



THE AGA KHAN UNIVERSITY



# PARTICIPANT HANDBOOK

Network of Teaching & Learning (TL\_net)  
*Partnering with faculty to enhance learning*  
[www.aku.edu/qtl](http://www.aku.edu/qtl)

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## **List of Abbreviations**

AFHEA	Associate Fellow of Higher Education Academy
AKU	Aga Khan University
CIME	Centre for Innovation in Medical Education
CPD	Continuous Professional Development
DED	Department for Educational Development
ELE_net	Network of English Language Enhancement
FHEA	Fellow of Higher Education Academy
HEA	Higher Education Academy
IED	Institute for Educational Development
TA	Teachers Academy
TEACH	Teaching Enhancement Accredited Certification of the Higher Education Academy
TL_net	Network of Teaching and Learning
UKPSF	United Kingdom Professional Standards Framework

## 1. KEY INFORMATION

### 1.1 Introduction to this Handbook: What is TEACH?

The handbook describes the process for Aga Khan University (AKU) faculty members and educational development staff to gain Fellowship or Associate Fellowship with the UK Higher Education Academy (HEA) through participation in the AKU TEACH (Teaching Enhancement Accredited Certification of the Higher Education Academy) Continuous Professional Development (CPD) scheme. The Fellowships are intended for faculty and staff involved in faculty development at AKU. This handbook guides you through the process of applying for Fellowship, including the details of the TEACH scheme, how to build your case for Fellowship and some examples of what can be included in your submission.

### 1.2 Background to the Higher Education Academy - HEA (UK)

Launched in 2006, HEA's mission is to improve learning by raising the quality and status of teaching in higher education. The HEA works with higher education providers and organizations to improve the professional experience of Higher Education teachers through **accreditation** of educational development provision and **professional recognition** of teaching practice through Fellowships benchmarked against the UK Professional Standards Framework ([UKPSF](#)). The UKPSF is the only national framework in the world dedicated to supporting the development of teaching and learning staff in higher education. Upon achieving accreditation, subscribing institutions are granted the authority to award HEA Fellowships to eligible staff in recognition of their continuing success in teaching and supporting learning. Professional recognition programmes serve as an international benchmark for teaching excellence. Accreditation reflects achievement and commitment to teaching and learning and is a sign of quality for students, teachers and staff supporting faculty development.

Whilst all UK Universities are subscribers to the HEA, the HEA has strategic partnerships with Higher Education Institutions in 15 other countries. **AKU is HEAs first strategic partner in the developing world.** Although the AKU TEACH CPD scheme invites voluntary participation of the faculty, many UK and international institutions are aiming towards 100% of their staff gaining [HEA Fellowship](#) in recognition of their teaching standards. Currently there are around 100,000 HEA fellows in over 80 countries around the world. This includes a pool of 12 AKU faculty and staff involved with faculty development who will run the TEACH peer-led scheme to mentor and assess other faculty to gain HEA Fellowship.

### 1.3 Benefits of Fellowship

HEA Fellowship gives AKU faculty members and staff supporting faculty development the opportunity to demonstrate a personal commitment to professionalism in teaching and learning in higher education and gain recognition of their impact of teaching and learning by benchmarking their practice against the UKPSF. By applying to become a Fellow or Associate Fellow you will have the opportunity to:

- Think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education.

- Gain international recognition for your role as a teacher and/or staff supporting faculty development activities within the higher education context.
- In gaining recognition you will be entitled to use the respective post-nominal letters (AFHEA, FHEA) as a recognized qualification of your professional practice in teaching in higher education.
- As a Fellow (FHEA) if you are a faculty member you will be entitled to apply for membership of a soon to be established AKU Teachers Academy if you are interested in education leadership, peer-mentoring other faculty to gain Fellowship and being an educational developer to support the Network of Teaching and Learning (TL\_net).

#### **1.4 Overview of the AKU TEACH CPD Scheme**

TEACH is a CPD scheme that is flexible to suit your own professional and disciplinary focus and allows for a reflective Account of your Professional Practice (APP), whether you are a new or a more experienced faculty member or a staff member supporting faculty development. It also provides you the opportunity to assess your impact on student learning through your engagement in a wide range of professional educational development opportunities both within TL\_net as well as other avenues at AKU (including DED; IED; CIME; ELE\_net) or indeed externally (Appendix 9A&B). It also features a range of services through TL\_net taught workshops, seminars and support programs for AKU faculty aimed at enhancing the quality of teaching and learning in order to provide individuals involved with teaching and faculty development an opportunity to meet the relevant Descriptor criteria to seek the Associate/Fellowship award. A cascade of TL\_net flagship workshops include:

- The Teaching and Learning Enhancement Workshop (TLEW): a 3 day Canadian certified instructional skills course, offered annually in Karachi and alternate years in East Africa: compulsory for all faculty and those involved with faculty development and the only prerequisite to applying for Associate Fellowship and Fellowship.
- The Rethinking Teaching (RTT) Workshop: a 4 day course redesign workshop, offered annually in Karachi and biennially in East Africa, that enables courses to be concept and competency driven with teaching and assessment strategies that are aligned to clearly defined learning outcomes.
- The Faculty Development Program in Blended Learning (BLFDP): a nine month commitment of a day a week, converting a face to face course into blended mode, offered once every two years for those who have completed the RTT.
- A variety of Teaching with Technology workshops: for use of a virtual learning environment and flipped learning, offered at the entity level and across the university.

In addition seminars on various aspects of teaching and learning are offered throughout the year on topics such as: flipped classrooms, critical thinking, experiential learning, reflective practice, Scholarship of Teaching and Learning (SoTL), and creating a teaching portfolio.

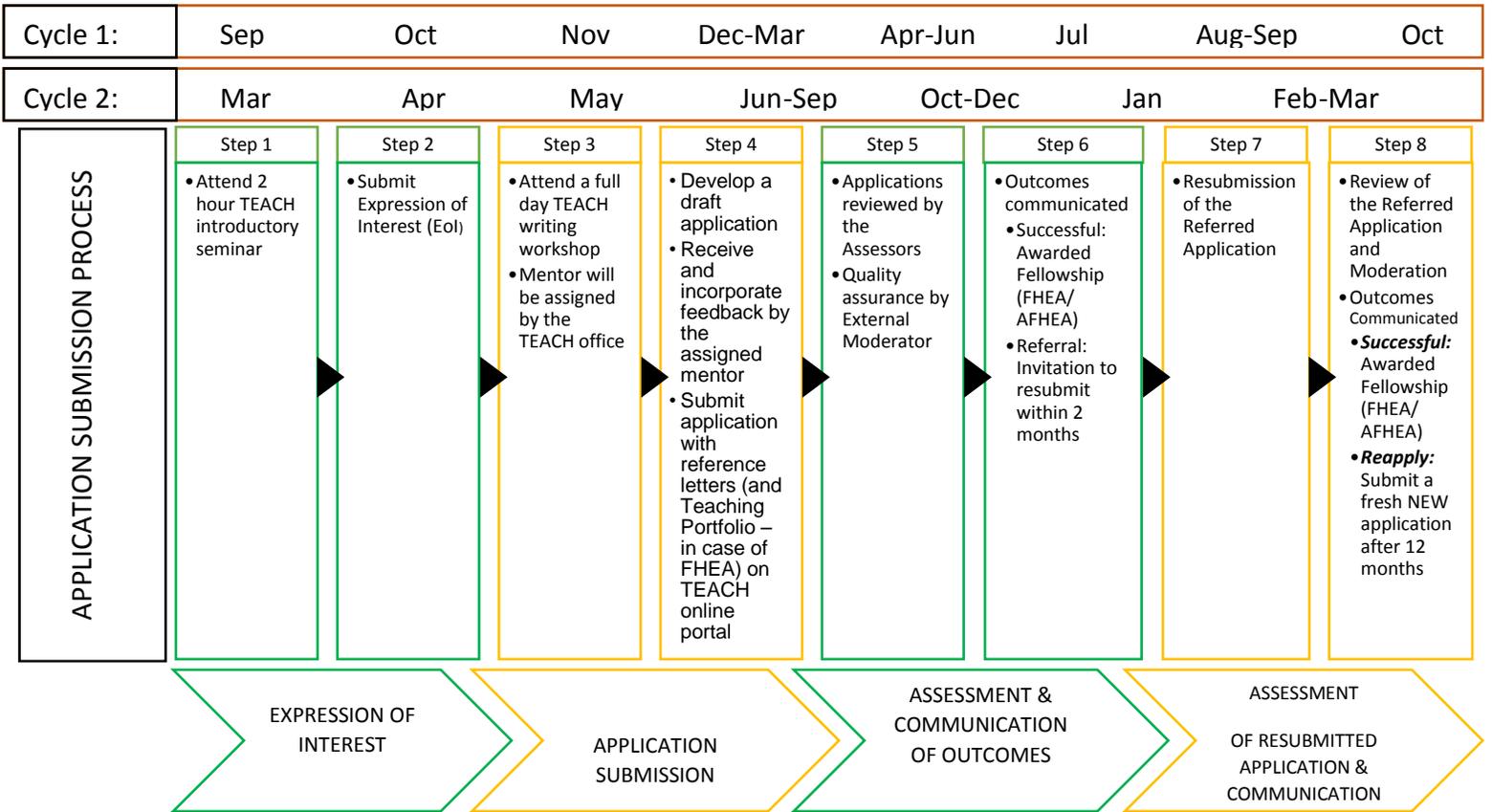
Support programs and communities of practice are also offered which include a Virtual Mentorship Program, Teaching Squares, Teaching Pairs, one-to-one consulting support, annual SoTL grants and biennial SoTL Conferences.

### **The HEA Fellowship Application Process in a Nutshell (See FIG 1 Application Flowchart)**

The **prerequisite** for starting the Fellowship process, for faculty and those supporting faculty development, is participating in the compulsory Teaching and Learning Enhancement Workshop (**TLEW**). After this, the process involves the following:

1. Attend a 2 hour **TEACH Introductory Seminar** to learn about the Fellowships, the TEACH CPD Scheme and the application process. Introductory face-to-face and online seminars are held twice a year (usually in March and September).
2. Complete the [Expression of Interest \(EoI\) form](#) (Appendix 1), available on the TEACH Portal. This form serves to ensure your eligibility, guide you on the relevant category of Fellowship, and inform TL\_net staff that you are preparing an application for the HEA Fellowship so they can set up the various support structures (Writing Workshop and Mentoring).
3. Once your submitted EoI has been approved for processing (within 4 weeks) you will be invited to attend the relevant **TEACH Fellowship Application Writing Workshop**. Day-long Writing Workshops are held twice a year (usually in May and November).
4. Thereafter you are encouraged to submit your application within 4 months. This will be after receiving feedback **once** on your draft application from a **Mentor**, within one month of submission to them. Guidance for applicants for [AFHEA](#) and [FHEA](#) can be found in Appendix 2A & 2B.
5. Submit your application to the TEACH Portal. You will receive an acknowledgement email when your application is received. You will hear the outcome from the Review by peer HEA Fellow Assessors within 16 weeks (4 months).
6. If you are successful based on the Assessment and External Moderation that verifies that you have met the required criteria of the UKPSF, you will be awarded the relevant category of Fellowship (FHEA/AFHEA).
7. When evidence is insufficient, you will be provided feedback from the Assessors and will be referred and asked to re-submit the application within 2 months after addressing the concerns raised by the Assessors. **If you miss the deadline, you will need to re-apply after 12 month with a fresh application.**
8. After resubmitting the application the Assessors will review your application again. You will hear the outcome within 12 weeks. If you have addressed all the concerns and are successful you will be awarded the relevant category of Fellowship. If not you will have an opportunity to reapply by submitting a fresh application after 12 months, to give you time to gain the relevant experience and educational development to meet the standards set. Please note that **appeals will not be entertained.**

**Figure 1: Flow-chart of the application process with timelines**



## 1.5 Support and Guidance for the Applicants

To help you understand and complete the process, you will be provided with a variety of supports. First, you will have to attend the two hour TEACH Introductory Seminar. Then, you have to submit your **Expression of Interest (EOI) form** (Appendix 1) which guides you on the relevant category of Fellowship. Once your EOI is accepted through verification and confirmation that you have completed the TLEW and that you are an AKU faculty or staff supporting faculty development in teaching, you will be invited to a TEACH Fellowship Application Writing Workshop day. You will be assigned a TL\_net Mentor who holds a relevant category of Fellowship and will be available throughout the process to respond to your queries and provide feedback **once** on your draft submission (see Figure 2 for details).

**Figure 2: Guidance and Support for the Applicants**



Through the Writing Workshops you will become a part of a **peer group** that comprises other AKU faculty and staff who are completing the HEA recognition process at the same time. Guidelines to gain the most from working with your peer group are available in Appendix 3.

**TEACH Introductory Seminars** and **Writing Workshops** will be offered twice per year to provide a space and time for applicants to focus on the development of their submissions. This may be face to face or through video conferencing. Trained Mentors (TL\_net staff who are HEA Fellows) will review draft applications once. In addition, it is recommended that your application be shared with at least one other applicant from your peer group for feedback before submission for Assessment.

All Mentors (who will not be assessing the applications) will possess an appropriate category of HEA Fellowship [for AFHEA, mentors will be AFHEA/FHEA; for FHEA, mentors will be

FHEA/SFHEA] in order to demonstrate knowledge and understanding of the UKPSF and HEA Fellowship requirements and be trained to mentor at the relevant category.

Assessors (who cannot be your mentor) will be faculty-members who have gained Fellowship and be trained to make Fellowship judgements at the relevant category [AFHEA's application would be assessed by FHEA/SFHEA, and FHEA's application will be assessed by SFHEAs]. TL\_net staff holding Fellowship will serve as Mentors and not Assessors. See Appendix 4 for a list of people who have been awarded HEA Fellowship at AKU.

An External Moderator, who will be a Senior Fellow (SFHEA), will ensure standardization of quality and verify Assessor judgments meet international benchmarks.

### **1.6 Categories of Fellowship of the AKU TEACH CPD Scheme**

There are four categories of Fellowship (Descriptors) of the Higher Education Academy (HEA):

**Descriptor 1: Associate Fellow** – for those that support teaching and learning in Higher Education, or that engage in limited teaching activities

**Descriptor 2: Fellow** – for those that have experience of teaching in Higher Education

**Descriptor 3: Senior Fellow** – for those that are responsible for the leadership and management of teaching and learning

**Descriptor 4: Principal Fellow** – for those with a track-record of strategic leadership of teaching and learning, with an institutional, national or international impact

**The AKU TEACH Scheme provides the pathway for accreditation for Descriptors 1 and 2 as Associate Fellow (AFHEA) or Fellow (FHEA), only for AKU faculty and staff that support faculty development. AKU is the first Higher Education Institution to be Accredited by the HEA to award Fellowships in Pakistan and East Africa.**

The UKPSF has two other categories of Fellowship (Descriptors 3 and 4), Senior Fellow and Principal Fellow, but these are *not* available through the AKU TEACH CPD Scheme at this time. Those interested in these categories of Fellowship can apply directly through the experience route to the HEA at a subsidized cost due to AKU being a subscribing institution. (However, it is envisaged that when the AKU Teachers Academy is fully established, those faculty Fellows who become Academy members and develop a track record of mentorship for other faculty to gain Fellowship, may then be supported by the AKU Teachers Academy to gain SFHEA as they evidence impact of educational leadership and mentoring).

After the TEACH Introductory Workshop you will identify which category of Fellowship you are eligible for. **Please note that the category of Fellowship does not necessarily reflect academic qualifications nor seniority rather it is a reflection of the teaching roles you engage in and to your activities and contributions to teaching and learning.** Section 2 summarizes the differences between the Associate Fellowship and Fellowship categories.

## 2. PRINCIPLES OF THE HEA FELLOWSHIP PROVISION

HEA Fellowship is recognised internationally and demonstrates your commitment to world-class teaching. At the heart of HEA Fellowship is the PROFESSIONAL STANDARDS FRAMEWORK (UKPSF), which are the professional standards and guidelines underpinning good teaching. Applying the UKPSF framework helps you make your personal development planning more focused and effective at every stage of your career. HEA Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia. AKU is the first university in the developing world to strategically partner with the Higher Education Academy and the UKPSF. For more information, see: <http://www.heacademy.ac.uk/professional-recognition>

### 2.1 The UK Professional Standards Framework (UKPSF)

#### 2.1.1. Aims of the Framework

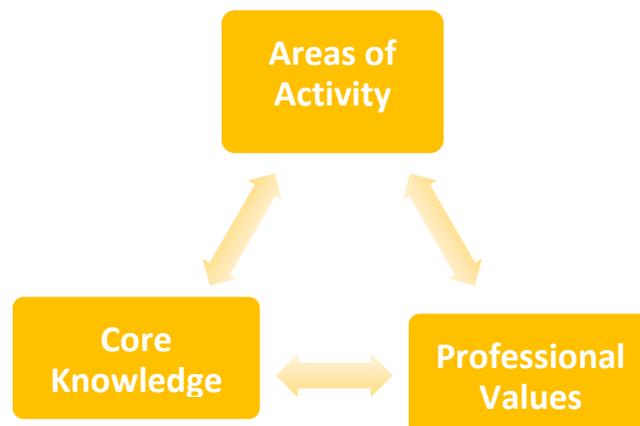
The UKPSF:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

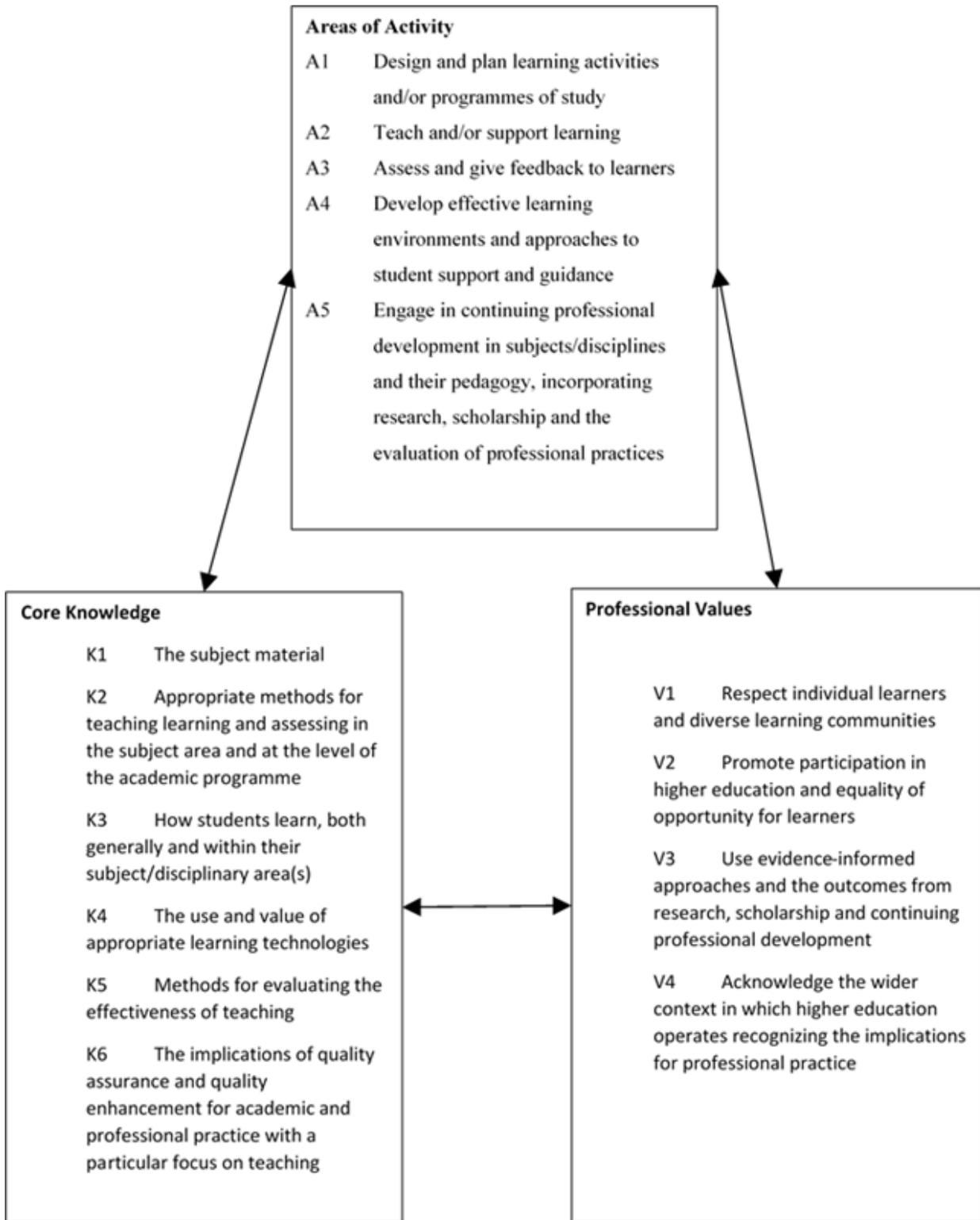
#### 2.1.2. Dimensions of the Framework

Dimensions of the framework and details on these dimensions are provided in the figures 3 & 4.

**Figure 3: Dimensions of the UKPSF**



**Figure 4: Details on the Dimensions of the Framework**



### 2.1.3 Details on the Descriptor Roles and Criteria related to HEA Fellowship Recognition

Use table 1 to decide the most appropriate category for you. The criteria for each descriptor as per UKPSF and additional requirements by TEACH scheme are provided in the table.

**Table 1: Roles & Criteria for D1 & D2**

Associate Fellow (Descriptor 1)	Fellow (Descriptor 2)
<p><b>ROLE AND CAREER STAGE</b></p> <p>Faculty and staff members who are able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1):</p> <ul style="list-style-type: none"> <li>● are new to teaching and possess some teaching responsibilities</li> <li>● in the early stages of your academic career;</li> <li>● support academic provision (e.g. learning technologists and education developers);</li> <li>● are an experienced academic or staff member working in a relevant professional area who works partly on teaching and/or supporting learning.</li> </ul>	<p><b>ROLE AND CAREER STAGE</b></p> <p>Faculty and staff members who are able to provide evidence of effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) are:</p> <ul style="list-style-type: none"> <li>● in an academic role holding substantive teaching and learning responsibilities;</li> <li>● an experienced education developer</li> <li>● relatively new to higher education;</li> <li>● a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.</li> </ul>
<p><b>DESCRIPTOR CRITERIA TO BE MET</b></p> <p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement with at least <b>two</b> of the five Areas of Activity with successful engagement in appropriate teaching and practices related to these Areas of Activity</li> <li>II. Appropriate Core Knowledge and understanding of at least K1 and K2</li> <li>III. A commitment to appropriate Professional Values in facilitating others' learning</li> <li>IV. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</li> <li>V. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</li> </ol>	<p><b>DESCRIPTOR CRITERIA TO BE MET</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>I. Successful engagement across <b>all five</b> Areas of Activity</li> <li>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</li> <li>III. A commitment to all the Professional Values</li> <li>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</li> <li>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</li> <li>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</li> </ol>
<p><b>ADDITIONAL TEACH AFHEA REQUIREMENT</b></p> <p>For <b>AKU TEACH</b> applications, you required to show successful engagement with <b>three Areas of Activity: namely, Area of Activity A2: Teach and/or Support Learning being compulsory</b> and an additional two of the other four areas of Activity of the PSF</p>	<p><b>ADDITIONAL TEACH FHEA REQUIREMENT</b></p> <p>In addition to the two referees supporting statements to authenticate your practice you need to evidence teaching through <b>submission of a Teaching Portfolio (Appendix 7)</b>.</p>

### 3. PREPARING YOUR APPLICATION FOR FELLOWSHIP

Each application for Fellowship or Associate Fellowship must meet the set criteria, but the ways it is put together will vary considerably. An application for Fellowship will generally focus on how you support your students or how you have made a difference around teaching and learning, while an application for Associate Fellowship will generally focus on how you practice teaching or learning support and the development of your understanding of teaching practice.

For **AFHEA** application, there are two components that need to be submitted through the TEACH Portal:

- [an Account of Professional Practice \(APP\)](#); (See Appendix 5A)
- supporting statements from two Referees [[Guidelines are attached](#)] (Appendix 6A)

For **FHEA** application, there are three components that need to be submitted through the TEACH Portal:

- [an Account of Professional Practice \(APP\)](#); (Appendix 5B)
- supporting statements from two Referees [[Guidelines are attached](#)] (Appendix 6B)
- A Teaching Portfolio (see Appendix 7)

#### 3.1 Account of Professional Practice (APP)

The APP is a reflective commentary on your higher education roles, responsibilities and professional experience focused on Dimensions of the UKPSF. APP will encompass the following

- a. Your recent education, training and experiences (in the past three years) which have enhanced your teaching practice or your beliefs and understanding of teaching and learning. You are encouraged to provide examples from AKU (TL\_net; DED; CIME) based trainings, SoTL conferences, or other professional development opportunities relating to teaching and learning, including TLEW.
- b. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others' professional practice and on the wider teaching and learning context.
- c. Your development as a teaching professional, but it is not simply a Curriculum Vitae or summary. It is a reflective account of your contributions to teaching and learning in higher education.
- d. Your contributions to teaching and learning in higher education. Use selective examples of practice which draws upon scholarly activity in teaching and learning. Ensure that your examples have direct relevance to your claim for Fellowship or Associate Fellowship.
- e. Incorporate relevant subject and pedagogic research and/or scholarship in your reflection.
- f. Rationalize your choice of activities and demonstrate its effectiveness and impact on teaching and learning in higher education.
- g. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure full coverage. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it. Ensure you provide reasons for the choice of activities you

describe, and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the UKPSF is essential.

### **3.2 Account of Professional Practice for Associate Fellowship**

Associate Fellowship of HEA is awarded to professionals who can demonstrate through their APP that they meet the criteria of Descriptor 1 (D1) of UKPSF for teaching and supporting learning in higher education.

Your APP should depict successful engagement with ***Area of Activity A2 (Teach and/or support learning) and two other Areas of Activity*** of your choice. This would include showing how you use scholarly literature to inform your practice. Also provide examples of activities which have resulted in the development of your knowledge and practice.

Aim to include example(s) of your use of/commitment to the relevant Professional Values and Core Knowledge of the UKPSF throughout your APP. Adopt a reflective stance to your APP and make clear why and how you apply appropriate Core Knowledge and understanding of at least ***K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessment in the subject area and at the level of the HE provision)***. Include evidence of how you demonstrate commitment to appropriate Professional Values set out in the Framework. It is at your discretion which Professional Values you choose.

Where appropriate, explicitly incorporate in your chosen Areas of Activities how you have successfully engaged in professional development activity related to teaching, learning and assessment responsibilities.

The overall word count for the Associate Fellow APP is ***1,800 words***. This is your combined evidence across the whole claim, working to 600 words per section.

Examples of activities consistent with an Associate Fellow application include:

- annual personal/professional development review discussion about your teaching development;
- participating in staff development events relating to teaching and learning, generally and/or in your discipline;
- evidence of engagement with continuing professional development activities and how you have used the learning;
- use of academic and/or professional practice resources as part of your work;
- observation of teaching/learner support;
- inviting observation and feedback on your own practice;
- making use of a piece of published pedagogic research to inform your practice.
- Reflections on your experiences with TLEW and other educational development activities along with their impact on your teaching practice and students learning.

For more details see: [Associate Fellow – Guidance for Applicants](#) (Appendix 2A) and [AFHEA Application Template](#) (Appendix 5A)

### 3.3 Account of Professional Practice for *Fellowship*

Fellowship of HEA is awarded to professionals who can demonstrate through their APP that they meet the criteria of Descriptor 2 (D2) of UKPSF for teaching and supporting learning in higher education.

The APP for a Fellowship application consists of a reflective commentary on your higher education roles, responsibilities and professional experience focused on ***all*** of the Dimensions of the UKPSF. It must include evidence of achievement in each of *the Areas of Activity, Core Knowledge* and *Professional Values*, including appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. It is important you address ***all*** the Dimensions of the UKPSF. Your APP should make clear how you apply the Core Knowledge and Professional Values to all of the Dimensions of Practice in the UKPSF and the examples of evidence across your APP.

Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies.

The overall word count for the Fellow APP is **3,000 words**. This is your combined evidence across the whole claim, working to 600 words per section.

Examples of activities consistent with a Fellow application include:

- using the experience of peer observation of teaching to reflect upon and enhance aspects of your own teaching;
- reading and making use of the published pedagogic literature to inform your practice;
- demonstration of successful engagement in scholarship of teaching and learning through conducting research on teaching and learning and disseminating it through conferences, papers, etc;
- writing a research paper on the approaches to supporting learners for example, supporting students with learning difficulties, using technology to optimize learning;
- contributing to staff development/staff research events;
- engagement with a professional association;
- evidencing reflection on teaching through your Teaching Portfolio
- Reflections on your experiences with TLEW and other educational development activities along with their impact on your teaching practice and students learning.

For more details see: [Fellow– Guidance for Applicants](#) (Appendix 2B) and [FHEA Application Template](#) (Appendix 5B).

### 3.3.1 Teaching Portfolio for Applications to FHEA (Descriptor 2)

All Applications for FHEA must be accompanied by submission of a Teaching Portfolio. Guidance is given below and in Appendix 7.

#### **What is a teaching portfolio?**

Historically, portfolios have been used by architects, photographers and artists to showcase the excellence of their work (Seldin, 2000). Recently, portfolios are widely used in the precinct of education, specifically higher education with the purpose to demonstrate faculty members' accomplishments and struggles in the journey of becoming a better teacher. Moreover, it is used as a tool for the evaluation of the accomplishments of the faculty members.

#### **Contents of the Teaching portfolio**

There are varying views about what to include in a teaching portfolios. Seldin, Miller & Seldin (2010) explored more than a thousand portfolios prepared by faculty members teaching at higher education level and broadly categorised the content of a portfolio into the areas as follows:

#### **1. Material from oneself (a and b are required. In addition choose ONE from c,d or e)**

- a. Teaching philosophy
- b. Teaching methodologies and a description of teaching materials (lesson plans)
- c. Reflections on feedback and self-evaluation of teaching
- d. Reflections on curricular revisions and/or Instructional innovations
- e. Reflection on educational development activities you have participated in including TLEW (The Teaching and Learning Enhancement Workshop) and how this has changed your teaching practice.

#### **2. Material from others (choose 3)**

- a. Colleague's feedback on your teaching e.g. classroom observation / teaching squares take away
- b. Student and course evaluation that depicts improvement in effectiveness over the period of time
- d. Department head's statements on your teaching
- e. Honours, rewards and other recognition
- g. Products of good teaching and student learning
- h. Changes documented by others on your teaching practice after educational development activities you have undertaken such as TLEW.

#### **Format**

You will submit a digital version of your portfolio. The link to submit your digital portfolio will be available through the online submission system TEACH Portal.

### 3.4 Referees

Your application must be supported by statements from two referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship or Associate Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment on, and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your APP and will need to view your application to enable them to provide an effective reference that authenticates your practice. They should be provided with a copy of the Guidance Notes for Referees for [AFHEA](#) or [FHEA](#) (Appendix 6A & 6B).

At least one of your referees should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the UKPSF.

## 4. REVIEW PROCESS

### 4.1 How will my application be reviewed?

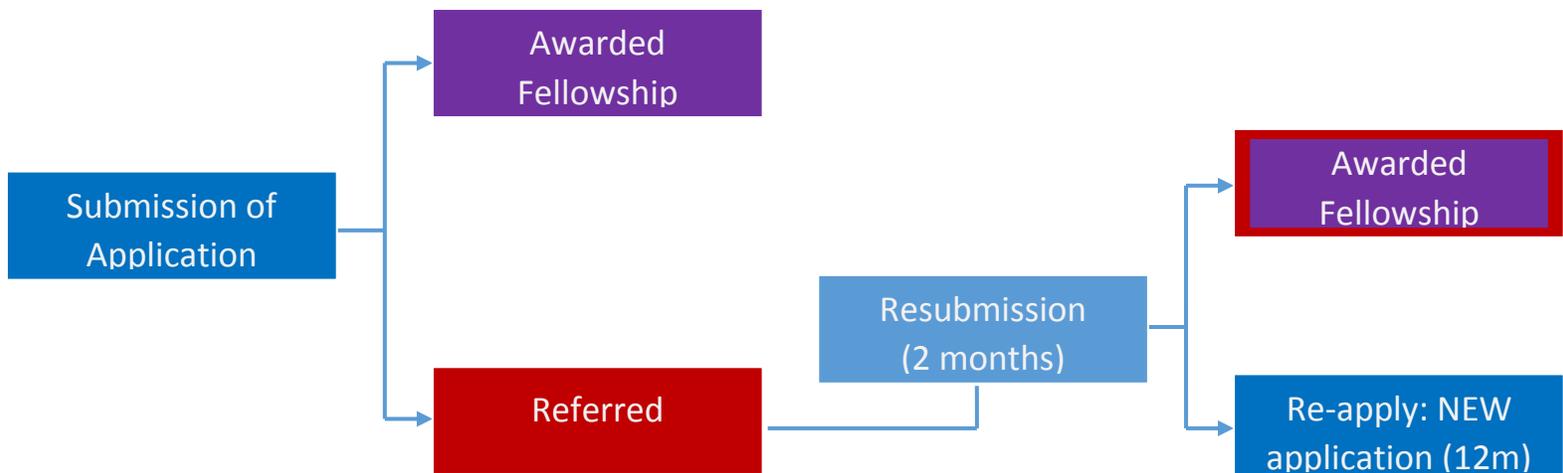
Applications for Fellowships are assessed by Assessors who are AKU faculty holding an appropriate category of Fellowship (Fellows and Senior Fellows of the HEA). All Assessors are knowledgeable about the UKPSF and have been trained in assessing Fellowship applications.

Applications for AFHEA will be reviewed by *two* Assessors, each will be a Fellow or Senior Fellow of the HEA. External moderation will occur prior to the Fellowship judgment.

Applications for FHEA will be reviewed by *two* Assessors, each will be a Senior Fellow of the HEA. External moderation will occur prior to the Fellowship judgment.

There are 2 possible outcomes that you will receive within 16 weeks of applying.

**Figure 5: Possible Outcomes of Applications**



1. **Successful:** The evidence provided is deemed to be sufficient in meeting the UKPSF to award you the appropriate category of HEA Fellowship.
2. **Referred:** The evidence is insufficient and you may use the guidance from the Assessors to re-submit the application within a 2 months period. **Resubmission:** You will have only one chance to resubmit and if you miss the deadline you will need to re-apply after 12 months with a fresh application.
3. If after Referral Resubmission the Assessors decide you have not been able to satisfy the concerns raised in your initial application you may submit a NEW application after 12 months, providing you time to gather the evidence, experience and educational development to meet the UKPSF.

PLEASE NOTE: There is no appeals procedure no any accreditation of prior learning.

#### 4.2 A Note about Quality Assurance

You can be assured of a fair, transparent process that is standardized and quality assured in the following ways:

- The Coordinator who will manage the TEACH CPD scheme is a Principal Fellow and on HEA UK Quality Advisory Board. The Programme lead is a Senior Fellow.
- All Assessors will be HEA Fellows or Senior Fellows and an External Moderator will ensure a standardised approach to fair, internationally benchmarked judgements.
- In addition, HEA will review the AKU TEACH CPD scheme after the initial 12 month period for AKU to then seek further accreditation for 3 years.
- TEACH will participate in the Annual HEA Review of Accredited CPD schemes which will also benchmark AKU's TEACH scheme internationally.
- Whilst TL\_net staff members who are HEA fellows will be trained Mentors and run the introductory and writing workshops that have been approved by the HEA, the Assessors will all be made up of peer faculty HEA fellows who are not Mentors.
- HEA will provide consultancy on the training for introductory and writing workshops as well as train both Mentors and Assessors to ensure robustness in our processes and support.
- Associate Fellow and Fellow application forms and guidance provided by HEA will be used by the TEACH scheme, with some modifications. This will ensure consistency and standardization.
- To ensure the originality of the applications and reference letters, the documents will pass through a plagiarism test through a Turnitin application embedded in the TEACH Portal, used for the submission of the APP.
- Authentication of teaching practice will occur through the supporting statements of Referees. In addition for FHEA further authentication of practice will be evidenced through a submission of a Teaching Portfolio (TP) as detailed in the Appendix 7.

## 5. WHAT IF I HAVE OTHER QUESTIONS?

If you cannot find the information you need here on our TEACH Portal or require further assistance, please email Sahreen Chauhan at [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu) and Mary Omingo at [omingo.mary@aku.edu](mailto:omingo.mary@aku.edu) or [TEACH.TLNET@aku.edu](mailto:TEACH.TLNET@aku.edu)

<b>Name</b>	<b>Position in the Network</b>	<b>Email address</b>	<b>Fellowship Category</b>
Dr Tashmin Khamis	Director of the Networks	<a href="mailto:Tashmin.khamis@aku.edu">Tashmin.khamis@aku.edu</a>	PFHEA
Dr Mary Omingo	Assistant Director TL_net	<a href="mailto:Omingo.mary@aku.edu">Omingo.mary@aku.edu</a>	SFHEA
Azra Naseem	Assistant Director BDL_net	<a href="mailto:Azra.naseem@aku.edu">Azra.naseem@aku.edu</a>	SFHEA
Zeenar Salim	Associate TL_net	<a href="mailto:Zeenar.salim@aku.edu">Zeenar.salim@aku.edu</a>	FHEA
Edward Misava	Associate BDL_net	<a href="mailto:Misava.edward@aku.edu">Misava.edward@aku.edu</a>	AFHEA
Sahreen Chauhan	Assistant Manager TL/BDL_nets	<a href="mailto:Sahreen.chauhan@aku.edu">Sahreen.chauhan@aku.edu</a>	FHEA
M. Taimur Mustafa	Executive Officer QTL	<a href="mailto:taimur.mustafa@aku.edu">taimur.mustafa@aku.edu</a>	--

## APPENDICES

### APPENDIX 1: Fellowship of Higher Education Academy Expression of Interest (EOI)

#### Overview

The Aga Khan University (AKU) is offering writing workshops for faculty members and educational development staff aiming to gain **Fellowship** or **Associate Fellowship** with the UK Higher Education Academy (HEA) through participation in the AKU TEACH (Teaching Enhancement Accredited Certification of the Higher Education Academy) Continuous Professional Development (CPD) scheme. The fellowships are intended for faculty and staff involved in supporting faculty with teaching at AKU. Brief overview of these two categories is stated below:

#### **Associate Fellow:**

Faculty and staff members who are able to provide evidence of effectiveness in relation to their professional role(s) which typically will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1):

- are new to teaching and possess some teaching responsibilities
- in the early stages of your academic career;
- support academic provision (e.g. learning technologists and education developers);
- are an experienced academic or staff member working in a relevant professional area who works partly on teaching and/or supporting learning.

#### **Fellow:**

Faculty and staff members who are able to provide evidence of effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) are:

- in an academic role holding substantive teaching and learning responsibilities;
- an experienced education developer
- relatively new to higher education;
- a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

**NB: *You must have attended the TEACH seminar before submitting your EOI.***

## **Applying for the workshop**

In order to take part in the workshop, we would like you to write a brief (300 word maximum) statement on why you think your experience matches your chosen category of fellowship (Associate Fellow or Fellow), and why you would like to recognise your teaching practice by applying.

**I CONFIRM, I COMPLETED TLEW ON \_\_\_\_\_(Date) (please attach a copy of your TLEW certificate).**

**I CONFIRM, I ATTENDED A TEACH SEMINAR ON \_\_\_\_\_(Date) .**

**I, commit to FULL participation on xxx (date of the workshop), and to submitting an application in my chosen fellowship category. I have informed my head of department/dean of my intention to apply for TEACH Fellowship.**

NAME:

DEPARTMENT:

LOCATION:

SIGNATURE:

DATE OF SUBMISSION:

## APPENDIX 2A:

### *Guidance Notes for Applicants1 : Associate Fellowship of the Higher Education Academy (AFHEA)*

These guidance notes provide you with an overview of the process required to apply for Associate Fellowship of the Higher Education Academy (HEA). Associate Fellowship of the HEA is awarded to professionals who can demonstrate they meet the criteria of Descriptor 1 (D1) of the [UK Professional Standards Framework](#) (UKPSF)<sup>2</sup> for teaching and supporting learning in higher education. By applying to be an Associate Fellow of the HEA you will present an understanding of specific aspects of effective teaching, learning support methods and student learning and demonstrate:

- D1.I Successful engagement with A2 and two of the other four Areas of Activity.
- D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity.
- D1.III Appropriate Core Knowledge and understanding of at least K1 and K2.
- D1.IV A commitment to appropriate Professional Values in facilitating others' learning.
- D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.
- D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities.

By applying to become an Associate Fellow you will have the opportunity to:

- think broadly about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- gain national and increasingly international recognition for your role as a teacher and/or supporter of faculty development within the higher education context.

The [UK Professional Standards Framework](#) (UKPSF) is central to the recognition of individuals as Associate Fellows. You will need a working knowledge of its contents in order to prepare your application.

#### **2. What are the main evidence requirements for Associate Fellowship?**

There are two main elements to your application:

- [an Account of Professional Practice \(APP\)](#);
- [supporting statements from two referees](#).

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<sup>1</sup> Adapted from Higher Education Academy (2014)

<sup>2</sup> For TEACH CPD scheme, please note additional requirement for D1: A2: Teach and/or Support Learning is a compulsory area of activity and you can choose two other Areas of Activity (from: A1, A3, A4, A5) for your APP.

### **3. Your Account of Professional Practice (APP)**

When preparing your APP, there are some general principles to consider:

- Associate Fellowship is based on meeting Descriptor 1 (D1) of the UKPSF (including additional requirement of A2 for TEACH CPD scheme) and your APP is the core of your application.
- Your reflective commentary (APP) is focused around selected Dimensions of the Framework and structured across three of the Areas of Activity where inclusion of A2 (Teach and/or support learning) is compulsory. Your APP should evidence how you meet the requirements for Descriptor 1.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- You should include appropriate rationale for the choices made and any evidence of success and effectiveness in teaching and/or supporting learning. All your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
- Provide selective examples of practice in your APP and ensure they have direct relevance to your claim for Associate Fellowship. The quality of the examples of evidence is much more important than the quantity. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its impact on your current practice. Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the expectations of the institution in which you work. Your application should reflect a process of continuing professional development which demonstrates your understanding of specific aspects of effective teaching, learning support methods and student learning.
- It is important that you address the relevant Dimensions of the UKPSF. Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure appropriate coverage.
- Aim to include example(s) of your use of/commitment to the relevant Professional Values and Core Knowledge of the UKPSF throughout your APP.
- Adopt a reflective stance to your APP and make clear why and how you apply appropriate Core Knowledge and understanding of at least K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessment in the subject area and at the level of the HE provision).
- Include evidence of how you demonstrate your commitment to appropriate Professional Values set out in the Framework. It is at your discretion which Professional Values you choose. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the UKPSF is essential.

- Where appropriate, explicitly incorporate in your chosen Areas of Activities how you have successfully engaged in professional development activity related to teaching, learning and assessment responsibilities.
- The overall word count for the Associate Fellow APP is **1,800 words**. This is your combined evidence across the whole claim, working to 600 words per section. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it.
- Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

**4. Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context of your work. For Descriptor 1, typically these might be individual activities and/or sessions in modules, courses and programmes and range from session/module design to a whole programme of study. In all cases, the design should reflect a developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions. You might include examples of:

- designing or redesigning curricula, courses and programmes of study;
- identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes;
- participating in validation panels;
- determining learner needs;
- planning tutorials and study sessions;
- contributing to the creation of learning resources – physical and/or online;
- developing learning materials;
- preparing virtual learning environments.

In Area of Activity 1, you must need to reflect on:

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for your choice of:
  - a. subject material;
  - b. activities and techniques;
  - c. the particular learning technologies included in your plan.

3. How you make choices to facilitate learning in general and within your learners' subject area;

4. How you incorporate other Dimensions of the Framework, for example:

- relevant Core Knowledge that you utilised and why;
- relevant Professional Values that you utilised and why.

### **5. Evidencing Area of Activity 2: Teach and/or support learning**

This Area of Activity is a compulsory component of your APP. It is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

The support you provide might include teaching and supervision of undergraduates and postgraduates. You might also mentor learners to support their learning and contribute to courses and programmes that develop learning in higher education.

In demonstrating the activities of teaching and supporting learning, ensure your evidence demonstrates an increasing awareness of different approaches to and methods of teaching and supporting learning, as well as a growing ability to choose the most appropriate approach for the achievement of learning aims.

If you wish, use this space to draft Area of Activity 2 by reflecting on:

1. The main ways in which you teach and/or support learners;
2. The activities or techniques you use and why;
3. How you came to use them and why you think they were successful in supporting student learning. Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject/discipline;
4. How you incorporate other Dimensions of the Framework such as:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

### **6. Evidencing Area of Activity 3: Assess and give feedback to learners**

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback is routinely used to measure and support learning and you should demonstrate an understanding of appropriate assessment and feedback techniques within an HE context and how they are applied. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

For example, you might carry out assessments such as questionnaires, surveys, interviews, observations, testing, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online.

Ensure your evidence demonstrates an increasing awareness of different methods of, and approaches to, assessment and feedback, as well as a growing ability to choose the most appropriate approach for the achievement of your learning aims. While writing Area of Activity 3, reflect on:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;
3. How you ensure your assessments are valid indicators of what you want your learners to learn,  
that your marking is reliable and the standards you set are appropriate;
4. How you give feedback to learners and ensure it supports and improves their understanding of the subject, their performance and/or their development as learners;
5. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

### **7. Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance**

The definition of ‘learning environments’ has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning and using online learning environments. They take the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures into account and are able to distinguish between academic and pastoral interventions. Applicants should also take the range of environments available to learners into account as well as how they are enabled to access, understand and utilise them.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in terms of educational support and guidance. It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to

meet the learning implications of widening access and supporting learners with disabilities.

Complete Area of Activity 4 by reflecting on:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal;
2. Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
3. How you have contributed to making the learning environment more effective for learners;
4. The ways you have contributed to supporting and guiding your learners;
5. Why you chose those particular strategies and how well they worked;
6. How you incorporate other Dimensions of the Framework, for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

**8. 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.**

The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
- how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others' research to inform your practice. Indicate how your teaching and learning support is influenced by different types of scholarly and/or professional activity. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include:

- presenting or participating in conferences on higher education learning and teaching (often discipline- specific);
- attending workshops or training events related to higher education learning and teaching;
- engaging in peer observation or peer review of higher education teaching;
- regular departmental meetings where the discussion is about Higher Education learning and teaching issues;
- effective dialogue about learning and teaching;

- bidding for and involvement in projects or research on higher education learning and teaching;
- implementing new approaches to higher education learning and teaching;
- subject and other network activities in higher education learning and teaching;
- reading and applying literature related to higher education learning and teaching;
- incorporating research and scholarship related to higher education learning and teaching into your own practice;
- visits to other institutions/organisations;
- evaluating one's own professional practices;
- undertaking accredited and non-accredited CPD that informs your professional practice.
- How might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your teaching and learning related practices?

Complete the Area of Activity 5 by reflecting on:

1. Your main strategies for updating and developing your capability as a teacher and/or supporter of learning. Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example staff development activities, conferences on learning and teaching or participation in projects to develop learning methods;
2. How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
3. How you incorporate other Dimensions of the Framework for example:  
 relevant Core Knowledge that you utilised and why;  
 relevant Professional Values that you utilised and why.

### **9. Referees**

Your application must be supported by statements from two referees. The function of your referees is to provide an informed peer review of your eligibility for Associate Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching, and the support of learning in higher education. Referees are expected to comment directly on the content of your APP and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the [Guidance Notes for Referees](#).

At least one of your references should either be a Fellow, Senior Fellow or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the UKPSF.

When you have received your references save them so that they are ready for uploading on the TEACH portal. The judgement panel reserves the right to contact your referees for clarification so please ensure they include verifiable contact details.

**10. What if I have other questions?**

If you cannot find the information you need or require further assistance, please email [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) and one of our team member will be able to assist you. You can also email on [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu) or [omingo.mary@aku.edu](mailto:omingo.mary@aku.edu)

## APPENDIX 2B:

### *Guidance Notes for the Applicants<sup>3</sup> Fellow of the Higher Education Academy (FHEA)*

These guidance notes will provide you with an overview of the process required to apply for Fellowship of the Higher Education Academy (HEA). Fellowship of the HEA is awarded to professionals who can demonstrate they meet the criteria of Descriptor 2 (D2) of the [UK Professional Standards Framework](#) (UKPSF) for teaching and supporting learning in higher education.

By applying to be a Fellow of the HEA you will present a broad understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning. You should be able to provide evidence of:

- D2.I Successful engagement across all five Areas of Activity and provision of evidence through a teaching portfolio (TP).<sup>4</sup>
- D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge
- D2.III A commitment to all the Professional Values
- D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity
- 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
- D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

By applying to become a Fellow you will have the opportunity to:

- think deeply about and thereby enhance the quality and effectiveness of your work in the area of teaching and supporting learning in higher education;
- gain national and increasingly international recognition for your role as a teacher and/or supporter of learning within the higher education context.

### **2. What are the main evidence requirements of Fellowship?**

There are two main elements to your application:

- [an Account of Professional Practice \(APP\)](#);
- Teaching Portfolio (Appendix 7 in Participant Handbook)
- [Supporting statements from two referees](#)

### **3. Your Account of Professional Practice (APP)**

The APP consists of a reflective commentary on your higher education roles, responsibilities and professional experience focused on the Dimensions of the [UKPSF](#).

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<sup>3</sup> Adapted from Higher Education Academy (2014)

<sup>4</sup> For TEACH scheme, please note the additional requirement in the UKPSF in D2: Submission of Teaching Portfolio along with your APP is essential.

When preparing your APP, it may be helpful to consider the following general principles:

- Fellowship is based on meeting Descriptor 2 (D2) of the UKPSF and your APP is the core of your application. Your reflective commentary, focused around the Dimensions of the Framework and structured across the five Areas of Activity, should explain how you meet the requirements set out in Descriptor 2 of the UKPSF.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary enables such diversity to be appropriately represented.
- Your application is a claim for Fellowship and as such should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All your evidence will be based on real examples of practice which draw upon scholarly activity in learning and teaching.
- Provide selective examples of practice in your APP and ensure they have direct relevance to your claim for Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you reflect on its current impact on your or others' professional practice and on the wider learning and teaching context.
- Your APP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- Incorporate relevant subject and pedagogic research and/or scholarship in your approaches. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the expectations of the institution in which you work.
- Your application is centred round a process of continuing professional development which demonstrates your broad understanding of effective approaches to teaching and/or learning support.
- It is important you address all the [Dimensions of the UKPSF](#). Given the complex and integrative nature of professional practice, avoid a mechanistic or tick-box mapping approach to ensure full coverage.
- Your APP should make clear how you apply the Core Knowledge and Professional Values to all of the Dimensions of Practice in the UKPSF and the examples of evidence across your APP. Adopt a reflective stance on each of the five Areas of Activity. Within these, include example(s) of your use of/commitment to the Professional Values and Core Knowledge where it applies. Provide rationale and explanations of how you carry out your practice and ensure you provide reasons for the choice of activities you describe, and demonstrate that you have been effective and successful in these activities. This reflection and alignment of your work to the UKPSF is essential.
- The overall word count for the Fellow APP is 3,000 words. This is your combined evidence across the whole claim, working to 600 words per section. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description.

- Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

#### **4. Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. The evidence of designing and planning learning activities will vary depending on the context in which you work. For Descriptor 2, typically these might be individual activities and/or sessions in modules, courses and programmes and range from module design to a whole programme of study. In all cases, the design should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions in your examples.

You might include examples of:

- designing or redesigning curricula, courses and programmes of study;
- identifying and planning different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes;
- participating in validation panels;
- determining learner needs;
- planning tutorials and study sessions;
- contributing to the creation of learning resources – physical and/or online;
- developing learning materials;
- preparing virtual learning environments.

Please draft your account by reflecting on:

1. The main ways in which you design and plan learning activities and/or programmes of study;
2. The reasons for your choice of:
  - a. subject material;
  - b. activities and techniques;
  - c. the particular learning technologies included in your plan.
3. How you make choices to facilitate learning in general and within your learners' subject area;
4. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

#### **5. Evidencing Area of Activity 2: Teach and/or support learning**

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, offices, professional settings, etc.

Your evidence here will include teaching activities such as lecturing, tutorials and seminar work, studio, clinical, laboratory, supervision, workplace-based teaching, distance learning and the use of virtual learning environments.

The support you provide might include teaching and supervision of undergraduates and postgraduates. You might also mentor learners to support their learning, and contribute to courses and programmes that develop learning in higher education.

Ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, teaching and supporting learning as well as a growing ability to choose the most appropriate approach for the achievement of learning aims. Please draft your account by reflecting on:

1. The main ways in which you teach and/or support learners;
2. The activities or techniques you use and why;
3. How you came to use them and why you think they were successful in supporting student learning. Give reasons for your choice of activities and techniques and how they relate to developing learners' understanding of the subject/discipline;
4. How you incorporate other Dimensions of the Framework, for example:
  - a. relevant Core Knowledge that you utilised and why;
  - b. relevant Professional Values that you utilised and why.

### **6. Evidencing Area of Activity 3: Assess and give feedback to learners**

Your evidence should emphasise your direct knowledge and use of effective assessment and feedback/feed-forward approaches. Assessment and feedback will be routinely used to measure and/or support learning. An understanding and application of appropriate assessment and feedback techniques applied in your higher education context should form the basis of your evidence. The assessment and feedback mechanisms you adopt may occur in a variety of ways and be summative and/or formative.

You might, for example, carry out assessments such as questionnaires, surveys, interviews, observations, testing, projects (a culminating project that synthesises knowledge) and examinations. The assessment may be group based or individual, physical or online.

In demonstrating the activities of assessment and feedback, ensure your evidence demonstrates an increasing awareness of different approaches to, and methods of, assessment and feedback as well as a growing ability to choose the most appropriate approach for the achievement of your learners' aims.

Please draft your account by reflecting on:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal;
2. How and why you choose the particular approaches and methods you employ, in so far as this was your own decision;

3. How you ensure your assessments are valid indicators of what you want your learners to learn, that your marking is reliable and the standards you set are appropriate;
4. How you give feedback to learners and ensure it supports and improves their understanding of the subject, their performance and/or development as learners;
5. How you incorporate other Dimensions of the Framework for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

**7. Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance**

The definition of ‘learning environments’ has been widely contested and is open to diverse interpretation. Individual practitioners often work beyond the local physical environment of the classroom in, for example, the laboratory, studio, workplace, via distance learning or online learning environments. They take into account the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures and are able to distinguish between academic and pastoral interventions. Applicants also take the range of environments available to learners into account as well as how they are enabled to access, understand and utilise them.

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in educational support and guidance. It includes how you:

- utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;
- work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

Please draft your account by reflecting on:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal;
2. Use examples from your practice where you have utilised the learning environment and/or provided support and guidance to your learners;
3. How you have contributed to making the learning environment more effective for learners;
4. The ways you have contributed to supporting and guiding your learners;
5. Why you chose those particular strategies and how well they worked; How you incorporate other

Dimensions of the Framework for example:

- relevant Core Knowledge that you utilised and why;

- relevant Professional Values that you utilised and why.

**8. 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**

The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your learning and teaching support roles. It includes:

- how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
- how you gather and utilise information from your own activities.

Activities you undertake as part of a group or team are valued as much as individual activities. You may carry out your own research or use others' research to inform your practice. Indicate how you support your teaching and learning support through different types of scholarly and/or professional activity.

These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include:

- presenting or participating in conferences on higher education learning and teaching (often discipline- specific);
- attending workshops or training events related to higher education learning and teaching;
- engaging in peer observation or peer review of higher education teaching;
- regular departmental meetings where the discussion is about Higher Education learning and teaching issues;
- effective dialogue about learning and teaching;
- bidding for and involvement in projects or research on higher education learning and teaching;
- implementing new approaches to higher education learning and teaching;
- subject and other network activities in higher education learning and teaching;
- reading and applying literature related to higher education learning and teaching;
- incorporating research and scholarship related to higher education learning and teaching into your own practice;
- visits to other institutions/organisations;
- evaluating one's own professional practices;
- undertaking accredited and non-accredited CPD that informs your professional practice.
- Evidence could appropriately focus on the question: how might you demonstrate that you have become a better teacher/practitioner through continuing professional development, research and the evaluation of your learning and teaching related practices?

Please draft your account by reflecting on:

1. Your main strategies for updating and developing your capability as a teacher and/or supporter of learning. Refer here to any activities you have undertaken to update yourself on aspects of learning and teaching, for example staff development activities, conferences on learning and teaching and participation in projects to develop learning methods;

2. How you used the outcomes from any continuing professional development strategies to improve learning experiences and your own professional practice;
3. How you incorporate other Dimensions of the Framework, for example:
  - relevant Core Knowledge that you utilised and why;
  - relevant Professional Values that you utilised and why.

### **10. Referees**

Your application must be supported by statements from two referees. The function of your referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. The referees should be individuals who are in a position to comment and substantiate your record of effectiveness in relation to teaching and the support of learning in higher education. Referees are expected to comment directly on the content of your APP and will need to view your application to enable them to provide an effective reference. They should be provided with a copy of the [Guidance Notes for Referees](#).

At least one of your references should either be a Fellow, Senior Fellow, or Principal Fellow of the HEA, or an appropriate experienced member of staff working for a higher education institution. All referees need to be familiar with the UKPSF.

When you have received your references save them ready for uploading to the TEACH online portal. Once you have completed your APP, uploaded your references, and submitted your application, it will then be subject to review by a pair of assessors. The assessors reserves the right to contact your referees for clarification.

### **11. What do you need to do to apply?**

In summary, to apply you need to:

1. prepare and write your APP – your reflective commentary on the five Areas of Activity including all the Core Knowledge and Professional Values;
2. prepare your Teaching Portfolio
3. obtain two referee statements;
4. Upload APP, Teaching Portfolio and referees on the TEACH online portal.

### **12. What if I have other questions?**

If you cannot find the information you need or require further assistance, please email [teach.tlnet@aku.edu](mailto:teach.tlnet@aku.edu) and one of our team member will be able to assist you. You can also email on [sahreen.chauhan@aku.edu](mailto:sahreen.chauhan@aku.edu) or [omingo.mary@aku.edu](mailto:omingo.mary@aku.edu)

**Citations**

Please list any citations you use in your application here using a consistent referencing system suitable to your higher education practice.

### **APPENDIX 3: Guidelines for working with your peer group**

Reflecting in and on your practice together with your peers is a useful activity that could help you develop your application. It is preferable that you form a peer group of 2 to 4 peers who are FHEA/AFHEA applicants so that they can provide you feedback in line with FHEA/AFHEA criteria. Having a peer who may know your work is an added advantage. You can do the following activities in your peer group:

**Set** group norms:

Establish group norms where you agree on ground rules for your group which may include ensuring confidentiality, building trustworthiness, and exhibiting commitment.

**Decode** documents:

Review FHEA/AFHEA documents to unpack the criteria and requirements for application with a peer group.

**Brainstorm** your achievements with a known peer:

Develop a concept map for the application and share with your peers to seek their feedback and suggestions. Write the application based on the concept map.

**Seek** feedback on the first draft of your application:

Share your draft application along with AFHEA/FHEA criteria and ask your peers to assess the application keeping the criteria in view and provide feedback. Improve your draft based on their feedback.

**Share** revised application for review:

Share revised application with your peer for final review, if required.

*If you are an FHEA applicant and planning to include a peer observation in your Teaching Portfolio, you can ask one of the peers to observe your teaching and provide feedback and/or their observation notes.*

**APPENDIX 4:****AKU Faculty (ASSESSORS) and TL\_net Staff (MENTORS) Fellowship Status**

<b>Name</b>	<b>Position</b>	<b>HEA Fellowship</b>
Dr Tashmin Khamis	Director Networks of Quality Teaching and Learning	Principal Fellow
Dr Mary Omingo	Assistant Director Network of Teaching and Learning	Senior Fellow
Azra Naseem	Assistant Director Network of Blended and Digital Learning	Senior Fellow
Zeemar Salim	Associate Network of Teaching and Learning	Fellow
Edward Misava	Associate Network of Blended and Digital Learning	Associate Fellow
Sahreen Chauhan	Assistant Manager Network of Teaching and Learning	Fellow
Dr Ayesha Mian	Dean of Students, Associate Professor Department of Psychiatry, Medical College	Senior Fellow
Dr Kulsoom Ghias	Associate Professor Department of Biological and Biomedical Sciences, Medical College	Senior Fellow
Dr Faisal Ismail	Assistant Professor Department of Gastroenterology, Medical College	Senior Fellow
Dr Jacqueline Dias	Associate Professor School of Nursing and Midwifery	Senior Fellow
Dr Nagma Rizvi	Assistant Professor School of Nursing and Midwifery	Fellow
Dr Sadia Bhutta	Assistant Professor Institute for Educational Development	Fellow

**APPENDIX 5A:**

**The Account of Professional Practice- Template<sup>5</sup>: Associate Fellow of Higher Education Academy (AFHEA)**

This Associate Fellow application template has been created to support individuals in accordance to the below guidance documents:

- [The UK Professional Standards Framework](#) (UKPSF), Descriptor 1<sup>6</sup>
- Associate Fellow overview in TEACH Participant Handbook
- [Associate Fellow guidance notes for applicants](#)

This template has been designed so that you add text under the subheadings provided in three Areas of Activity (where engagement with A2 [Teach and/or Support Learning] is compulsory and you can choose two of the other four Areas of Activity). No appendices or additional documents are required as part of the application (other than your reference letters from the two referees). Guidance notes for the referees are available [here](#).

Please delete the other Areas of Activity you are not providing evidence for. Once completed, this template can be sent to your referees to corroborate your application. Once received letters from both the referees, upload your APP and referees letters on TEACH Portal.

The overall word count for the Associate Fellow APP is 1,800 words. This is your combined evidence across the whole claim, working to 600 words per section. Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than description of it. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

Name	
Entity	
Job Role	
Email	

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<sup>5</sup> Adapted from Higher Education Academy (2014)

<sup>6</sup> Please note the change in the UKPSF in D1: A2: Teach and/or Support Learning is a compulsory area of activity and you can chose two other Areas of Activity (from: A1, A3, A4, A5) for your APP.

**Evidencing A1: Design and plan learning activities and/or programmes of study**

Address the following in this part of your account:

**The main ways in which you design and plan learning activities and/or programmes of study (≤ 100 words).**

1. The reasons for your choice of:
  - a. subject material;
  - b. activities and techniques;
  - c. the particular learning technologies included in your plan
2. How your choices facilitate your students' learning in general and within their subject area
3. At least one of the other Dimensions of Practice for example:
  - Which elements of Core Knowledge did you utilise and why?
  - Which Professional Values were particularly relevant and why?

Write your reflective commentary here and include any citations after the text...

**Evidencing A2: Teach and/or support learning [Mandatory Section]**

Address the following points in this section of your account:

1. The main ways in which you teach and/or support learners. ( $\leq 100$  words)
2. The activities or techniques you use and why.
3. How you came to use them and why you think they were successful in supporting student learning? Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject.
4. The elements of Core Knowledge you utilise, how and why.
5. Which Professional Values were particularly relevant and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A3: Assess and give feedback to learners**

Address the following points in this section of your account:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal? ( $\leq$  100 words)
2. How and why you choose the particular approaches and methods you employ, insofar as this was your own decision.
3. How you ensure your assessments are valid indicators of what you want your students to learn, that your marking is reliable and the standards you set are appropriate.
4. How you give feedback to learners.
5. How you ensure the feedback you give learners helps them to improve their understanding of the subject or their performance and development as learners.
6. Which elements of Core Knowledge you utilised, how and why.
7. Which Professional Values you applied, how and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A4: Develop effective learning environments and approaches to student support and guidance**

Your account needs to address the following:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal ( $\leq 100$  words).
2. How you have contributed to making the learning environment more effective for learners.
3. The ways you have contributed to supporting and guiding your learners.
4. Why you chose those particular strategies and how well they worked.
5. Which elements of Core Knowledge you used, how and why.
6. Which Professional Values you applied, how and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

Address the following in your account:

1. Your main strategies for updating and developing your capability as a teacher/supporter of learning ( $\leq 100$  words). Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example, staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.
2. How you used the outcomes from the above CPD strategies to improve the student learning experience and your own working practice.
3. Which elements of Core Knowledge you utilised, how and why?
4. Which Professional Values you applied, how and why?

Write your reflective commentary here and include any citations after the text...

## APPENDIX 5B:

### The Account of Professional Practice Template<sup>7</sup> Fellow of Higher Education Academy (FHEA)

This Fellow application template has been created to support individuals in accordance to the below guidance documents:

- [The UK Professional Standards Framework](#) (UKPSF), Descriptor 2<sup>8</sup>
- [Associate Fellow overview in TEACH Participant Handbook](#)
- [Fellow guidance notes for applicants](#)

This template has been designed so that you must structure reflective commentary around all five UKPSF Areas of Activity. Once completed, this template can be sent to your referees to corroborate your application. Guidance notes for the referees are available [here](#). Once received letters from both the referees, upload your APP, Teaching Portfolio and reference letters on TEACH Portal.

The overall word count for the Fellow APP is 3,000 words including citations. This is your combined evidence across the whole claim, working to less than 600 words per section. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description. Any citations to publications, journals, books, websites you choose to include will be accommodated in addition to your overall word count. Include these after the relevant section of your APP.

Name	
Entity	
Job Role	
Email	

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<sup>7</sup> Adapted from Higher Education Academy (2014)

<sup>8</sup> Please note the change in the UKPSF in D2: Submission of Teaching Portfolio along with your APP is essential.

**Evidencing A1: Design and plan learning activities and/or programmes of study**

Address the following in this part of your account:

1. The main ways in which you design and plan learning activities and/or programmes of study.  
(≤ 100 words)
2. The reasons for your choice of:
  - a) subject material;
  - b) activities and techniques;
  - c) the particular learning technologies included in your plan
3. How your choices facilitate your students' learning in general and within their subject area
4. At least one of the other Dimensions of Practice for example:
  - Which elements of Core Knowledge did you utilise and why.
  - Which Professional Values were particularly relevant and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A2: Teach and/or support learning**

Address the following points in this section of your account:

1. The main ways in which you teach and/or support learners. (≤ 100 words)
2. The activities or techniques you use and why.
3. How you came to use them and why you think they were successful in supporting student learning? Give reasons for your choice of activities and techniques and how they relate to developing the learners' understanding of the subject.
4. The elements of Core Knowledge you utilise, how and why.
5. Which Professional Values were particularly relevant and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A3: Assess and give feedback to learners**

Address the following points in this section of your account:

1. The main types of formative and/or summative assessment that you use with learners, whether formal or informal? ( $\leq 100$  words)
2. How and why you choose the particular approaches and methods you employ, insofar as this was your own decision.
3. How you ensure your assessments are valid indicators of what you want your students to learn, that your marking is reliable and the standards you set are appropriate.
4. How you give feedback to learners.
5. How you ensure the feedback you give learners helps them to improve their understanding of the subject or their performance and development as learners.
6. Which elements of Core Knowledge you utilised, how and why.
7. Which Professional Values you applied, how and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A4: Develop effective learning environments and approaches to student support and guidance**

Your account needs to address the following:

1. The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal ( $\leq 100$  words).
2. How you have contributed to making the learning environment more effective for learners.
3. The ways you have contributed to supporting and guiding your learners.
4. Why you chose those particular strategies and how well they worked.
5. Which elements of Core Knowledge you used, how and why.
6. Which Professional Values you applied, how and why.

Write your reflective commentary here and include any citations after the text...

**Evidencing A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

Address the following in your account:

1. Your main strategies for updating and developing your capability as a teacher/supporter of learning ( $\leq 100$  words). Refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, for example, staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.
2. How you used the outcomes from the above CPD strategies to improve the student learning experience and your own working practice.
3. Which elements of Core Knowledge you utilised, how and why.
4. Which Professional Values you applied, how and why.

Write your reflective commentary here and include any citations after the text...

## APPENDIX 6A:

### **Guidance Notes and Template for Referees<sup>9</sup> Associate Fellow of Higher Education Academy (AFHEA)**

Thank you for agreeing to provide one of the two supporting statements required to corroborate an application for Associate Fellowship of the Higher Education Academy (HEA). This guidance and the template have been designed to help you structure your supporting statement to provide the information required by the HEA, as explained below.

#### **What is the function of the supporting statement?**

Please note that the statement supporting an application for Associate Fellowship is not the same as a job application reference. The award of HEA Associate Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in Higher Education (HE).

During the Associate Fellowship review process the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's Higher Education practice.

#### **Am I the right person to provide a supporting statement for the applicant?**

You will be expected to have current or recent experience of working in Higher Education and will normally hold one of the four categories of HEA Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 1 criteria of the UK Professional Standards Framework (UKPSF)<sup>10</sup>.

The application for Associate Fellowship (AFHEA) is based on current and recent HE practice (usually within the last 3 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that supporting statements for applications for Associate Fellowship should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

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<sup>9</sup> Adapted from Higher Education Academy (2014)

<sup>10</sup> Please note the change in the UKPSF in D1: A2: Teach and/or Support Learning is a compulsory area of activity and you can choose two other Areas of Activity (from: A1, A3, A4, A5) for your APP.

If you feel, having read this guidance that you are not in a position to give a supporting statement then you should decline the request.

### **Individual role requirements of Descriptor 1 of the UK Professional Standards Framework**

The applicant is required to provide evidence of effectiveness in relation to their HE professional role(s) and experience, which will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.

Typically, those likely to be able to evidence Descriptor 1 include:

- are new to teaching and possess some teaching responsibilities
- in the early stages of your academic career;
- support academic provision (e.g. learning technologists and education developers);
- are an experienced academic or staff member working in a relevant professional area who works partly on teaching and/or supporting learning.

For your information, the Descriptor 1 criteria of the UKPSF are set out below:

**Applicants must demonstrate an understanding of specific aspects of effective teaching and/or learning support methods and student learning. Individuals should be able to provide evidence of:**

**I. Successful engagement with three of the five Areas of Activity (A1-A5) where engagement with A2 (Teaching and/or Support Learning) is compulsory.**

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

A2 Teach and/or support learning

A3 Assess and give feedback to learners

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

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

**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**

**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

#### **IV. A commitment to appropriate Professional Values in facilitating others' learning.**

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

#### **V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities**

#### **VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities**

Therefore, for the award of Associate Fellowship, the applicant must demonstrate that their HE practice evidences **three of the five** Areas of Activity, aspects of Core Knowledge (which must include **K1 and K2**), and **appropriate** Professional Values of the UKPSF.

#### **Preparing to write your supporting statement**

The applicant needs to first provide you with their Account of Professional Practice (APP). Please read this account before you begin to write your supporting statement to verify its accuracy. You may also wish to refer to the TEACH Participant [Handbook](#) for more information about the HEA and/or specifically about becoming a Fellow of the HEA.

#### **Format of the supporting statement**

A template is provided for you to complete your supporting statement. A copy of the template is included in this guidance booklet for your information. The template is available as a Word document in this guidance and should be completed in this format. Scanned documents or those with a scanned image cannot be accepted.

In addition to Descriptor 1 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate;
- your perspective on the practical examples provided within the application to illustrate the Associate Fellowship requirements.

#### **After completing your supporting statement**

Once you have completed the supporting statement template, please return it to the applicant in Word format. The applicant will upload the two supporting statements from each of their chosen referees through TEACH portal.

## **TEACH Quality Assurance Process**

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant.

As part of the TEACH's ongoing quality assurance process, the TEACH routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals will be contacted to confirm that the supporting statement submitted by the applicant through TEACH portal is the statement that they have prepared and completed.

If the professional integrity of the supporting statement is in question, the statement will not be accepted.

***Supporting Statement Template – Associate Fellowship***

Name	
Institution/organisation/other	
Job Title	
Email address	
Your HEA Fellowship Status (if appropriate)	
Relationship to Applicant	
How long have you worked with the applicant (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p><b>Date:</b></p>

## **Supporting Statement**

Please provide your statement to support the applicant's submission for Associate Fellowship of the HEA in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

A single page statement will normally be sufficient for this category of Fellowship.

**APPENDIX 6B:**  
**Guidance Notes & Template for Referees<sup>11</sup>: Fellow of the Higher Education Academy (FHEA)**

Thank you for agreeing to provide one of the two supporting statements required to corroborate an application for Fellow of the Higher Education Academy (HEA). This guidance and the template have been designed to help you structure your supporting statement to provide the information required by the HEA, as explained below.

**What is the function of the supporting statement?**

Please note that the statement supporting an application for Fellowship is not the same as a job application reference. The award of HEA Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in Higher Education (HE).

During the Fellowship review process the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's Higher Education practice.

**Am I the right person to provide a supporting statement for the applicant?**

You will be expected to have current or recent experience of working in Higher Education and will preferably hold one of the four categories of HEA Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements of Descriptor 2 criteria of the [UK Professional Standards Framework](#) (UKPSF).

The application for Fellow (FHEA) is based on current and recent HE practice (usually within the last 3 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that supporting statements for applications for Fellow should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

**Individual role requirements of Descriptor 2 of the UK Professional Standards Framework**

Individuals will be able to provide evidence of broad based effectiveness in substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams.

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<sup>11</sup> Adapted from Higher Education Academy (2014)

Typically, those likely to be able to evidence Descriptor 2 are:

- in an academic role holding substantive teaching and learning responsibilities;
- an experienced education developer
- relatively new to higher education;
- a member of faculty or staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings.

For your information, the Descriptor 2 criteria of the UKPSF are set out below:

**Individuals will demonstrate 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.

Therefore, for the award of Fellow, the applicant must demonstrate that their HE practice evidences **all** Areas of Activity, Core Knowledge and Professional Values of the UKPSF.

### **Preparing to write your supporting statement**

The applicant needs to first provide you with their Account of Professional Practice (APP). Please read this account before you begin to write your supporting statement to verify its accuracy. You may also wish to refer to the TEACH Participant Handbook for more information about the HEA and/or specifically about becoming a Fellow of the HEA.

### **Format of the supporting statement**

A template is provided for you to complete your supporting statement. A copy of the template is provided below and should be completed in Word format. Scanned documents or those with a scanned image cannot be accepted.

In addition to Descriptor 2 criteria, as a guide, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent HE practice;
- if you have been involved in peer observation of the applicant's teaching and/or support of learning, please draw on examples from this;
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within his/her discipline as appropriate

- your perspective on the practical examples provided within the application to illustrate the requirements of Fellow.

If English is not your first language and you are not able to provide the supporting statement in English, the HEA will accept a certified English translation of your statement. It is your responsibility to provide the certified translation for the applicant and you will be required to agree and accept the Validation Statement upon completion.

**After completing your supporting statement**

Once you have completed the supporting statement template, please return it to the applicant in Word format. The applicant will upload the two supporting statements from each of their chosen referees through TEACH portal.

**HEA Quality Assurance Process**

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant.

As part of the HEA's ongoing quality assurance process, the HEA routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals will be contacted to confirm that the supporting statement submitted by the applicant through TEACH portal is the statement that they have prepared and completed.

If the professional integrity of the supporting statement is in question, the statement will not be accepted.

*Supporting Statement Template – Fellow*

<b>Name</b>	
<b>Institution/organisation/other</b>	
<b>Job title</b>	
<b>Email address</b>	
<b>Your HEA Fellowship status (if appropriate)</b>	
<b>Relationship to applicant</b>	
<b>How long have you worked with the applicant (insert dates)</b>	
<b>Declaration</b>	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant’s submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p><b>Date:</b></p>

## **Supporting Statement**

Please provide your statement to support the applicant's submission for Fellow of the HEA in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

Two sides of A4 will normally be sufficient for this category of Fellowship.

## **APPENDIX 7: Teaching Portfolio for Applications to FHEA (Descriptor 2)**

### **FHEA Application: Submitting a Teaching Portfolio**

#### **What is a teaching portfolio?**

Historically, portfolios have been used by architects, photographers and artists to showcase the excellence of their work (Seldin, 2000). Recently, portfolios are widely used in the precinct of education, specifically higher education with the purpose to demonstrate faculty members' accomplishments and struggles in the journey of becoming a better teacher. Moreover, it is used as a tool for the evaluation of the accomplishments of the faculty members.

#### **Contents of the Teaching portfolio**

There are varying views about what to include in a teaching portfolios. Seldin, Miller & Seldin (2010) explored more than a thousand portfolios prepared by faculty members teaching at higher education level and broadly categorised the content of a portfolio into the areas as follows:

#### **1. Material from oneself (a and b are required. In addition choose ONE from c,d or e)**

- a. Teaching philosophy
- b. Teaching methodologies and a description of teaching materials (lesson plans)
- c. Reflections on feedback and self-evaluation of teaching
- d. Reflections on curricular revisions and/or Instructional innovations
- e. Reflection on educational development activities you have participated in including TLEW (The Teaching and Learning Enhancement Workshop) and how this has changed your teaching practice.

#### **2. Material from others (choose 3)**

- a. Colleague's feedback on your teaching e.g. classroom observation / teaching squares take away
- b. Student and course evaluation that depicts improvement in effectiveness over the period of time
- d. Department head's statements on your teaching
- e. Honours, rewards and other recognition
- g. Products of good teaching and student learning
- h. Changes documented by others on your teaching practice after educational development activities you have undertaken such as TLEW.

#### **Format**

You will submit a digital version of your portfolio. The link to submit your digital portfolio will be available through the online submission system TEACH Portal.

## **APPENDIX 8: Important links**

### **United Kingdom Professional Standards Framework**

[https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf)

### **Account of Professional Practice:**

Associate Fellow

<https://docs.google.com/document/d/1tAgPjCx7DpV-Eq6eE03bC-DFTvX847YA8aE5MvQD9D0/edit>

Fellow

[https://docs.google.com/document/d/1GiTvLHXCFyPcjWP0D7RWNUeC-DHt\\_gkzd2ZCcf\\_XyG8/edit](https://docs.google.com/document/d/1GiTvLHXCFyPcjWP0D7RWNUeC-DHt_gkzd2ZCcf_XyG8/edit)

### **Guidance Notes for Applicants:**

Associate Fellow

<https://docs.google.com/document/d/1ptE3ub9LTkycKT4Hj5GU1ez9D6z-X4zucy6KTwF6gzc/edit>

Fellow

<https://docs.google.com/document/d/1XdATjxdbOt-Zk8R38gYCattXgKxhNJ-dEx02I41YdtU/edit>

### **Guidance notes for referees:**

Associate Fellow

[https://docs.google.com/document/d/1TBJr\\_ro2mpN5u0uGmb6K0KCNAC6sA-vn8d2JoIIZ4xg/edit](https://docs.google.com/document/d/1TBJr_ro2mpN5u0uGmb6K0KCNAC6sA-vn8d2JoIIZ4xg/edit)

Fellow

<https://docs.google.com/document/d/1mkRre0ROu5pDZVpXyzKSfI8zuFg-MCSJJZiNFRirebE/edit#heading=h.gjdgxs>

## APPENDIX 9A: TEACH CPD SCHEME PROGRAMMES OFFERED BY AKU TL\_NET

Name of the Programme	Who should attend	Purpose	Duration
Faculty Orientation on Teaching and Learning at AKU (FOTL)	Newly recruited Faculty member at AKU	To develop a shared understanding of the role and responsibilities of faculty members with regards to teaching and learning at AKU and orient them to available support on teaching (services and resources) at AKU.	1 day (½ day face to face and ½ day online)
Teaching and Learning Enhancement Workshop (TLEW)	Faculty members and staff involved in faculty development	To improve faculty members' teaching practice through lesson planning in a structured way (use of BOPPPS) <i>It is a prerequisite to the application of HEA Fellowship</i>	3 days
Rethinking Teaching workshop (RTT)	Faculty members	To improve students' learning by redesigning courses using taxonomy of significant learning.	4 days
An introductory seminar on TEACH	Faculty and faculty development staff interested in applying for fellowship	To induct faculty on the AKU TEACH Fellowships, the AKU TEACH CPD Scheme and the application process for the fellowship.	2 hours
TEACH writing workshop	Faculty and faculty development staff applying for Fellowships	To enable faculty internalize the HEA resources such as the UKPSF, Code of Practice and requirements for different categories of fellowship and the participant's handbook. It will enable the participants to make clear associations between their practice and the appropriate Descriptor of UKPSF.	1 day
Teaching and Learning Seminars & workshop series	Faculty members & staff involved in faculty development	To improve the teaching practice in different teaching and learning aspects in higher education	2 hours- Twice a year

Virtual Learning Environment F2F Workshop (VLE implementation project June 2017- Dec 2019)	Faculty members	To enrich student learning environment by giving each course an online presence on Moodle	3 days
Blended Learning faculty development programme	Faculty members	To enhance student learning experience by using blended learning	9 months (1 day a week)- including 2 weeks F2F workshop. This is held every alternate year.
Teaching with Technology- Workshop series (e.g. flipped learning)	Faculty members	To enhance students engagement through use of appropriate technology	2 hours- Twice a year
Support to strengthen academic programmes	Faculty members	Entity specific facilitation is available from the QTL Networks to support QA and curriculum as well as rubric development	Various entity needs based

## APPENDIX 9B: CPD SCHEME PROGRAMMES OFFERED BY OTHER ENTITIES AT AKU

Name of the Programme	Who should attend	Purpose	Entity	Duration
Introduction to Clinical Simulation	Faculty members	Provides an overview of the process of planning, implementing and how to provide feedback on clinical simulation activities in healthcare education, ranging from simple to complex simulations	Centre of Innovation in Medical Education	3 hours
Introductory Short Course in Health Profession Education (ISC-HPE)	Health Professions Educator (newly recruited faculty and senior residents).	To introduce participants to educational philosophies underpinning Health Professions Education globally and to innovative teaching learning strategies and pitfalls in assessment.	Department of Educational Development	5 days
Advanced Level Course on Teaching and Learning in Health Professions Education (ALC-TL)	Health Professions Educator having at least two years teaching experience [Perquisite: ISC-HPE]	To enable students to build a conducive learning environment and design, conduct and evaluate effective teaching and learning based on insights into learning theories, emerging teaching-learning needs, learning resources and support systems.	Department of Educational Development	10 weeks
Teaching and Learning Seminars (e.g. time to embrace the flip style teaching ,how to give an effective lecture)	Faculty members, administrators and students	To enhance teaching practices of the participants in different areas of teaching and learning (e.g. develop and deliver effective teaching sessions).	Biological and Biomedical Sciences Department	3-4 hours <sup>12</sup>

<sup>12</sup> Number of offering of these workshops vary subject to the demand and need of the participants