UNIVERSITY OF
Southampton

Professional Recognition of Educator Practice Framework (PREP)

Handbook for Descriptors D1-D4

A framework for the progressive development of educator skills

Institute of Learning, Innovation and Development

Contents

1) Introduction

This document introduces the Professional Recognition of Educational Practice Framework (PREP) developed within the University of Southampton (UoS). The PREP Framework evolved in response to requests to provide flexible routes which allow academic and non-academic staff and students **to develop and evidence their educational practice, knowledge and professional values throughout their career**. Based on Continual Professional Development (CPD), it provides nationally accredited routes for any staff member of the UoS to achieve recognition for their educator skills and activities against the UK Professional Standards Framework for Teaching and Supporting Learning in HE (UKPSF). The PREP is managed by the Professional Development Unit (PDU).

This document focuses on the Portfolio route available via the PREP Framework. This route is primarily intended for staff who are **experienced educators** and/or those who do not have the opportunity to complete the course-based programme for new lecturing staff (PGCAP). New staff with little or no teaching experience will be expected to complete the taught programme (PGCAP) wherever possible and engage in the PREP Framework to support their future career development.

In summary, the PREP Framework:
- Reflects national standards for the educational practice, knowledge and professional values required to work as an educator in UK HE
- Recognises the educational practice, knowledge and professional values which experienced staff currently bring to their practice
- Provides routes for individuals to develop their learning and teaching activities and to achieve recognition for them
- Provides a description of the knowledge, skills and values which UoS educators are expected to demonstrate, appropriate to their role
- Is accredited by the Higher Education Academy (HEA), and will provide routes to achieve recognition at all four descriptors of the UKPSF
- Stimulates individual development through peer dialogue and through the sharing of good practice
- Promotes critical engagement with higher education and related literature informed by the scholarship of learning and teaching, both generic and within the discipline.

Key principles of the PREP Framework developed through a cross University consultation include:

Principles of the Framework

1. Everyone educating our students should be suitably trained to undertake the role asked of them and they should be able to evidence their competence and commitment to achieving an excellent student learning experience.
2. 'Educating our students' includes any activity supporting Undergraduate (UG), Postgraduate Taught (PGT) & Postgraduate Research (PGR) students in their student learning experience, and any educator from PGRs through to the Vice-Chancellor (VC).
3. The required training and competence is based on the role, responsibilities and experience of each individual.
4. The framework should map to externally recognised reference points (i.e. the UK Professional Standards Framework – the UKPSF).
5. It should be possible to develop and evidence knowledge and skills through a variety of routes including practice-based activities and completing appropriate courses.
6. Appropriate opportunities for recognition will be provided throughout an individual's career.
7. HR processes and policies will be aligned with this framework e.g. induction, probation, Personal Performance and Development Review (PPDR) and promotion.

Table 1: Key principles of the PREP Framework

To have national validity, the PREP Framework incorporates the UK Professional Standards Framework (UKPSF) and was successfully submitted to the Higher Education Academy (HEA) for accreditation in May 2011. This led to Southampton became one of the first research-led universities to achieve accredited status for a CPD framework. The Pro VC *Education and the Student Experience* supported the process throughout, and the PREP Framework was

subsequently approved for a pilot in the 2011-12 academic year by the *Education and Student Experience Advisory Board* and the University Executive Group (UEG).

Accreditation by the HEA was timely as it reflected some of the recommendations in the Browne report (2010), which stipulated that all new academics with teaching responsibilities should undertake a teaching qualification. This was closely followed by the government's higher education white paper in June 2011. The latter, "Students at the Heart of the System", sets an expectation that universities would become more transparent about learning and teaching statistics, including those related to staff professionalism and accreditation. These have subsequently become a requirement for institutional returns to the Higher Education Statistics Agency (HESA) for 2012-13.

2) What is the PREP Framework?

The PREP Framework integrates the educational development opportunities for all staff into a structure which encompasses the existing PGCAP and ILTeR (see later) taught pathways and adds new portfolio based routes. The pathways are not intended to be mutually exclusive, but to provide opportunities which can be better matched to an individual's role and its development, rather than being linked purely to probation requirements, as with PGCAP. This relationship with career development will continue to evolve in line with the Human Resources ongoing review of institutional reward and recognition descriptors and associated PPDR processes.

The PREP Framework leads to recognition at Descriptors D1-D4 of the UKPSF.

Descriptor	Recognition awarded
D1	Associate Fellow of the Academy
D2	Fellow of the Academy
D3	Senior Fellow of the Academy
D4	Principal Fellow of the Academy

The scope of the framework is illustrated in the following diagram and includes examples of pathways to recognition based around roles which are more research, mentoring and practice orientated.

2.1) Which Descriptor is right for you?

The overview text below for each Descriptor is copied from the HEA Website. This briefly outlines development from primarily session level responsibility, to wider teaching and learning support responsibilities and on to significant influence at a strategic level, within and beyond the institution.

Associate Fellowship recognises effectiveness in specific aspects of teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities.

Fellowship recognises effectiveness in teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities.

Senior Fellowship recognises sustained effectiveness and academic leadership in teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities.

Principal Fellowship is appropriate for you if in institutional, national and/or international settings you can demonstrate:
- A sustained and effective record of impact at strategic level;
- A wider commitment to academic practice and strategic leadership in teaching and enhancing the student learning experience.

2.2) The PREP Framework encompasses PGCAP and ILTeR

Both PGCAP and ILTeR are on the taught / programme based pathway of the PREP Framework.

Early career, new and international academic staff and others with a substantial teaching role are strongly encouraged to follow the Postgraduate Certificate in Academic Practice (PGCAP) (see the PGCAP Handbook)..
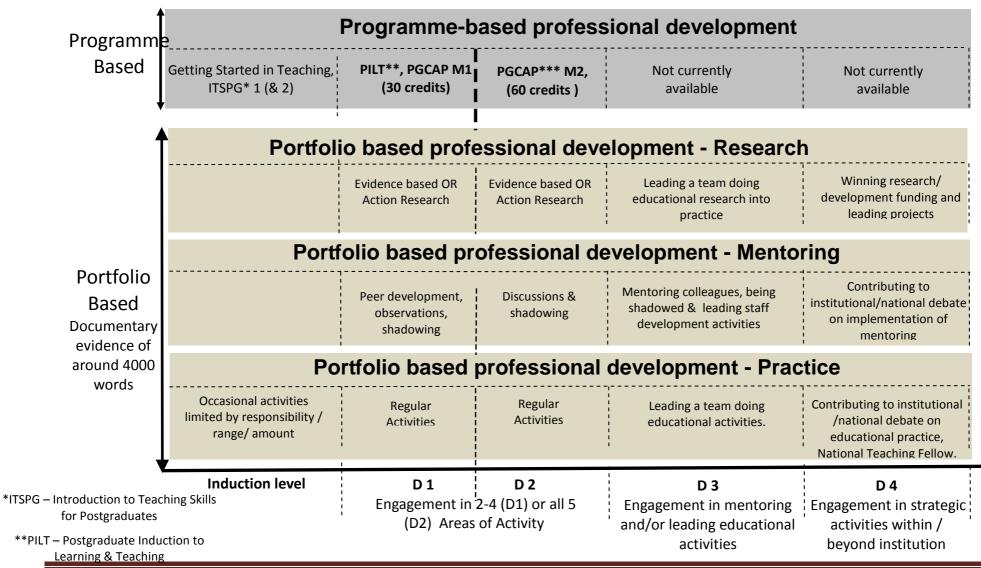
Postgraduates and some staff with a limited teaching role are required to follow induction workshops which can lead into registration for the Postgraduate Induction to Learning and Teaching (ILTER).

The **PGCAP** is a two module (60 M-level credits) programme. It, or an equivalent, is an institutional requirement for completion of probation and promotion and leads to Descriptor 2 (Fellowship) recognition by the HEA.
This programme provides an introduction to the practice based aspects of learning and teaching, framed within an institutional and UK context. Through reflection on generic and discipline based activities, it is designed to encourage critical engagement with learning and teaching practices which will support individuals throughout their HE career. As the programme is tightly integrated with the development of educator roles, participants need to have significant teaching roles to be able to complete the assignments. Alongside valuable opportunities to network with colleagues from across the institution, the PGCAP provides an academic qualification for teaching in HE.

The **ILTeR** is a two module (30 M-level credits) optional programme for postgraduates, which leads to Descriptor 1 (Associate) recognition by the HEA. Completion of ILTeR may lead to exemption from PGCAP Module 1, but there may also be some additional requirements, depending on the learning and teaching activities in which individuals have been involved.

The **PREP Framework** provides other routes to achieve the same status of recognition but through development of a compact portfolio of evidence. It will suit experienced educators or those requiring a more flexible approach to building their evidence in conjunction with the development of their educator activities, such as those employed in part-time lecturer roles. The PREP Framework itself is **not credit bearing**, but if individuals wish to / are required to achieve the credits available through the PGCAP or ILTeR pathways, they will have the option to submit a dissertation which will be assessed through the PGCAP and ILTeR marking and exam board process.

Professional Recognition of Educator Practice Framework (PREP Framework) at the University of Southampton

Programme Based

Programme-based professional development

Getting Started in Teaching, ITSPG* 1 (& 2)	PILT**, PGCAP M1 (30 credits)	PGCAP*** M2, (60 credits)	Not currently available	Not currently available

Portfolio Based

Documentary evidence of around 4000 words

Portfolio based professional development - Research

	Evidence based OR Action Research	Evidence based OR Action Research	Leading a team doing educational research into practice	Winning research/ development funding and leading projects

Portfolio based professional development - Mentoring

	Peer development, observations, shadowing	Discussions & shadowing	Mentoring colleagues, being shadowed & leading staff development activities	Contributing to institutional/national debate on implementation of mentoring

Portfolio based professional development - Practice

Occasional activities limited by responsibility / range/ amount	Regular Activities	Regular Activities	Leading a team doing educational activities.	Contributing to institutional /national debate on educational practice, National Teaching Fellow.
Induction level	**D 1**	**D 2**	**D 3**	**D 4**
	Engagement in 2-4 (D1) or all 5 (D2) Areas of Activity		Engagement in mentoring and/or leading educational activities	Engagement in strategic activities within / beyond institution

*ITSPG – Introduction to Teaching Skills for Postgraduates

**PILT – Postgraduate Induction to Learning & Teaching

***PGCAP – Postgraduate Certificate in Academic Practice

D1- 4 – Descriptors from the UK Professional Standards Framework

3) Overview of the Portfolio application process

As part of their application, applicants are required to construct a compact portfolio of evidence to demonstrate achievement of the relevant elements of the UKPSF dimensions (see section 4). The main steps are:

Attend an Introduction session

Select the relevant descriptor for your career stage

Arrange your mentor, download the registration form from the PREP Framework web page and return to K.A.Hockley@soton.ac.uk

Download the appropriate Portfolio* template from the website for the level you have selected, and meet with your mentor to discuss the requirements for your Portfolio

Build your Portfolio of evidence, remembering to include your Biographical details (see section 6 and Appendix 2)

Download the 'Guidance for Referees' and give this along with a copy of your Portfolio to your referees (see section 5.3 and Appendix 3)

Submit your completed Portfolio and two references **TO** K.A.Hockley@soton.ac.uk (see section 5.4)

*The content of the portfolio depends on the Descriptor (1-4) for which an individual is applying. All portfolios need to demonstrate subject and pedagogic research and/or scholarship, and ongoing commitment to professional development as an educator. The main part of the portfolio may be provided in other formats other than text, but please discuss with Paul Riddy if you wish to take this option.

The four 'descriptors' and three 'dimensions' of the UKPSF are described in section 4, including examples of typical activities and of what might be used for evidence. More details on assembling the portfolio are given in section 6 and an example of the portfolio template is given in Appendix 2. For each Descriptor, further examples of possible activities and evidence, mapped against the dimensions of the UKPSF are given in section 4.2.

4) The UK Professional Standards Framework

"The UKPSF provides a general description of the main dimensions of the roles of teaching and learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking learning and teaching within higher education. "

The UKPSF separates out the components of learning support and teaching roles into three "Dimensions" of practice (see below), and four "Descriptors" (4.2), each of the latter being associated with a career stage/role. The combination provide an indication of the scope of activities, knowledge and values which an individual in a particular roles would be expected to demonstrate. Most of the Dimensions will be manifested, with various aspects dominant at different times. For each Descriptor, role and typical activities are given in the tables (4.2) which follow.

4.1) Dimensions of the UKPSF

Areas of Activity

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

A2   Teach and/or support learning

A3   Assess and give feedback to learners

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

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

Activities undertaken by teachers and supporters of learning

Core Knowledge

K1   The subject material

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

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

K4   The use and value of appropriate learning technologies

K5   Methods for evaluating the effectiveness of teaching

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

Professional Values

V1   Respect individual learners and diverse learning communities

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

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

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

Knowledge needed to carry out the activities

Values which someone performing these activities should embrace

4.2) The UKPSF four Descriptors
4.2.1) Descriptor 1 (Associate Fellow of the HEA)

UKPSF information		Example Activities
Description	**Typical Role**	**Example Activities**
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of: I. Successful engagement with at least **two** of the five Areas of Activity II. Successful engagement in appropriate teaching and practices related to these Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2 IV. A commitment to appropriate Professional Values in facilitating others' learning V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Teaching and/or learning support and /or mentoring responsibilities. These activities may be undertaken with the assistance of more experienced teachers or mentors. a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff) d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio	▪ Teaching and /or mentoring responsibilities as a team member within an established programme ▪ Assessment and related activities, including providing feedback ▪ Providing constructive feedback (formative and summative) to students in teaching / facilitation roles ▪ Contributing to skills development of learners/students, e.g. introducing the use of techniques and/or equipment ▪ Contributing to the development of learners professional practice e.g. in relation to professional codes of conduct ▪ Developing learning and teaching materials, resources, methods and approaches ▪ Using a range of technologies to support the learning of others and one's own professional development in relation to teaching ▪ Evaluation of sessions or activities

4.2.2) Descriptor 2 (Fellow of the HEA)

UKPSF information		Example Activities
Description	**Typical Role**	
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Individuals able to provide evidence of broadly based effectiveness in more 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. Early career academics b. Academic-related and/or support staff holding substantive teaching and learning responsibilities c. Experienced academics relatively new to UK higher education d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings	▪ Identifying the learning needs of students and writing appropriate learning outcomes ▪ Ensuring alignment between the content, learning and teaching methods and materials, and the learning outcomes ▪ Selecting and developing appropriate teaching methods and materials for a variety of scenarios (ranging from small group tutorials to large lectures) ▪ Selecting and utilizing appropriate technologies to support and enhance approaches to learning, teaching and assessment ▪ Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment ▪ Providing critical and constructive feedback and guidance to learners ▪ Supervising students work in learning, teaching and/or research activities ▪ Using reflection to develop personal teaching, eg modifying practice in response to student and peer review/feedback, analysis of the effectiveness of teaching design & delivery ▪ Participating in teaching-related observations and mentoring activities to improve professional practice ▪ Engaging with formal internal quality assurance processes mediated by an external examiner. ▪ Engaging in training and development opportunities to further develop their educator skills

4.2.3) Descriptor 3 (Senior Fellow of the HEA)

UKPSF information		
Description	**Typical Role**	**Example Activities**
Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related to academic or professional practices VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include: a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas b. Experienced subject mentors and staff who support those new to teaching c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution	▪ Demonstrating leadership in the design, delivery and evaluation of programmes of study, at various levels ▪ Designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate ▪ Incorporation of discipline and pedagogic research and/ or scholarship into learning and teaching, and evaluating its effectiveness. ▪ Ensuring that programme design and delivery complies with relevant quality standards and regulations ▪ Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning ▪ Operational leadership within own institutional setting (e.g. in developing and/or leading local policy implementation, participating in relevant committees; participating in peer review of programme validation and subject review, participation in the PREP Framework Review Board) ▪ Providing pedagogic leadership in initiatives/ projects, providing peer feedback eg as a mentor education developer

4.2.4) Descriptor 4 (Principal Fellow of the HEA)

UKPSF information		
Description	**Typical Role**	**Example Activities**
Demonstrates 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: I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments II. 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 III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices	Individuals, such as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include: a. Highly experienced academics and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning b. Staff responsible for institutional strategic leadership and policy- making in the area of teaching and learning c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution	These should include combinations of: ▪ Strategic leadership in relation to the management of change and innovation to enhance student learning across the institution or of wider influence, eg innovations in learning and teaching practice ▪ Making a significant and sustained leadership contribution to teaching and learning developments within the institution at a policy level (e.g. initiating and/or leading policy developments; participating in (and often chairing) programme evaluation, discipline/subject review and other audit-related activity), including where appropriate reviews of quality assurance and quality enhancement processes ▪ External roles (e.g. consultancy /professional advice, external examining, institutional reviews, programme evaluations, contributions to scholarly and professional societies, contributions to wider policy making and the development of professional practice) ▪ Achieving national and/or international recognition through contributions to policy developments, publication and the presentation of novel ideas (e.g. via conference keynotes) in areas related to teaching related developments, including pedagogic innovation, applied (e.g. educational, pedagogic) research and scholarship. ▪ Integrated academic practice (successfully balancing multiple roles)

5) Application Process

Please note that to apply for Descriptor 2 (Fellowship) or above you will normally have had more than 3 years (full-time equivalent) experience in a teaching or related role within higher education.

5.1) Attend an Introduction Workshop

These short workshops overview the UKPSF, the significance of each of the Descriptors and the relationship between these and the three Dimensions of Practice. The session will provide information on the scope of requirements for Portfolios, facilitate reflection on your role and help you to decide on the most appropriate Descriptor to submit to. The aim of the workshop is that you should be able to decide on the Descriptor for your application, begin collating your evidence and completing your portfolio form.

5.2) Arrange your Mentor and Register your interest

All those following the Portfolio route need a **mentor** who is an experienced educator, holds at least the HEA Descriptor (1-4) for which they are applying and can provide guidance on meeting the PREP Framework/UKPSF requirements. The PDU hold a list of names of those with the appropriate experience, but you will need to organise a mentor for yourself. Please also see section 6.5.

Fill in the Registration form (template given in Appendix 1 and available from http://www.southampton.ac.uk/pdu/Academic%20Practice/Teaching%20&%20Learning/Framework/prepframework. html. This asks you to select the review board to which you will be submitting**. Portfolios need to be submitted a minimum of four weeks before the Review Board date**, to allow time for internal marking and external moderation.

5.3) Portfolio Descriptors 1-3

The descriptions below follow the Portfolio sections and apply to applications for all HEA Descriptors (D1 – D4). Forms for each Descriptor are available for download from the website. A list of examples of evidence for each of the UKPSF dimensions are given in Appendix 4, with examples of Portfolio Cases in Appendix 5 (not yet available, to be added when agreed).

Section 1, Applicant Information

This asks for background information which must be completed by applicants for all Descriptors.

Section 2, Your Development and its mapping against the UKPSF

This is to provide a broader picture of your learning and teaching activities, evidenced through compact descriptions which you are required to map against the UKPSF.

Section3, Evidencing the UKPSF Dimensions

The core of this section is writing four compact cases in which you describe and analyse examples from your practice, as appropriate for the UKPSF Descriptor for which you are applying. Having framed the activity, and explained why it is appropriate for your application, your writing should succinctly highlight the important features, your engagement/ involvement / role, the reasoning behind your thinking, an appropriate analysis of the effectiveness of activity along with an overview of any data which supports your conclusions. This is a narrative about what works and why, and the evidence for your conclusions. Your writing should also demonstrate that you have engaged in purposeful reflection about the learning and teaching processes of your discipline, referencing ideas, models etc from the literature as appropriate to support your discussion.

Submission in other formats is also possible, as long as you still cover the scope of content indicated above. If you would like to discuss different formats please contact Paul Riddy, pjr1@soton.ac.uk.

(As part of the assessment you will be required to discuss your Portfolio with the Review Board in a 15-20min professional conversation, described in section 8. This is an opportunity to discuss your work and supplement the evidence presented in your Portfolio.)

(Section 3) Other Information

This might include information on specific L&T roles which didn't find a place in your previous writing, eg participation in module or program design, participation/co-ordination in committees such as deciding on technology innovation, running a journal club etc.

Section 4, Referees

Your referees should know your work as an educator well.

- One of your referees will normally hold HEA recognition at or above the Descriptor for which you are applying
- One must be a current employee of the University of Southampton

They should be able to comment on the scope of your educational activity and your achievements, highlighting practice which supports your portfolio. Please make sure referees have seen your portfolio, are aware of the criteria of the Descriptor for which you are applying, and have received a copy of the Referee Guidance notes (provided in Appendix 3).

It is your responsibility to collect the references for submission with your portfolio. If a referee wishes their reference to be private then they may give it to you in a sealed envelope (preferred), or submit directly to the PDU electronically or as a paper document.

5.4) Portfolio Descriptor 4 / Principal Fellow

Typically individuals will normally have demonstrated significant experience of hands-on education which has evolved through education leadership roles to their work having wider strategic significance and impact, both through their activities and publication in the education domain, within their discipline or of a more generic nature. There is a separate Portfolio Template with guidance notes for this Descriptor downloadable from the PDU website.

5.5) Submitting your Portfolio

Please submit section 1 (personal information), the main part of your portfolio (sections 2 & 3) and your references (section 4), as ONE document.

Please submit your document electronically and check before submission that they can be read on a PC type computer and that the document structure is maintained. (We have received files created on Apple Macs which were unreadable on a PC.)

Please submit your document to the PREP Framework administrator, Karen Hockley, K.A.Hockley@soton.ac.uk . Karen will acknowledge your application and send you a timetable for the assessment and your presentation to the Review Board.

If you have any questions please get in touch with Karen or K.A.Hockley@soton.ac.uk

5.6) Your Professional Conversation with the PREP Review Board

You will be asked to discuss your Portfolio with the Review Board in a 15-20min professional conversation which provides an opportunity to supplement the evidence presented in your Portfolio. This will be timetabled for one of the Review Board meetings. Following the discussion you will be asked to retire for a few minutes whist the board members consider the evidence from your portfolio, your professional conversation and references, before making their decision. The result and initial feedback will then be given to you, with written feedback following.

Descriptor 4

As above, except that your application will be reviewed by three specialist assessors, one being an external HEA accreditor, and/or from an institution with a CPD scheme accredited to HEA Descriptor 3 or above. These three will form a Review Board for making the final decision on the Principal Fellow applications they have assessed.

5.7) Briefing sessions and Review Board Dates

There are roughly 6 Review Boards and 6 Briefing sessions / annum. Please see the PREP Framework web pages for current details:
http://www.southampton.ac.uk/pdu/Academic%20Practice/Teaching%20&%20Learning/Framework/prepframework.html

6) Compiling Your Portfolio Evidence Base

Engaging with the PREP Framework process should be seen as an opportunity to develop your educator role as well as to meet any faculty or institutional requirements. Your application needs to provide evidence of professional development and of engagement with the wide and constantly evolving body of generic and subject based literature on pedagogic research and developments. Examples of activities which you can use to evidence the Dimensions of the UKPSF include:

6.1) Participation in Workshops and Related

 Examples of workshops include:

1. CPD sessions in the standard PDU portfolio
2. discipline-based sessions
3. cross-university sessions
4. external education related events organised by the HEA, SEDA (Staff and Educational Development Association), professional bodies or equivalent.

Most Faculties / Academic Units hold a number of education focussed events during the year, often targeting specific themes which have arisen as a result of student feedback or through the annual LTERAP (Learning and Teaching Enhancement Review and Action Plan). Such events can prove very useful in enhancing your knowledge about specific topics within your discipline context.

The full programme of PDU events is available through www.staffbook.soton.ac.uk and the other organisations mentioned have events sections on their websites.

Appendix 7 contains a Reflective Log Proforma which you might find useful to support your reflection around any events or activities in which you participate.

6.2) Peer Development

The university policy on Peer Development is available at http://www.soton.ac.uk/quality/docs/Peer_Development_of_Teaching_Policy. In outline, peer development can include the direct observation of teaching (of you, or by you), but can also be extended to any aspect of teaching practice, including pastoral support, educational resources, learning technologies, assessment, at any point in the student life cycle. It must involve dialogue and discussion about teaching with a peer with the aim of encouraging reflective practice, constructive feedback, staff engagement and sharing of good practice. It can include students of any levels (UG, PGT or PGR).

Your peer development activity should be something that is in addition to your normal mentor meetings and should be something that helps to develop an area of your skills that you have identified needs development. Please feel free to discuss with a tutor what would constitute a useful peer development activity.

You are strongly recommended to ensure some written report is made of any peer development activity. There is no proforma for this (because of the varied nature of the activity) however the reflective log proforma (appendix 7) could be used for this purpose.

6.3) Analysis and Reflection on Feedback

Every time we teach informal feedback flows back from the learners in our session. This informal flow of feedback can be mediated through employing a variety of techniques to bring more objectivity to our interpretation of how sessions are running.

Many modules use formal feedback methods such as Student Evaluation Questionnaires (SEQs) and Staff-Student Liaison Committees (SSLCs), which contribute useful information to the wider picture of how our learning support and teaching is received by the students. The results of formative and summative assessments also provide an indication of how effective our learning and teaching process is for supporting student learning. These are often usefully supplemented by discussions at examination boards along with the comments of the external examiner. On a wider scale, results from the National Student Satisfaction Survey (NSSS) and from Periodic Subject Review reports may highlight strengths or weaknesses within particular disciplines.

Objective and dispassionate consideration of the results returning from these and other sources can give information useful for improving or refining aspects of our educator practice. It's too easy to give more weight than appropriate to

individual evaluations, so it's important to analyse results for teaching methodologies and patterns in practice that are working well, or need to be revised.

6.4) Keeping up to date

We appreciate that you will have a wide portfolio of activities of which education is but one area. The majority of individual roles will not involve becoming a specialist in education research, but the scope of activities given in section 4 and appendix 4, and the list of publications in Appendix 6 are resources which you can use to keep contact with developments in education practice and research which will support your role as an educator.

6.5) Support within your Faculty / Academic Unit

The main guidance for supporting you in writing a successful application comes through your **mentor**, who will not normally be your line manager. The PDU hold a list of individuals who they know can fulfil this role, but discuss the question with your line-manager / academic mentor who may know of other individuals.

The mentor will normally be an experienced educator who has achieved at least the HEA Fellowship Descriptor for which you are applying. She or he will be fully conversant with the UKPSF and they should be able to act as a critical friend, that is, someone who helps you with the process of thinking about what you are learning. Their role is to facilitate your engagement with evaluation, reflection on and development of your educator practice and role, the links between your study and what actually happens in the classroom or other teaching/ learning environment. This includes the scope of your educator role for your application Descriptor, discussing the evidence that you will need to provide and its alignment with the dimensions of the UKPSF. Your mentor will also be able to point you towards development opportunities, such as internal events and opportunities, and sources of information on education related workshops running within the institution and further afield. Mentors will not normally be required to formally assess participants' work.

Along with consideration of the wider scope of your role, your learning and teaching and related activities will form part of your annual Personal Performance and Development Review (PPDR). You should take the opportunity the PPDR provides to highlight your progress with the PREP Framework process and raise any associated issues.

6.6) Descriptor 4
See Appendix 8 for details of specific evidence required for Principal Fellow (Descriptor 4).

7) PREP Framework Management and Administration

The PDU is co-ordinator for the PREP Framework processes. PDU staff provide additional support to those staff within your Faculty, for example through providing training for mentors and responding to queries where necessary. The PDU also organises the Introduction Workshops and meetings of the Review Board, and a member of staff from the PDU will initially participate in the portfolio moderation and all Review Board meetings.

The interim PREP Management Group (PREPMG) membership will provide cross institution representation for guidance of all aspects of the PREP Framework, including the integration of PGCAP, ILTeR and other education development activities. The PREPMG membership will overlap with the Academic Career Development Advisory Group (ACDWG) to which it will report.

The PREP Framework has been designed to integrate with the Universities Reward and Recognition and Equality and Diversity processes.

7.1) Quality Monitoring and Enhancement

Assessment is conducted as in section 8, with the assessment of all portfolios being first internally moderated. An external reviewer/examiner will be included in the membership and will provide external moderation of the level of portfolios with respect to the HEA requirements for the UKPSF, which she/he will bring to the PREP Review Board.

The formal Quality assurance oversight will initially be provided by the interim PREPMG , advised by our external reviewer, and reporting to the ACDWG and to the Pro VC Education and the Student Experience. The PREP Framework portfolio results are validated through the Education School and reports to its Quality Assurance committee.

Participants will have the opportunity to have their say on the effectiveness of the process and quality of the support in the following ways:
- Participant evaluation questionnaires
- Participant representation in Focus groups
- Participant representation in the PREP Framework review meetings

The ways in which the quality of the programme is checked, both inside and outside the University, are:
- External Reviewer, who produces an annual report on the programme
- Accreditation by the Higher Education Academy
- Annual evaluation of the PREP Framework process
- 5-yearly in-depth review
- External inspection by the Quality Assurance agency for Higher Education, as part of the institutional review process.

The annual review will be conducted by the PREP Framework team and reported to the PREPMG. The report will bring together participant information, portfolio assessment results, evaluation data and participant feedback.

7.3) Complaints and Appeals

Complaints and appeals will initially operate through the PREP Special Considerations committee, reporting to the Education School. The PREP Framework will also comply with institutional guidelines for _appeals_ and _complaints_, as given in the University Calendar (http://www.calendar.soton.ac.uk/).

8) Assessment of your Application

8.1) The Review Process

For assessment, Portfolios will be assigned to a member of the Review Board, where possible drawn from your faculty or academic unit. The assessor will be looking for evidence that you have met the criteria (see below) as appropriate for the Descriptor for your application, and that you are keeping your professional development up to date. Initially all Portfolio assessments will be moderated by another member of the Review Board.

8.2) Your Meeting with the PREP Review Board

You will be asked to discuss your Portfolio with the Review Board in a 15-20min professional conversation which will raise questions to confirm the content of your portfolio and provide an opportunity to supplement the evidence presented. This will be timetabled for one of the Review Board meetings. Following the discussion you will be asked to retire for a few minutes whist the board members consider the evidence from your portfolio, your professional conversation and references, before making their decision. The result and feedback will then be given to you, with written feedback following if requested, or if your application is unsuccessful..

Feedback will be given against the assessment criteria (below) for the relevant Descriptor. This is likely to include:

Outcome	Feedback
Successful	Strengths, areas for development, advice about sharing good practice and next steps
Not yet successful, minor corrections required	Strengths, areas for development, gaps and areas for concern, corrections guidance and timeline for resubmission of Portfolio
Not yet successful, resubmission and meeting with the Review Board required	Strengths, areas for development, gaps and areas for concern, corrections and development required, guidance and timeline for resubmission

Where necessary, there will be one opportunity for a full resubmission, with the timeline to be agreed in conjunction with the individuals mentor.

The **Review Board** will be made up of a small team of staff drawn from the faculties and members of the PDU who are experienced in accreditation against the UKPSF, initially working with an external reviewer (HEA accreditor). The Review Board will both ensure consistency in the review process and develop new members into the reviewer role. (As the pool of reviewers grows it is anticipated that the review process will be devolved to boards local to the faculties and/or professional service divisions).

For Descriptor 4,

As above, except that your application will be reviewed by three experienced assessors, one usually being an external HEA accreditor, and/or from an institution with a CPD scheme accredited to HEA Descriptor 3 or above. These three will form a Review Board for making the final decision on the Principal Fellow applications they have assessed.

As indicated earlier, Quality Assurance oversight will initially be provided by the interim PREPMG, advised by our external reviewer, and reporting to the Academic Career Development Advisory Group.

8.4) HEA / PREP Framework Assessment Criteria

Associate Fellow (D1)

- significant experience of the areas of professional activity, as aligned to the UK Professional Standards Framework
- your use of core knowledge and professional values
- your awareness of pedagogical issues, both generally and within your own discipline
- your ability to choose, adapt and apply methods and approaches to learning and teaching that are relevant to the context in which you work
- your informed understanding of pedagogy to explain and justify your examples of practice
- creative ways you approach your teaching and support your students' learning
- where you have adopted different approaches or adapted according to the different needs of particular student groups
- the way you integrate scholarship, research, and professional activities with teaching and supporting learning
- synergy between research, scholarship and professional activities with your teaching and your students' learning experiences
- your ability to demonstrate that evaluation and continuing professional development inform your practice

Fellow (D2) and **Senior Fellow** (D3)

- significant experience of the areas of professional activity, as aligned to the UK Professional Standards Framework
- sustained record of effectiveness in relation to teaching and learning
- how you demonstrate organisational, leadership and/or management of specific aspects of teaching and learning provision
- how you have made a commitment to all the Professional Values
- deep understanding of pedagogical issues, both generally and within your own discipline
- your ability to choose, adapt and apply methods and approaches to learning and teaching that are relevant to the context and level in which you work
- your informed understanding of pedagogy to explain and justify your examples of practice in your reflective commentary and cases of professional practice
- ways in which you support those new to teaching
- the way you integrate scholarship, research, and professional activities with teaching and supporting learning
- the synergy between research, scholarship and professional activities with your teaching and your students' learning experiences
- your ability to demonstrate that evaluation and continuing professional development inform your practice
- your educational philosophy, the underlying reasons and values that frame your academic practice and how you ensure its currency.

Senior Fellow applications will also need to demonstrate increasing sphere of influence, including beginning to influence educational practice across the institution.

Principal Fellow (Descriptor 4) is available with the D4 Portfolio template (Appendix 8 of this document)

Appendix 1:   PREP Framework Registration of Interest Form

Section 1.   Applicant Information
Name:
Role (eg Post Graduate Teaching Assistant / Librarian / Technician, Lecturer, Education Developer) :
Academic Unit & Faculty / Professional Service:
Staff Number:

Email address:	**Ext:**

Please indicate the Fellowship Descriptor for which you are applying:

Associate Fellow (Descriptor 1)	Fellow (Descriptor 2)
Senior Fellow (Descriptor 3)	Principal Fellow (Descriptor 4)

(Please see the tables in section 4.2 and notes in section 7 for further guidance **)**

Please see the website for the Review Board dates and indicate below that which you intend to submit your Portfolio to.
http://www.southampton.ac.uk/pdu/Academic%20Practice/Teaching%20&%20Learning/Framework/prepframework.html

Date of Review Board	
1st choice	
2nd choice	

Please Note:
This form should be submitted a minimum of 8 weeks before the Review Board meets.
Your Portfolio and two references must be received 4 weeks in advance of the Review Board date.
Referees must have received a copy of your portfolio before writing their reference.

Mentor name :
Email address:
Please provide the name of your referees:
Referee 1:
Referee 2:
Referee 3: (only needed for Principal Fellow applications)

Please sign your name (or add electronic signature) below and date the form.

Signature: Date:

Please **submit your registration form** to k.a.hockley@soton.ac.uk

Appendix 2:   Portfolio Template for Descriptors 1-3 of the UKPSF

Section 1. Applicant Information	
Name:	

Role (e.g. Post Graduate Teaching Assistant / Librarian / Technician, Lecturer, Education Developer...)

Please confirm the Fellowship Descriptor for which you are applying:

Associate Fellow (Descriptor 1)   Fellow (Descriptor 2)   Senior Fellow (Descriptor 3)

Faculty (where applicable)	**UoS Contract start date (month/year):**
Academic Unit / Professional Service / Other	**Length of Contract:**
Staff Number *For the purpose of equality monitoring, personal data held on the UoS HR system will be accessed for all applications and it would be helpful if you could please ensure this data is up-to-date via MyView*	**Full or part time:**
	Total number of years teaching in Higher Education:

Please list any relevant learning and teaching qualifications or awards you hold, with the dates awarded:

Award	Date

Please sign your name (or add electronic signature) below and date the form.

Declaration
I declare that the information provided on this form is accurate to the best of my knowledge.

Signature: Date:

Your application should be submitted a minimum of 4 weeks before the Review Board date.
Please **submit your application and any associated documentation** to k.a.hockley@soton.ac.uk

Section 2.   Your Development and its mapping against the UKPSF

Use this section to provide information of the scope of L&T activities in which you have been engaged, appropriate to this Descriptor. Alongside face-to-face learning and teaching activities, you can include more educationally relevant organisational and strategic work, such as involvement in leading modules or programmes, participation in programme boards or other committees etc. In some descriptions, you should also indicate where and how you have actively developed yourself, and the contribution this has made to your educator role.

A list of ten to twelve activities should normally be sufficient.

	Demonstrating Engagement with the UKPSF	UKPSF dimensions		
	Examples from your Practice	**A 1-5**	**K 1-6**	**V 1-4**
1	eg Design of session... The session demonstrates the aligned approach advocated by Biggs utilising Blooms taxonomy for selection and construction of the learning outcomes, as discussed in in the PGCAP programme	1	2, 3	2,3
2	eg Future developments... There was a mismatch between the ?? activity and the LOs which can be rectified by ?? I would modify activity ?? in order to provide me with better feedback about students ability to apply the concepts explored	1,34	2,3,5	2
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Please note: A, K and V and their associated numbers used as headings in the columns above refer to the Areas of Activity, Core Knowledge and Professional Values as described in the UK Professional Standards Framework. Further details are available in Section 4 and from the PREP Framework website (under development):
http://www.southampton.ac.uk/pdu/Academic%20Practice/Teaching%20&%20Learning/Framework/prep.html

Section 3. Evidencing the UKPSF Dimensions

Please see the examples of activities in Section 4 and Appendix 4 of the PREP Framework handbook for examples of evidence.

Taking a case approach, for each example/activity:

- **Describe the activity and explain why it is appropriate for evidencing this Descriptor (ie D1-D3)**
- **(For D1 & D2 applications, example 1 should reflect on a session you have delivered and which was peer observed)**
- **Discuss the design, delivery and evaluation of the activity**
- **Critically reflect on the overall effectiveness/success of the activity**
- **(If you are discussing a teaching session describe and explain any changes you would make.)**
- **illustrate how the activity is underpinned by your core knowledge and influenced by your professional values, and highlight any implications for your professional development in this area**
- **Provide evidence of engagement with the educational literature on this topic**

Further guidance is provided in 'Compiling your Portfolio Evidence base', section 6 of the Handbook
You have a maximum of 4000 words in total, to allocate to the four cases, divided between each as you wish. Please give the word count at the start of each case.

Example 1.
For **Descriptor 1 & 2 applications only,** this example will normally be a reflection on what you have learnt from the delivery of a session which has been peer observed. You should include a session plan and a copy of your peer observation form.

Example 2.

Example 3.

Example 4.

Other Information
Please use this space to provide any additional information you would like to submit in support of your Portfolio; e.g. activities undertaken in professional bodies or subject associations which further develop learning and teaching. Projects undertaken by a group or team are valued as much as individual activities (200 words)

Section 4. Referees
Your referees should know your work as an educator well. (See also guidance notes in Appendix 3 over page)
- One of your referees will normally hold HEA recognition at or above the Descriptor for which you are applying
- One must be a current employee of the University of Southampton

Referee 1.

Name:	
Job Title:	
Academic Unit / Professional Service:	
Email address:	

In what capacity can this individual comment on your learning, teaching and related practice?

Referee 2.

Name:	
Job Title:	
Academic Unit / Professional Service:	
Email address:	

In what capacity can this individual comment on your learning, teaching and related practice?

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 Higher Education Academy.

The applicant will provide you with a copy of their application and brief you on 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.

Please base the reference on your knowledge of their learning and teaching work and on how she/he meets the HEA assessment criteria in section 8, 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 should refer 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 PDU 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 ILIaD, Professional Development, via k.a.hockley@soton.ac.uk.

Appendix 4:   Using the UK Professional Standards Framework: Dimensions & Examples

Section A – Areas of Activity
Activities undertaken by teachers and supporters of learning

Areas of Activity	Examples
A1 Design and plan learning activities and/or programmes of study	Engagement in a variety of learning activities – at a variety of levels e.g. – micro: individual/one to one or small group sessions – meso: module sessions; course or programme level – macro: policy, HEI, professional body level – learning materials design, use by others
A2 Teach and/or support learning	Engagement in appropriate teaching and learning strategies including: – use of a range of teaching approaches and modes of delivery – use of relevant assessment approaches with a variety of groups – selection based on educational evidence and values – peer development /observation
A3 Assess and give feedback to learners	Engagement with appropriate assessment strategies including: – use of assessments relevant to learning outcomes / assessment designs – appropriate assessments for the student profile – engagement in formal quality assurance processes relating to assessment – selection and use of appropriate feedback mechanisms – moderation roles, external examining
A4 Develop effective learning environments and approaches to student support and guidance	Engagement with: – different media and technologies, both physical and virtual – different kinds of learners e.g. international, culturally diverse, special needs home-based, full-time, part-time, etc. – different modes of learning e.g. distance-based, blended,work/practice-based etc. – peer feedback
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	Engagement in: – self-reflective practice – proactive planning – participation in a range of activities to extend professional learning – successful involvement in/completion of relevant teaching-related qualification(s) / portfolios – changes in practice following CPD activity

Section B – Core Knowledge
Knowledge needed to carry out the Activities

Core Knowledge	Examples
K1 The subject material	− Academic or practice-based knowledge appropriate to the unit of study − Range and level of subject focussed teaching − Publications with a subject focus − Participation in subject associations
K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	− Knowledge and understanding of a range of teaching methods and approaches − Appreciation of criteria for selecting and using appropriate approaches to facilitate learning − Alignment of teaching, learning and assessment − Familiarity with literature (both generic and, as appropriate, discipline focussed in relation to theories of teaching − Peer review of self and others − Pedagogically based publications
K3 How students learn, both generally and within their subject/disciplinary area(s)	− Familiarity with literature (both generic and, as appropriate, discipline focused) in relation to theories of learning − Publications on learning and teaching
K4 The use and value of appropriate learning technologies	− A range of technologies to enhance learning, including current innovations which support a diversity of learners, including those with visual and/or hearing impairments − The effectiveness of technologies for individual contexts − Development of e learning resources
K5 Methods for evaluating the effectiveness of teaching	− Range of evaluation techniques − Evaluation resources developed − Rationales for choice of evaluation methods and ways of using associated outcomes − Impact of evaluation activity
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	− Knowledge and understanding of the implications of building a quality culture, for example, at session, module and course levels, within academic and/or practice-based settings. − Involvement in review and validation activity − External examiner activity

Section C – Professional Values

Values which someone performing the Activities should embrace

Professional Values	Examples
V1 Respect individual learners and diverse learning communities	− The use of learner-centred approaches to teaching where appropriate − A concern for individual progress and achievement − Sensitivity to a range of background factors (eg cultural, ethnic, socio economic) that may impact on learning − Knowledge of relevant legislation in relation to eg disability, equality and diversity − The promotion and facilitation of student responsibility and autonomy − Curriculum developments reflecting the above as /where appropriate
V2 Promote participation in higher education and equality of opportunity for learners	− Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice − Knowledge of in-reach and out-reach initiatives in, for example, schools and partner colleges − Curriculum developments reflecting the above
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	− Teaching which is clearly informed by subject research − Teaching which is informed by research and scholarship in subject pedagogy − Teaching which is demonstrably fit for purpose − Knowledge and use of subject pedagogy literature − Curriculum developments reflecting the above
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	See above

All of the above could be evidenced through your evaluations of/reflections on:

− Peer and student feedback
− Design of teaching materials
− Teaching and learning philosophies, strategies and methods
− Teaching session/programme materials and resources
− Organisation and approaches taken to tutorial support
− Online logs, blogs, and discussion boards

Appendix 5:   Examples of Portfolios

<table>
<tr><td colspan="5">Section 2.   Your Development and its mapping against the UKPSF

Use this section to provide information of the scope of L&T activities in which you have been engaged, appropriate to this Descriptor. Alongside face-to-face learning and teaching activities, you can include more educationally relevant organisational and strategic work, such as involvement in leading modules or programmes, participation in programme boards or other committees etc. In some descriptions, you should also indicate where and how you have actively developed yourself, and the contribution this has made to your educator role.

A list of ten to twelve activities should normally be sufficient.</td></tr>
<tr><td colspan="2">Demonstrating Engagement with the UKPSF</td><td colspan="3">UKPSF dimensions</td></tr>
<tr><td colspan="2">Examples from your Practice</td><td>A 1-5</td><td>K 1-6</td><td>V 1-4</td></tr>
<tr><td>1</td><td>eg Design of session. The session demonstrates the aligned approach advocated by Biggs utilising Blooms taxonomy for selection and construction of the learning outcomes, as discussed in in the PGCAP programme</td><td>1</td><td>2, 3</td><td>2,3</td></tr>
<tr><td>2</td><td>Design of PGR Training programme for Humanities. Creation of a set of training statements with set outcomes (using Bloom's taxonomy) across the training programme.</td><td>1, 4, 5</td><td>1, 2, 6</td><td>4</td></tr>
<tr><td>3</td><td>Teaching on a PGR programme. Between 2005 and 2010 I regularly taught a number of the sessions on the programme. I utilised audience appropriate teaching methods to engage the diverse range of learners at PhD level.</td><td>2</td><td>1, 2, 3</td><td>1</td></tr>
<tr><td>4</td><td>Feedback/Assessment: I developed a system of reflective reporting in 2008. Students submit a 200 word reflective report on their activity to ascertain their expectations, what they got from the session, how their practice might change as a result and what training they will do next. Reports are submitted in order to gain credit, but also function as a means of assessing how the training might be improved to meet student need.</td><td>3</td><td>5</td><td>3</td></tr>
<tr><td>5</td><td>Online training – mindful of the diverse nature of the PGR cohort (40% of our PGR students are part-time, many are mature, many are overseas students, many are returning to study after many years, etc.) I have developed online PGR training which can be accessed at a distance, as and when students need it, and revisited as a refresher for the face-to-face sessions in the programme.</td><td>1, 2, 4</td><td>2, 3, 4</td><td>1, 3</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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</table>

(Associate and Fellow Case Examples not yet available, to be added when agreed)

Senior Fellow: Examples of mapping L&T activities against the UKPSF

Section 2. Your Development and its mapping against the UKPSF			
Use this section to provide information of the scope of L&T activities in which you have been engaged, appropriate to this Descriptor. Alongside face-to-face learning and teaching activities, you can include more educationally relevant organisational and strategic work, such as involvement in leading modules or programmes, participation in programme boards or other committees etc. In some descriptions, you should also indicate where and how you have actively developed yourself, and the contribution this has made to your educator role. **A list of eight to twelve activities should normally be sufficient (you can expand in a Case description if appropriate)**			
Demonstrating Engagement with the UKPSF	**UKPSF dimensions**		
Examples from your Practice	**A 1-5**	**K 1-6**	**V 1-4**
1 **Running a Viva workshop.** This workshop was requested by a member of the XX department to support staff new or with limited experiences of conducting a viva with final year UGs or masters students. The workshop was jointly run and used the experience of the group to devise their own sets of assessment criteria. They contrasted these with those in use and unpacked a number of ambiguities which arose, to achieve a common understanding of terminology. They then applied the original criteria to assess the performance of a staff member conducting a viva role play. Aural feedback indicated the workshop was appropriate and effective.	1,2,4,6	12,3,5	2,3
2 **Teaching by Video Conferencing support and development**. Experienced in the use of VC for educational purposes, I designed and delivered hands on training in the use of VC for multiple site lectures, for staff in health sciences and our standard workshop programme. Sessions integrated pedagogic design with the organisational, presentation and audience engagement requirements for this medium. Discovering the physical organisation of the spaces was inadequate, I researched the layout and configuration which would best support the pedagogical process and worked with the institutional audiovisual team to produce template designs which have been become their standard.	1-6	1-4	1-4
3 **OIKODOMOS.** Funded by the EU Virtual Campus Programme, the project brought together schools of architecture and urban planning from around Europe to explore how online collaborative working spaces could be used for blending virtual, face-to-face and cross discipline education. My roles were educating participants about pedagogic design and its application in online environments, pedagogic input to the technical design of the environments and processes they needed to support, evaluation of the overall effectiveness of the L&T process including the difference between the experiences of those working only virtually and those who also participated in the face-to-face component. *(expanded in Case description example 1, see below)*	1-6	1-6	1-4

Please note: A, K and V and their associated numbers used as headings in the columns above refer to the Areas of Activity, Core Knowledge and Professional Values as described in the UK Professional Standards Framework. Further details are available in Section 4 and from the PREP Framework website

Senior Fellow Case examples

Case Example 1: Module design and redesign (689 words**)**
Over the last three years, and accompanying the delivery of the new *...with Mobile and Secure Systems* variant degrees which I designed, and in preparation for a new *Cybersecurity MSc* whose development we are starting in conjunction with our new *GCHQ Academic Centre of Excellence status in Cyber Security Research* [GCH12], I designed two new modules: *Mobile Systems* (Pt I) and *Secure Systems* (Pt II). In both cases, the key learning outcomes were practical engineering skills and the confidence to tackle genuinely relevant applications. I chose to align both the activity and assessment to these outcomes by building the modules around practical engineering tasks whose outcomes constituted the majority of the assessment.

For *Mobile Systems* I took a broad definition of "mobile": either small enough to carry or self-propelled. The first task was the development of an application on a Primer2 [STM12] device: a sort of minimalist iPod. This was offered as either an individual or pair assignment and was very challenging for this stage in the degree. Nevertheless, the combination of weekly labs, a device of their own to take home and a single weekly support lecture led each through to success, and to a memorable first-year experience. The second task, developing a vision application on a Roomba [IRO12], involved working in larger groups and, although they were again free to work as they pleased, was not so immersive.

Secure Systems was again project-based but here as well as technique, the learning outcomes needed to include the development of ethical judgement. I chose two real-world systems for the students to investigate; *Mifare* {NXP12} cards, as used for our University access control, and *Chip & PIN*, with the students' examining their own bank cards. The activities were fully engaging and almost all students developed a real understanding of the ethical sensitivities of security work. One did, however "brick" his own bank card, necessitating a visit to the ATM to unlock it.

I inherited *Cryptography* as a Pt IV and MSc module from a colleague who was "bought out" of teaching. It was a 20-credit module which had been delivered through a weekly three-hour lecture and was assessed by a single two-hour exam set in a unique style:

> *Upper Hernia is a very poor country, much afflicted by both environmental catastrophe and an Emperor enamoured of theoretical economics. His last exploit - taking the country off the gold standard and replacing the currency base with snow - resulted in both a run on the Central Bank of Upper Hernia and the destruction of the countries one real profitable industry, the ski resorts. A consequence of this rather tortuous chain of events is that the mountain goats, forced to descend to the valleys in search of food, ate most of their alphabet, leaving them with only eight letters with which to support written communication.*

The class consisted of a mix of (mainly British) MEng Electronics and Computer Science and (mainly Chinese) MSc students; the humour was doubtless lost on some of these. Indeed, as a result of my experience with this module I am working within the AU to ensure that all our modules are realistically accessible to students who (just) meet our admission IELTS 6.5 requirement. I strengthened and aligned the module by introducing new technical material, some of which was taught by a member of the Mathematics department, while introducing a substantive coursework which included practical code-breaking, a case study, and the implementation of an insecure web server. The module appears now to meet the needs of the students:

> *Cryptography was my favourite module of the semester and was exactly what I expected a 4th year course to be like. It was both challenging and interesting, especially as regards the coursework.*
> *If I had one suggestion for improvement it would be to consider outsourcing some of the maths based lectures to maths professors where possible. The lecture on elliptic curves done this way was extremely thorough and clear.*
> *Thank you for redeeming the content of this semester!*

A newly-appointed teaching fellow has been assigned to assist me with Cryptography and I have been supporting his development.

Case Example 2: Online pedagogy for Architecture and Urban Planning (1024 words)
(note correspondence with mapping example 3 above)
OIKODOMOS was a project funded by the EU Lifelong Learning programme (2007-2010) carried out by higher education institutions and research centres from Belgium, France, Slovakia, Spain, Switzerland. The goal of the project was to create a virtual campus to promote the study of dwellings at a European scale, blending online and offline activities within an international context. Within the project, we developed, implemented and tested an educational framework which focused on the learning activities carried out in the online environments specifically created for the

project, as well as in the courses and seminars being held at participating institutions. I was sub-contracted to provide expertise in pedagogy and elearning evaluation.

Initial work leading the "assessment of the learning methodology" work package (WP2) indicated that the virtual campus project which had led to OIKODOMOS had given little attention to consistent pedagogic design.
This was reinforced by early e-discussions within the project consortium, which showed that partner schools were generally similar in their overall conceptual approach to the L&T processes used within their discipline. However, there was little common understanding between partners of their use and application of educational language, process and concepts. With the agreement of the project co-ordinator I therefore shifted my primarily evaluative role to also engage in educational development activities which would build partners knowledge of elearning pedagogy and its application.

As a result of the work of the Tuning Educational Structures in Europe project (Tuning, 2003) in Europe and the involvement of European Association for Architectural Education (EAAE), the partners were beginning to use aims and competences as a basis for defining their students leaning, but there were significant variations in the way these were articulated and employed. I worked with the curriculum development WP leader to request information on aims and learning objectives/outcomes/competences, teaching methodologies and assessments within an activities design template, which each teaching partner would complete. These provided sufficient background information to allow me to plan the educational development and frame it within their existing reference points.

Alongside the work of Tuning, the Bologna process (Bologna, 2005) was beginning to make an impact in the partner institutions and I used these to support their adoption of a student centred model of L&T. Through a combination of short workshop type sessions, guidance documents, input to project development meetings, and discussions with individuals, I engaged partners in using learning outcomes as a basis for defining what students would learn, within Biggs (Biggs & Tang, 2007) constructively aligned model of learning and teaching. Within this Bloom's taxonomy (Bloom, 1956) was used for reflecting on the level of students learning activities and selection of the appropriate verbs used for writing the learning outcomes. I also stressed the alignment of assessment with LOs and the importance of feedback in supporting student learning. Collectively, these elements were used as a basis for, and incorporated into, the redesigned online environment.

In architecture and urban planning the 'Design Workshop' plays a substantial role in the learning process. This project based activity is modelled well by the Experiential Learning Cycle described by Kolb (Kolb, 1984), and I used this as a basis for discussing the partners scaffolding of learning. This helped the partners to scope the sequence of activities within a Design Workshop, which in turn was used as a basis for redesigning an existing virtual Workspace environment to support scaffolding of activities and their component tasks. Following substantial discussion and drafting of Learning Outcomes, I rewrote the learning outcomes into an appropriate format to be used within the Workspace for this project. These were inserted as a set within the Workspace from where they could be associated with activities and tasks as they were established. This was not ideal, but was a pragmatic compromise which allowed collaborative development of learning outcomes to a consistent standard. These were also used within a marking grid within the workspace environment for the grading of the tasks (assignments) and providing feedback.

The project proceeded through parallel development of the online platforms with completion of tasks, some involving collaboration with students from other institutions. A number of face-to-face Design Studios were used as a medium to link these distant collaborations, with selected groups of students meeting in one of the partner cities to substantially finalise the outcomes of their, until now, virtual project. Formally I used observations, structured interviews and student evaluation questionnaires to assess the development and integration of the learning activities and the usability of the learning environments. A summary of the questionnaire results following the final Design Workshop, relevant to this discussion, is given below (XX et al, 2010):

Q.No	Evaluation Questions (Likert scale: 1-4, Strongly agree, Agree, Disagree, Strongly disagree)	% scoring 1 & 2 (N=37)
1	**Do the students experience the intended pedagogy?**	
1a	Was the approach student centred?	69
1b	Do all partners should have a common understanding of the pedagogic / Learning and Teaching (L&T) processes?	70
1c	Are the L&T processes well defined (including the involvement of professionals)?	73

1d	Is the learning platform able to support the L&T processes required?	65
1e	Do the technologies introduce any barriers to the learning processes?	59
2	**How blended have the Learning and Teaching (L&T) process been?**	
2a	the mix of face-to-face and online or elearning	62
2b	the blend of local and Joint Workshops activities	61
2c	the blending of partners activities towards a common goal	61

These reflect the strongly positive response of students to their overall learning experience. This was supported by the staff feedback which indicated students have been engaged by the learning and teaching processes within OIKODOMOS, that they have achieved similar assessment scores to working in other contexts and that the platform supports the pedagogical processes well.

Alongside reinforcing the difficulties of engaging busy academics with implementing well designed pedagogy, this project brought valuable experience of pedagogic design and process within design disciplines. In the words of Van House, "Information artefacts, including texts and images, are not simply reflections or carriers of knowledge. They shape and reflect practice and are instrumental in creating and re-creating knowledge as well as coordinating work across space and time" (Van House, 2003).

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Case Example 3: Development of Humanities PGR Training Programme (758 words)

In 2004/05 the University received funding from the Arts and Humanities Research Council (AHRC) to set up a training programme for postgraduate researchers in the School of Humanities. This remit was given to me and I set up a small pilot training programme consisting of ten training sessions covering different aspects of undertaking a PhD. The programme was mapped to the Joint Skills Statement (JSS) in order to meet RCUK requirements. I continue to manage this programme today; it is now in its eighth year and consists of 38 sessions, run across the academic year with repeats of popular sessions to create a total programme run of 54. The sessions cover research and transferable skills; the Milestones of the PhD (first year presentation; upgrade; submission; Viva Voce); and career pathways (academic and non-academic). Although not compulsory the programme attendance levels for this academic year (2011/12) will exceed 770 from a cohort of 260 active PhD students. The current programme is mapped to the Researcher Development Framework (RDF) which replaced the JSS in 2010. I manage two part-time training staff who teach the research and transferable skills elements of the programme; career sessions are run in conjunction with Career Destinations, the University's careers service; and the rest of the training is delivered by academic staff from the departments within the Faculty of Humanities on a good-will basis. My on-going delivery of this programme demonstrates leadership in programme design; management and coordination of both programme and staff; a continued awareness of internal and external drivers relating to the development of PGR training; an increasing sphere of influence; and an understanding of University and QA requirements to provide high-quality training to postgraduate researchers.

Over the years the programme has gone through a number of significant changes. These changes have been driven by factors outside of the university (RDF replacing JSS for example) and within it (the amalgamation of the three Faculty Graduate Schools into the RDGC for instance) but also through the process of regular review and response to student feedback. The programme is reviewed on an annual basis and the results of this review are written-up in an annual training report which is presented to the committee with oversight for PGR. The report follows a set template: key aspects of the programme for that year; an analysis of attendance levels using previous years for comparison (attendance targets are set annually); a summary of student feedback; and a series of short notes on the activities which bolster the programme (student-led seminar series; any student working groups running that year; reading groups; newsletter; student journal, etc) and a review of the implementation of any new practices which impact on the programme (accreditation; changes to skills analysis). Following a set template allows further analysis between years, something I put into practice in 2009 when I undertook a five-year Evaluation and Assessment Review of the programme, funded through a bid to the GSNG Skills Enhancement Fund.

A regular, annual examination of student feedback on the training has resulted in a series of new initiatives including: the adoption of an 'annual theme' linking activities during the year (2008); accreditation (2008); creation of a student-run, peer-reviewed journal (2007); implementation of cross-disciplinary reading groups (2008); a series of working groups involving student and staff looking at: improving access to training for part-time students (2008), improving finance guidance for PGR (2010), clarity of training information for international students (2011); the creation of a

Career Day (2010) in response to PRES survey results; development of an online programme for distance learners (2007); and the implementation of a short course which trains PGR to teach on the Lifelong Learning programme (2011). These changes have resulted in a more engaged student community, demonstrated through the continued increase in attendance across the programme, year on year. Attendance for 2011/12 is 774; in 2010/11 it was 601; in 2009/10 it was 544; in 2008/09 it was 389. Initiatives such as my accreditation scheme (students can gain credit for attending training and for undertaking activities related to their PhD, for example giving a research paper, getting published or participating in volunteering or outreach projects) have been key in reinforcing the importance and relevance of training activities; ensuring that training complements rather than detracts from the PGR experience. My knowledge in the area of PGR training has been shared within and outside of this institution; most recently (28/06/12) I gave a good practice presentation at the FSHS Away Day; I also regularly report at best practice events run through AHRC, ESRC, UKCGE, Vitae and ASHPIT.

Humanities PGR training booklet 2011/12
http://www.southampton.ac.uk/humanities/postgraduate/research_degrees.page

Appendix 6: Useful Reading for the PREP Framework

A wide range of educational literature is available from the University Libraries including both hard and online copies of textbooks and journals.

Support for using the University Library can be found through:
Library facilities, including library support via the librarian responsible for Education, explanatory materials and on-line tutorials (**www.library.soton.ac.uk**)
General computing facilities and support from Information Systems Services (ISS) via ServiceLine and on-line tutorials (www.iss.soton.ac.uk).

'Core texts'

Butcher, C, Davies, C & Highton, M (2006). Designing Learning: from module outline to effective teaching, Routledge, Oxford.

Biggs, J. and Tang, C, (2007). Teaching for Quality Learning at University, SRHE & Open University Press, McGraw-Hill Education, Maidenhead. 3rd Edition

Fry, H, Ketteridge, S & Marshall, S (2002). A Handbook for Teaching & Learning in Higher Education:
Enhancing Academic Practice, Routledge, London. 2nd Edition.

Ramsden, P. (2003). Learning to Teach in Higher Education, Routledge, London. 2nd Edition
Copies are available to loan from the Hartley Library.

Online access is available to last three of these books through the libraries WEBCAT http://www-lib.soton.ac.uk/ (you no longer need to login to Webcat to view online books, but you will need to be connected to the VPN if you want to access this from outside the university).

Additional texts

Morss, K, & Murray, R (2005), **Teaching at University, A guide for Postgraduates and Researchers,** Sage Publications, London.

Petty, Geoff, (2010), **Evidence Based Teaching, a Practical Approach,** Nelson Thornes Ltd, UK. 2nd Edition

Quinn F M & Hughes S J (2007), Quinn's Principles and Practice of Nurse Education, Nelson Thornes, 5th Edition, IBSN 9780748797660
This text book is essential reading for nurses and midwives

Additional Online Resources

Bloom's taxonomy of Educational Objectives
- http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm

Effective Learning and Teaching in Higher Education – A commentary by the Teaching and Learning Research Programme (Teaching and Learning Research Programme, 2011, ISBN: 978-0-85473-890-8)
http://www.tlrp.org/pub/documents/UKHEfinal.pdf (checked 20/4/2012)

The Higher Education Academy Professional Recognition page
http://www.heacademy.ac.uk/professional-recognition

The Higher Education Academy has many useful learning and teaching resources:
http://www.heacademy.ac.uk/resources

The Higher Education Academy Evidence Net (also available from the Resources page)
http://www.heacademy.ac.uk/evidencenet

Kolb Learning Styles and Experiential Learning Cycle
– http://www.businessballs.com/kolblearningstyles.htm

Learning and Teaching Enhancement Review and Action Plan (LTERAP)
https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/FormStore/LTERAP/LTERAP%20-%20Guidance%20for%20Faculties.pdf

PDU "Online Resources and links" page
http://www.soton.ac.uk/pdu/resources%20&%20links/learning_and_teaching_links.html

Appendix 7: Reflective Log Proforma

This form is designed to aid reflection on any workshop/learning event in which you participate.

Name:	
Title of Optional Session/Activity	
Date	
Location	
Duration	
Outline of the activity as advertised	

To be completed BEFORE the activity/session

What are you hoping to learn/gain from the session/activity?

To be completed AFTER the activity/session

What did you learn from the session?

1.

2.

3.

4.

To be completed AFTER the activity/session

What might you do differently in your teaching and learning duties as a result of this session/activity?

1.

2.

3.

4.

To be completed AFTER the activity/session

What can you find in the literature to support or discuss what you learnt from the session and/or what you are going to change as a result of the session/activity

Does other evidence support your change? (e.g. evaluation data such as student feedback)

Identify 2-4 elements of the learning event and map them against the UKPSF, briefly giving explaining your reasoning. The UKPSF is outlined in section4 and you were given a separate copy of the UKPSF during your Introduction session.

	Demonstrating Engagement with the UKPSF	UKPSF dimensions		
	Examples from the session	**A 1-5**	**K 1-6**	**V 1-4**
1	eg…the session itself was a good example of well aligned learning, in that the LOs teaching methods and resources were aligned and the assessment of our learning was integrated within the activities.	1, 2, 3	1, 2, 3	3
2	The activity……	?	?	?
3				
4				

Appendix 8: Portfolio Template for **Descriptor 4** of the UKPSF

Section 1. Applicant Information	
Name:	

Role (e.g. / Librarian, Lecturer, Education Developer....)	

Faculty (where applicable)	**Contract start date (month/year):**
Academic Unit / Professional Service / Other	**Length of Contract:**
Staff Number *For the purpose of equality monitoring, personal data held on the UoS HR system will be accessed for all applications and it would be helpful if you could please ensure this data is up-to-date via MyView*	**Full or part time:**
	Total number of years in Higher Education:

Please list any relevant learning and teaching qualifications or awards you hold, with the dates awarded:	
Award	**Date**

Declaration

I declare that the information provided on this form is accurate to the best of my knowledge.
Please sign your name (or add electronic signature) below and date the form.

Signature: Date:

Your application should be submitted a minimum of 4 weeks before the Review Board date.
Please **submit your application and any associated documentation** to k.a.hockley@soton.ac.uk

Section 2.   Mapping your Development against Descriptor 4 of the UKPSF

Please see section 2a for example. Individuals will normally have demonstrated significant experience of hands-on education which has evolved through education leadership roles to their work having wider strategic significance and impact, evidenced both through their activities and publication in the education domain, within their discipline or of a more generic nature. Please provide outlines of evidence for each of the elements given below, with an emphasis on activities during the last five years. All examples should relate to level 4 or above of the Framework for Higher Education Qualifications and you should expand on some examples within your vignettes/case studies in the following section. (The elements, given below, are from the UKPSF Descriptor 4.)

I.   Active commitment to and championing of all Dimensions of the UKPSF, through work with students and staff, and in institutional developments

II.   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

III.   Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning

IV.   Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)

V.   A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

		Period		Used as evidence for elements				
	Description of Engagement with the UKPSF	**From**	**To**	**I**	**II**	**III**	**IV**	**V**
1								
2								
3								
4								
5								
6								
7								
8								

Section 3. Evidencing the UKPSF Dimensions for Descriptor 4

Taking a Case example approach, for each:
- show clearly how you have met the requirements of the elements II to V listed in section 2
- illustrate how each Area of Activity of the UKPSF is underpinned or championed by your Core Knowledge and influenced by your Professional Values
- provide evidence of appropriate research and scholarly activity and of the leadership, management and administration of academic provision and support.
- Draw on and reference some examples from your section 2

Further examples are given in Appendix 4

You can structure the case descriptions of your experience to encompass elements II to V, or use each of these elements as a heading. Whichever format you choose please ensure that the relationship with the elements is clear and that engagement with the wider "..Dimensions of the Framework.." (element 1) comes through in your discussion.

Please give the word count at the start of each case description. Around 1000 words for each case is recommended, but this only a guide and the quality of the reflection is more important than the quantity.

There is however **an upper limit of 5000 words**, but you will have the opportunity for further emphasis or clarification in your professional conversation with the Review Board members.

Example 1.

Example 2.

Example 3.

Example 4.

Other Information
Please use this space to provide any additional information you would like to submit in support of your Portfolio; e.g. activities undertaken in professional bodies or subject associations which further develop learning and teaching. Projects undertaken by a group or team are valued as much as individual activities (200 words)

Section 4. Referees

The role of the referees is to support and recommend you for Principal Fellow, based on a knowledge and understanding of your work and should be able to comment from first-hand experience on your current role. At least one of the referees should be:

- a current employee of the University of Southampton
- be a Senior or Principal Fellow of the HEA
- comment on the ways in which you have directly influenced their practice
- be external to your institution

The Review Board reserves the right to contact your referees for clarification

Referee 1.

Name:	
Job Title:	
Academic Unit / Professional Service:	
Email address:	

In what capacity can this individual comment on your learning, teaching and related practice?

Referee 2.

Name:	
Job Title:	
Academic Unit / Professional Service:	
Email address:	

In what capacity can this individual comment on your learning, teaching and related practice?

Referee 3.

Name:	
Job Title:	
Academic Unit / Professional Service:	
Email address:	

In what capacity can this individual comment on your learning, teaching and related practice?

2) Examples of evidence

The information below is largely copied from the HEA Principal Fellow documentation

2a) For Mapping your Development against the UKPSF, section 2 of the portfolio

You might have:
- Developed or substantially contributed to the development of a learning and teaching strategy underpinned by professional values
- Played a major role in conducting an institution-wide peer review of a teaching scheme incorporating the UKPSF which is then further recognised in promotion structures
- Developed and implemented innovative teaching and learning approaches within your organisation in response to the specific needs of the students
- Led institution-wide work on quality enhancement initiatives
- Provided mentoring and/or coaching
- Developed reward and recognition policies based on the key principles and values of the UKPSF
- Developed an appraisal systems for teaching and the support of learning
- Been involved in the national or international conduct and/or dissemination of pedagogic innovation
- Publications you have written or co-written
- Relevant committee work
- Curriculum development
- Training and development work undertaken
- External examining
- Quality assurance processes and responsibilities
- Networking with colleagues within and outside the institutional context
- Involvement with national and international organisations
- Informal and formal CPD activities in the area of education development – both credit bearing and non credit bearing
- And no doubt there are many others you can think of!

2b) For each element of the five elements of Descriptor 4

I) Championing the Framework

The full descriptor is … '*Active commitment to and championing of all dimensions of the Framework, through work with students and staff, and in institutional developments*'.
This acts as an overarching descriptor in that it should be demonstrated through the examples and reflections incorporated into the other four elements. Use the sub elements of the Dimensions of UKPSF, the Areas of Activity, Core Knowledge and Professional Values as the basis for your thinking about the range of activities you have chosen from your vignettes. An example of how you might illustrate your understanding, use and value of the UKPSF might include how you have used the UKPSF to shape and develop policy, strategy and schemes within your organisation.

Elements II to V

For each of the below, choose relevant examples from your section 2 and draw on the Dimensions of the UKPSF to think about and explain how you contributed strategically to establishing these policies and strategies. Ensure that where you were working with others you make clear what your specific role was in that context.

II) Strategic leadership to enhance student learning

Use this section to evidence how you have provided successful, strategic leadership to enhance student learning. Your main focus should be on how your leadership has enhanced teaching quality in institutional, and/or (inter)national settings.

III) Policies and strategies

Use this section to evidence how you have established effective organisational policies and/or strategies for supporting and promoting others.

IV) Integrated academic practice

Use this section to evidence how you have championed an integrated approach to academic practice. This may be within institutional or wider settings. Teaching in higher education takes place in a complex environment where you may have a multiplicity of roles in which you need to integrate teaching, management, leadership, mentoring, research, administration and various forms of service to the HE community. This is the basis of the integrated approach to academic practice that is expected of Principal Fellows.

V) Continuing professional development

Use this section to evidence your sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices. Choose relevant examples from your section 2 and draw on the Dimensions of the UKPSF to think about and explain how you engage in sustained CPD. The emphasis on 'a sustained and effective record of impact' means that it will not be acceptable for Principal Fellowship to be evidenced solely on the basis of completing a programme or course. However, completion of a relevant programme or course, (in leadership for example) can constitute part of your evidence.

3) HEA / PREP Framework Assessment Criteria

Principal Fellow (Descriptor 4)

The five elements listed in section 2 form the basis for assessing your claim. The assessors will look for evidence in your Portfolio that you have:

- Shown your active commitment to and championing of all Dimensions of the Framework, through your work with students and staff, and in institutional developments (I).

- Demonstrated successful, strategic leadership to enhance student learning, with a particular, focus on enhancing teaching quality in institutional and/or inter)national settings (II).

- Established effective organisational policies and/or strategies for supporting and promoting others in delivering high quality teaching and support for learning (III).

- Championed, within institutional and/or wider settings, an integrated approach to academic practice (IV).

- Evidenced a sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices (V).