



Cambridge Teaching & Learning Recognition Scheme Handbook 2024-25



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 teaches and/or supports student learning
- Demonstrates commitment to teaching, learning and the student experience which aligns with the Professional Standards Framework (PSF)
- 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 – we are accredited by Advance HE – with no fee.

The scheme supports applications for the following categories of recognition:

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

These are explained more fully in the following pages. 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 Professional Standards Framework

The PSF provides a set of comprehensive standards and guidelines for teaching and supporting learning in higher education. The diversity of teaching and support roles and environments is reflected and expressed in the Dimensions of the Framework (elaborated on the following page):

- Five **Professional Values** that should inform and underpin your practice
- Five aspects of **Core Knowledge**, informed by the Professional Values and shaped by communities and contexts, that you apply to carry out your practice
- Five **Areas of Activity** that you undertake when teaching or supporting learning, bringing together the Professional Values and Core Knowledge in support of effective and inclusive practice

Which category is right for me?

The four 'Descriptors' of the PSF, against which the four categories of Fellowship are awarded, recognise differences in the scope and scale of responsibilities in teaching and supporting learning. They are all framed around the common Dimensions of the Framework above.

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

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.

Your responses are private. There are no 'right' or 'wrong' answers and it is recognised that specific roles and responsibilities vary. The results should be taken as a guide only.

When you submit an expression of interest, we may offer you a place for a different category if we feel it is more appropriate. The workshops you will attend as a participant offer a further opportunity to ensure that you apply for the most appropriate category in discussion with the Recognition Scheme team.

Brief descriptions of those categories supported by the Recognition Scheme are provided herein. For a full account of all four categories see:

- [D1 – Guide to the Dimensions](#)
- [D2 – Guide to the Dimensions](#)
- [D3 – Guide to the Dimensions](#)
- [D4 – Guide to the Dimensions](#)

Professional Values

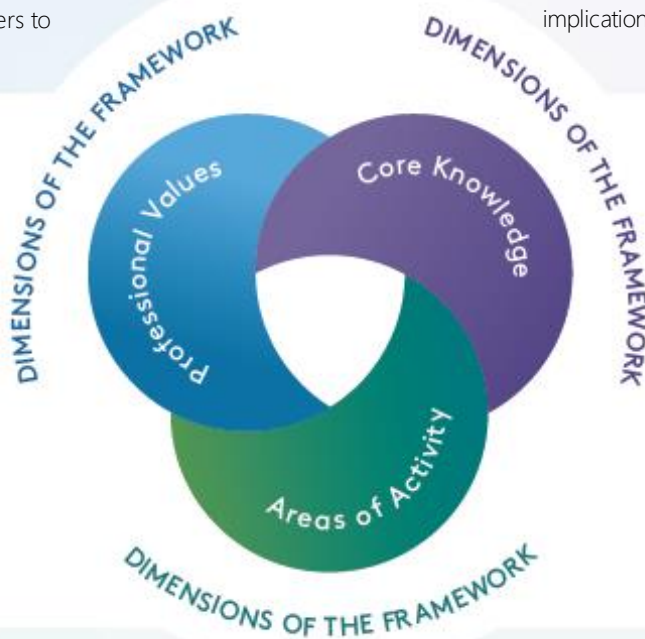
In your context, show how you:

- V1 respect individual learners and diverse groups of learners
- V2 promote engagement in learning and equity of opportunity for all to reach their potential
- V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4 respond to the wider context in which higher education operates, recognising implications for practice
- V5 collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1 how learners learn, generally and within specific subjects
- K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3 critical evaluation as a basis for effective practice
- K4 appropriate use of digital and/or other technologies, and resources for learning
- K5 requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity In your context, demonstrate that you:

- | | | |
|--|--|---|
| A1 design and plan learning activities and/or programmes | A3 assess and give feedback for learning | A5 enhance practice through own continuing professional development |
| A2 teach and/or support learning through appropriate approaches and environments | A4 support and guide learners | |

Figure 1 The PSF Dimensions of the Framework

D1 ASSOCIATE FELLOW

Descriptor 1 recognises those who are new to teaching or for whom teaching / supporting learning forms a relatively restricted part of their role. Their practice enables them to evidence some, but not all, Dimensions.

D2 FELLOW

Descriptor 2 recognises those for whom teaching / supporting learning forms a substantive part of their role and whose

practice has breadth and depth, enabling them to evidence all Dimensions.

D3 SENIOR FELLOW

Descriptor 3 recognises those who influence educational practice beyond their own professional practice: whose comprehensive understanding and effective practice provide a basis from which they lead or influence those who teach and/or support high-quality learning.

Descriptor 1 (Associate Fellow)

Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

- D1.1 Use of appropriate Professional Values, including **at least V1 and V3**
- D1.2 Application of appropriate Core Knowledge, including **at least K1, K2 and K3**
- D1.3 Effective and inclusive practice in **at least two** of the five Areas of Activity

Descriptor 2 (Fellow)

*Effectiveness of practice in teaching and/or support of **high-quality** learning is demonstrated through evidence of:*

- D2.1 Use of **all five** Professional Values
- D2.2 Application of **all five** forms of Core Knowledge
- D2.3 Effective and inclusive practice in **all five** Areas of Activity

Descriptor 3 (Senior Fellow)

Individuals are able to evidence:

- D3.1 A sustained record of **leading or influencing** the practice of those who teach and/or support high-quality learning
- D3.2 Practice that is effective, inclusive and **integrates all** Dimensions
- D3.3 Practice that extends **significantly beyond direct** teaching and/or support for 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 Recognition Scheme team are all experienced in supporting colleagues to make meaningful connections between their own experience and the relevant PSF 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. Participation on the third cycle is restricted.

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.

All workshops are 2-5pm.

KEY DATES FOR D1:

Cycle	Introduction to Fellowship workshop	Progress Review workshop	Finalising Your Application workshop	Submission
1	Thursday 23 October 2025	Monday 3 November 2025	Thursday 20 November 2025	Thursday 8 January 2026
2	Monday 26 January 2026	Monday 16 February 2026	Thursday 5 March 2026	Thursday 26 March 2026
3	TBC	TBC	TBC	TBC

KEY DATES FOR D2 AND D3:

Cycle	Introduction to Fellowship workshop	Progress Review workshop	Finalising Your Application workshop	Submission
1	Monday 15 September 2025	Friday 17 October 2025	Friday 14 November 2025	Thursday 22 January 2026
2	Friday 23 January 2026	Friday 20 February 2026	Monday 23 March 2026	Thursday 14 May 2026

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
- Whether the category of Fellowship you intend to apply for is appropriate
- 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 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 Professional Practice
- Assess your progress in developing your Fellowship application, using the relevant PSF 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	<ul style="list-style-type: none">• An Account of Professional Practice, comprised of:<ul style="list-style-type: none">◦ Context statement (maximum 300 words)◦ Reflective Narrative (1,400 words plus citations (200 words) for a maximum of 1,600 words)• One supporting statement (up to one page A4) <p>See Appendix G for the D1 Application Template Advance HE Guidance for D1</p>
D2, Fellow	<ul style="list-style-type: none">• An Account of Professional Practice, comprised of:<ul style="list-style-type: none">◦ Context statement (maximum 300 words)◦ Reflective Narrative (3,000 words plus citations (500 words) for a maximum of 3,500 words)• Two supporting statements (each one-two pages A4) <p>See Appendix H for the D2 Application Template Advance HE Guidance for D2</p>
D3, Senior Fellow	<ul style="list-style-type: none">• An Account of Professional Practice, comprised of:<ul style="list-style-type: none">◦ Context statement (maximum 300 words)◦ Reflective Narrative and two Case Studies (6,000 words plus citations (500 words) for a maximum of 6,500 words; you may choose the balance but Advance HE recommend 2,000 words for the Reflective Narrative and 2,000 words per Case Study)• Two supporting statements (each two pages A4) <p>See Appendix I for the D3 Application Template Advance HE Guidance for D3</p>

Supporting statements

Your 'Account of Professional 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 PSF Descriptor, even if they are not fully immersed in all the details of your practice. They could be your supervisor, mentor, line manager, etc. They 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 PSF 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 PSF 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 two trained 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 OUTCOMES

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

Quality assurance

A moderation process ensures consistency and appropriateness across all judgements. 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.

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.

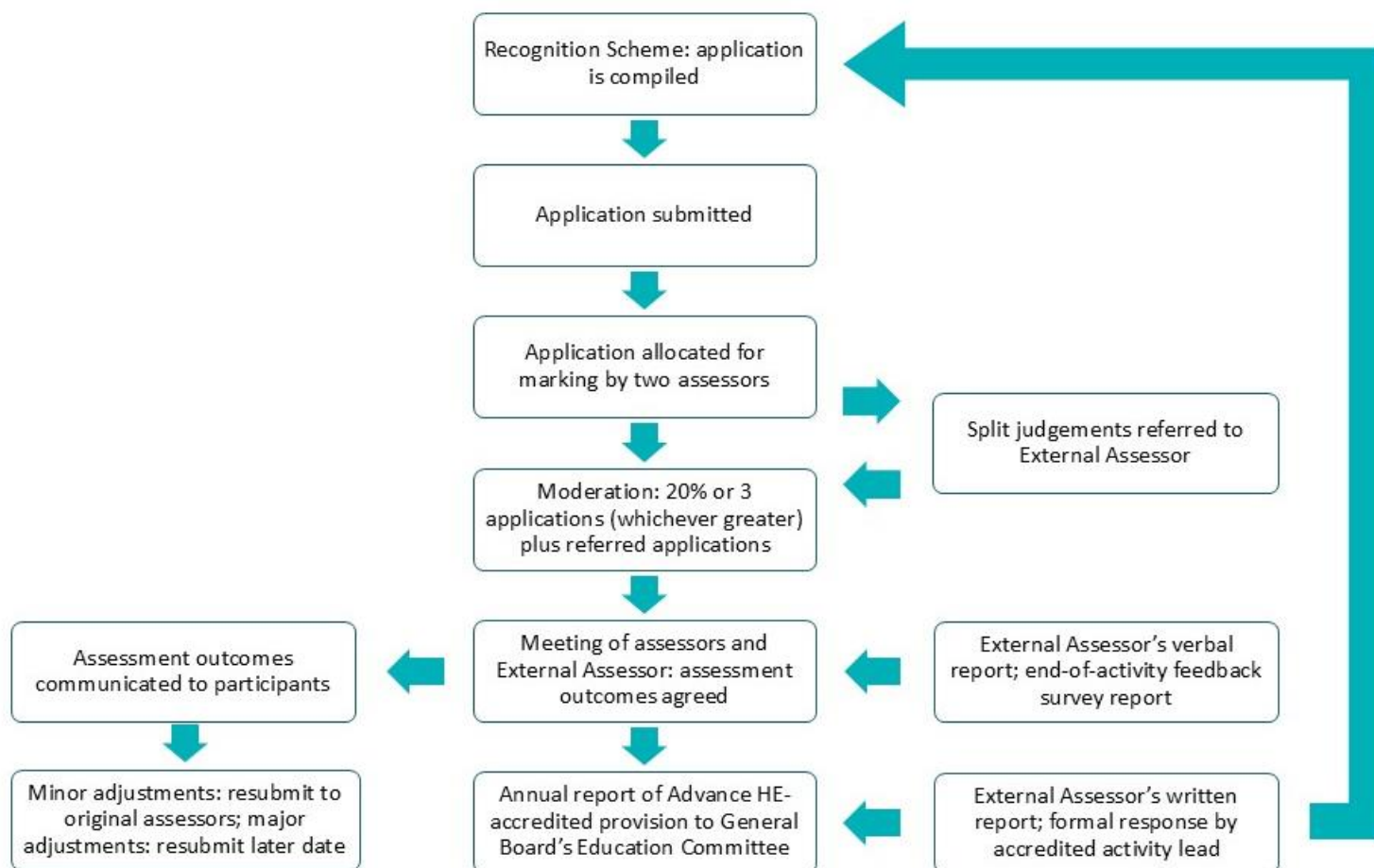
Steps will be taken to ensure that Fellowship judgements are free from any reciprocal external relationship and conflict of interest. For example, assessors will not assess applications from individuals within the same Department / Faculty. Assessors will also not be involved in the final Fellowship 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 [programmes](#) and [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	
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Associate Fellowship of the HEA recognises the experience and contribution of those who are new to teaching or for whom teaching / learning support is a relatively restricted part of their role. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 1** of the [Professional Standards Framework](#) for teaching and supporting learning in higher education.

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

Professional Values		Confident	Not (yet) confident
D1.1	Use of appropriate Professional Values, including at least V1 and V3		
Comment:			

Core Knowledge		Confident	Not (yet) confident
D1.2	Application of appropriate Core Knowledge, including at least K1, K2 and K3		
Comment:			

Areas of Activity		Confident	Not (yet) confident
D1.3	Effective and inclusive practice in at least two of the five Areas of Activity		
Comment:			

Any overall comments or questions

Appendix B:

Fellow developmental self-assessment framework

Name		Date	
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HEA Fellowship recognises the experience and contribution of those for whom teaching / supporting learning forms a substantive part of their role and whose practice has breadth and depth. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 2** of the [Professional Standards Framework](#) for teaching and supporting learning in higher education.

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

Professional Values		Confident	Not (yet) confident
D2.1	Use of all five Professional Values		
Comment:			

Core Knowledge		Confident	Not (yet) confident
D2.2	Application of all five forms of Core Knowledge		
Comment:			

Areas of Activity		Confident	Not (yet) confident
D2.3	Effective and inclusive practice in all five Areas of Activity		
Comment:			

Any overall comments or questions	

Appendix C:

Senior Fellow developmental self-assessment framework

Name		Date	
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HEA Senior Fellowship recognises those whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning . It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 3** of the [Professional Standards Framework](#) for teaching and supporting learning in higher education.

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

Educational Leadership		Confident	Not (yet) confident
D3.1	A sustained record of leading or influencing the practice of those who teach and/or support high quality learning		
D3.3	Practice that extends significantly beyond direct teaching and/or direct support for learning		
Comment:			

Dimensions of the Framework		Confident	Not (yet) confident
D3.2	Practice that is effective, inclusive and integrates all Dimensions		
Comment:			

Any overall comments or questions

Appendix D: Associate Fellow Review Grid

Applicant name						
Outcome first submission	Pass		Refer		Date	
Cycle number						
Assessor 1						
Assessor 2						
Outcome following resubmission	Pass		Unsuccessful		Date	

This grid is used to review revised applications when participants resubmit.
Please add your second judgement and comments in blue font.

Section 1: Assessors' judgement and feedback against Descriptor 1 Criteria

D1.1 Use of appropriate Professional Values, including at least V1 and V3		Met	Not Met
Assessor 1			
Assessor 2			
D1.2 Application of appropriate Core Knowledge, including at least K1, K2 and K3		Met	Not Met
Assessor 1			
Assessor 2			
D1.3 Effective and inclusive practice in at least two of the five Areas of Activity		Met	Not Met
Assessor 1			
Assessor 2			
Does Supporting Statement broadly corroborate the account? (If 'no' add comments below)		Yes	No
Assessor 1			
Assessor 2			

Section 2: Combined assessor feedback for referred applicants

Combined assessor feedback for referred applicants

Appendix E: Fellow Review Grid

Applicant name						
Outcome first submission	Pass		Refer		Date	
Cycle number						
Assessor 1						
Assessor 2						
Outcome following resubmission	Pass		Unsuccessful		Date	

This grid is used to review revised applications when participants resubmit.
Please add your second judgement and comments in blue font.

Section 1: Assessors' judgement and feedback against Descriptor 2 Criteria

D2.1 Use of all five Professional Values		Met	Not Met
Assessor 1			
Assessor 2			
D2.2 Application of all five forms of Core Knowledge		Met	Not Met
Assessor 1			
Assessor 2			
D2.3 Effective and inclusive practice in all five Areas of Activity		Met	Not Met
Assessor 1			
Assessor 2			
Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)		Yes	No
Assessor 1			
Assessor 2			

Section 2: Combined assessor feedback for referred applicants

Combined assessor feedback for referred applicants

Appendix F: Senior Fellow Review Grid

Applicant name						
Outcome first submission	Pass		Refer		Date	
Cycle number						
Assessor 1						
Assessor 2						
Outcome following resubmission	Pass		Unsuccessful		Date	

This grid is used to review revised applications when participants resubmit.

Please add your second judgement and comments in blue font.

Section 1: Assessors' judgement and feedback against Descriptor 3 Criteria

D3.1 A sustained record of leading or influencing the practice of those who teach and/or support high-quality learning		Met	Not Met
Assessor 1			
Assessor 2			
D3.2 Practice that is effective, inclusive and integrates all Dimensions		Met	Not Met
Assessor 1			
Assessor 2			
D3.3 Practice that extends significantly beyond direct teaching and/or direct support for learning		Met	Not Met
Assessor 1			
Assessor 2			
Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)		Yes	No
Assessor 1			
Assessor 2			

Section 2: Combined assessor feedback for referred applicants

Combined assessor feedback for referred applicants

Appendix G:

Application template Associate Fellow

You will need to continue to refer to the [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 PSF Descriptor 1.

You must structure your Reflective Narrative around two of the five PSF **Areas of Activity**. You also need to include evidence across these two sections that you are effectively applying **Core Knowledge** K1 (how learners learn), K2 (approaches to teaching and/or supporting learning) and K3 (critical evaluation as a basis for effective practice), and demonstrate your use of **Professional Values** V1 (respect individual learners and diverse groups of learners) and V3 (use scholarship, research, professional learning or other evidence-informed approaches).

In providing examples of your practice for your account, you may also identify other aspects of Core Knowledge (K4 and K5) or Professional Values (V2, V4 and V5) that inform your practice. Where this is the case, make clear where and how you apply these.

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 PSF and the guidance for referees provided by Advance HE. They should send the completed statement to you to include in your application submission.

Remember, your application will be assessed against the following Descriptors:

- **D1.1** Use of appropriate Professional Values, including at least V1 and V3
- **D1.2** Application of appropriate Core Knowledge, including at least K1, K2 and K3
- **D1.3** Effective and inclusive practice in at least two of the five Areas of Activity

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:
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Account of Professional Practice

Please follow Harvard style referencing throughout your application.

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 Narrative

(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 [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 PSF Descriptor 2.

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

You also need to include evidence across these five sections that you are effectively applying all five aspects of **Core Knowledge** and that the five **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 PSF and the guidance for referees provided by Advance HE. They should send the completed statements to you to include in your application submission.

Remember, your application will be assessed against the following Descriptors:

- **D2.1** Use of all five Professional Values
- **D2.2** Application of all five forms of Core Knowledge
- **D2.3** Effective and inclusive practice in all five Areas of Activity

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:
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Account of Professional Practice

Please follow Harvard style referencing throughout your application.

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 Narrative

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

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: teach and/or support learning through appropriate approaches and environments

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 for learning

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: support and guide learners

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: enhance practice through own continuing professional development

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 [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 PSF Descriptor 3.

Your application consists of a context statement, Reflective Narrative and two Case Studies. It must also be supported by statements from two referees.

Your Reflective Narrative must cover – and demonstrate integration of – all five PSF **Areas of Activity**. You also need to include evidence across these five sections that you are effectively applying all five aspects of **Core Knowledge** and that the five **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 PSF, 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 context, 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 PSF and the guidance for referees provided by Advance HE. They should send the completed statements to you to include in your application submission.

Remember, your application will be assessed against the following Descriptors:

- **D3.1** A sustained record of leading or influencing the practice of those who teach and/or support high-quality learning
- **D3.2** Practice that is effective, inclusive and integrates all Dimensions
- **D3.3** Practice that extends significantly beyond direct teaching and/or direct support for 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:
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Account of Professional Practice

Please follow Harvard style referencing throughout your application.

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 Narrative and Case Studies

6,000 words plus references (500 words); overall 6,500 words maximum. It is recommended to use 2,000 words for the reflective narrative and 2,000 words per case study.

Reflective Narrative

Write your reflective commentary here. References are listed in a separate section at the end. Remember that your account must focus on your influence and impact on colleagues.

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.