## Appendix 3: Guidance Notes for Referees

Thank you for agreeing to provide a reference for your colleagues’ application for recognition under the University of Southampton’s PREP Framework process. Successful application will lead to recognition at one of the four UK Professional Standards Framework (UKPSF) Descriptors, as described in the PREP Framework handbook. The UKPSF is nationally recognised through the auspices of the Advance HE (formerly the Higher Education Academy).

The applicant will provide you with a copy of their application and brief you on the UKPSF and the Descriptor to which they are submitting. Your role is to provide a *peer review* of the applicant’s practice and to support and supplement the information given in their application. FYI, information from the UKPSF on each of the categories of Fellowship is reproduced below.

Please base the reference on your knowledge of their learning and teaching work and on how she/he meets the Advance HE (HEA) assessment criteria in section 8.4 of the Handbook, which are used by the PREP Framework Review Board.

Your reference should primarily refer to the applicant's experience and achievements in learning and teaching and to his/her research record only insofar as this directly informs their teaching. Please provide practical examples to support your comments wherever possible. If you have been involved in peer observation of the applicant’s teaching or support of learners, please draw on the evidence this provides. Similarly, please comment on any innovative practice, contribution to developments in teaching and learning at institutional level, or contribution to national initiatives in developing approaches to teaching and learning within the discipline in which the applicant is involved.

Please make sure the reference is electronically signed and e-mailed to the applicant so it can be included with their application. If you wish your reference to be confidential please either send directly to the CHEP as an electronic document or place it in a sealed envelope before giving it to the applicant. The panel may wish to contact you about your reference.

Should you have any further questions, please contact CHEP, Professional Development, via K.A.Hockley@soton.ac.uk.

**Associate Fellow of the HEA, Descriptor 1.**

An individual working in this category demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

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

**Fellow of the HEA, Descriptor 2.**

An individual working in this category demonstrates a broad understanding of effective approaches to learning and teaching as key contributions to high quality student learning. Individuals should be able to provide evidence of:

* successful engagement across all five Areas of Activity;
* appropriate knowledge and understanding across all aspects of Core Knowledge;
* a commitment to all the Professional Values;
* successful engagement in appropriate teaching practices related to the Areas of Activity;
* successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice;
* successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

**Senior Fellow of the HEA, Descriptor 3.**

An individual working in this category demonstrates a thorough understanding of effective approaches to learning and teaching support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

* successful engagement across all five Areas of Activity;
* appropriate knowledge and understanding across all aspects of Core Knowledge;
* a commitment to all the Professional Values;
* successful engagement in appropriate teaching practices related to the Areas of Activity;
* successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice;
* successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices;
* successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.

**Principle Fellow of the HEA (Descriptor 4)**By applying to become a Principal Fellow of the HEA you will present a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

* active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
* successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
* establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) high quality teaching and support for learning
* championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
* a sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices