / do not give permission for the CCTL Recognition Scheme to share my application (anonymised) with future Recognition Scheme applicant writers
2. I do / do not give permission for the CCTL Recognition Scheme to use extracts from my application (anonymised) in teaching and learning workshops / seminars as examples of Fellowship application writing and/or teaching and/or supporting learning practice

Signature:	Date:

Account of Professional Practice

Context statement

(300 words maximum)

Use this to:

- Briefly introduce yourself
- Outline your current role(s) and responsibilities in teaching and/or supporting learning in higher education
- Identify the students that you work with; for example, the level of study (year of study, undergraduate, postgraduate, etc), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc

Write your context statement here.

Reflective Account of Practice

(1,400 words plus citations (200 words); overall 1,600 words maximum)

Evidencing first Area of Activity: A[?]

Write your reflective commentary for your first chosen Area of Activity here, updating the heading above to indicate your chosen Area. References are listed in a separate section at the end.

Evidencing second Area of Activity: A[?]

Write your reflective commentary for your first chosen Area of Activity here, updating the heading above to indicate your chosen Area. References are listed in a separate section at the end.

References:

Include all references used here.

Appendix H:
Application template Fellow

You will need to continue to refer to the UK Professional Standards Framework as you draft your application, as well as the guidance documentation available from Advance HE, to ensure that you are writing to meet the requirements of UKPSF Descriptor 2.

Your application consists of a context statement, Reflective Account of Practice, and supporting statements from two referees. You must structure your Reflective Account of Practice around the five UKPSF **Areas of Activity**.

You also need to include evidence across these five sections that you are effectively using all six aspects of **Core Knowledge** and that the four **Professional Values** inform your practice.

Developing your account requires you to identify, gather and consider evidence of your practice, reflecting on the impact you make on student learning. You should avoid long descriptions of what you 'do' and take a reflective stance, so that it is clear not only what you do, but how/why you do it that way, how you know this is effective, and what you will do in future as a result.

A simple reflective model for you to use could be to clearly explain:

- **What you do** (be selective with the examples you choose to include)
- **Why you do it** in this way; clearly explain your approach and justify your choices and decisions (drawing on Professional Values to guide planning, use of an appropriate evidence base to inform your approach, etc.)
- **How you carry out this approach** (including any specific challenges or practical issues you have overcome)
- **How you evaluate the effectiveness** of what you do (explain the kinds of 'information' you use to review and evaluate your work, including the impact this has on your students' learning)
- **What changes you have made as a result of evaluating your effectiveness** (for example, you might have revised the assessment strategy for a module in response to student/peer feedback and then evaluated the effectiveness of the change you implemented)
- **How you ensure that you continue to develop and enhance your practice** (for example, engaging in peer review, developing your evidence-base or engaging in professional development, and applying this learning to enhance your practice)

When you have finalised your draft application you should send it to your two referees so that they can write their supporting statements, along with a copy of the UKPSF and the guidance for referees provided by Advance HE. They should send the completed statements to you to include in your application submission.

Coversheet: D2 Fellow Application

Candidate details

Name	Contact email address
Faculty / Department (if applicable)	**College (if applicable)**

Name as you would like it to appear on your certificate

Statement of good academic practice

In signing this cover sheet, I declare that, apart from properly referenced quotations, this application is my own work and has not been submitted previously for any other assessed course.

Permission to share account

Please delete as appropriate:

3. I do / do not give permission for the CCTL Recognition Scheme to share my application (anonymised) with future Recognition Scheme applicant writers
4. I do / do not give permission for the CCTL Recognition Scheme to use extracts from my application (anonymised) in teaching and learning workshops / seminars as examples of Fellowship application writing and/or teaching and/or supporting learning practice

Signature:	Date:

Account of Professional Practice

Context statement

300 words maximum

Use this to:

- Briefly introduce yourself
- Outline your current role(s) and responsibilities in teaching and/or supporting learning in higher education
- Identify the students that you work with; for example, the level of study (year of study, undergraduate, postgraduate, etc), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc

Write your context statement here.

Reflective Account of Practice

3,000 words plus references (500 words); overall 3,500 words maximum. It is recommended to use 600 words per section.

Evidencing Area of Activity 1: design and plan learning activities and/or programmes of study

Write your reflective commentary for Area of Activity 1 here. References are listed in a separate section at the end.

Evidencing Area of Activity 2: teaching and/or support learning

Write your reflective commentary for Area of Activity 2 here. References are listed in a separate section at the end.

Evidencing Area of Activity 3: assess and give feedback to learners

Write your reflective commentary for Area of Activity 3 here. References are listed in a separate section at the end.

Evidencing Area of Activity 4: develop effective learning environments and approaches to student support and guidance

Write your reflective commentary for Area of Activity 4 here. References are listed in a separate section at the end.

Evidencing Area of Activity 5: engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Write your reflective commentary for Area of Activity 5 here. References are listed in a separate section at the end.

References:

Include all references used here.

Appendix I:
Application template Senior Fellow

You will need to continue to refer to the [UK Professional Standards Framework](#) as you draft your application, as well as the [guidance documentation](#) available from Advance HE, to ensure that you are writing to meet the requirements of UKPSF Descriptor 3.

Your application consists of a context statement, Reflective Account of Practice and two case studies. It must also be supported by statements from two referees.

You Reflective Account of Practice must cover all five UKPSF **Areas of Activity**. You also need to include evidence across these five sections that you are effectively using all six aspects of **Core Knowledge** and that the four **Professional Values** inform your practice.

A key defining characteristic of Senior Fellowship is influence and impact you have had on the teaching and learning practices of your peers. It is important that you address all the Dimensions of the UKPSF, but the evidence you provide will be distinctly different to that provided by applicants at Descriptor 2. Senior Fellowship is about having impact and influence on learning and teaching *beyond* the level of the student. You need to demonstrate that you are influencing the student learning experience by influencing the learning and teaching practices of colleagues; in this contact, your 'learners' may be colleagues rather than students.

When you have finalised your draft application you should send it to your two referees so that they can write their supporting statements, along with a copy of the UKPSF and the guidance for referees provided by Advance HE. They should send the completed statements to you to include in your application submission.

UNIVERSITY OF CAMBRIDGE

Cambridge Centre for Teaching and Learning

Coversheet: D3 Senior Fellow Application

Candidate details

Name	Contact email address
Faculty / Department (if applicable)	**College (if applicable)**

Name as you would like it to appear on your certificate

Statement of good academic practice

In signing this cover sheet, I declare that, apart from properly referenced quotations, this application is my own work and has not been submitted previously for any other assessed course.

Permission to share account

Please delete as appropriate:

5. I do / do not give permission for the CCTL Recognition Scheme to share my application (anonymised) with future Recognition Scheme applicant writers
6. I do / do not give permission for the CCTL Recognition Scheme to use extracts from my application (anonymised) in teaching and learning workshops / seminars as examples of Fellowship application writing and/or teaching and/or supporting learning practice

Signature:	**Date:**

Account of Professional Practice

Context statement

300 words maximum

Use this to:

- Briefly introduce yourself
- Outline your current role(s) and responsibilities in teaching and/or supporting learning in higher education
- Identify the students that you work with; for example, the level of study (year of study, undergraduate, postgraduate, etc), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc

Write your context statement here.

Reflective Account and Case Studies

6,000 words plus references (500 words); overall 6,500 words maximum. It is recommended to use 3,000 words for the reflective account and 1,500 words per case study.

Reflective Account of Practice

Write your reflective commentary here. References are listed in a separate section at the end.

Case Study 1

Write your first case study here. References are listed in a separate section at the end.

Case Study 2

Write your second case study here. References are listed in a separate section at the end.

References:

Include all references used here.