**C@N-DO: a professional development scheme for academic and support staff at the University of Northampton**

**Assessment Handbook**

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# Assessment Handbook

This Handbook focuses on the assessment for HEA Fellowship within C@N-DO – the CPD Scheme for members of staff of the University of Northampton who are involved in teaching or who play a role in supporting the learning and teaching on University of Northampton courses. This Handbook sits alongside the general C@N-DO Handbook, and is written for:

* Staff preparing for assessment within C@N-DO, at D1, D2 and D3 (see next paragraph).
* Members of the C@N-DO Assessment Panel.
* Staff supporting participants in C@N-DO.

## 1. C@N-DO & HEA Fellowship – the context for C@N-DO Assessment

### 1.1: Categories of Fellowship

C@N-DO offers professional recognition for staff involved in teaching and supporting the learning and teaching process. This professional recognition is aligned to the UK Professional Standards Framework (UKPSF) (2011) and C@N-DO provides routes to nationally-recognised professional standing as:

* Associate Fellow of the HEA (D1).
* Fellow of the HEA (D2).
* Senior Fellow of the HEA (D3).

|  |  |
| --- | --- |
| **Descriptor 1 (D1)** | **Associate Fellow of the HEA** |
| Staff with at least 1 year teaching/support experience. Typically these are staff who do some teaching/student support but with limited or restricted L&T responsibilities,, such as:   * Career researchers with some teaching responsibilities. * Learning support, demonstrators or technicians with some teaching responsibilities.   Associate Lecturers with a limited teaching role. | |
| **Descriptor 2 (D2)** | **Fellow of the HEA** |
| Established and experienced staff for whom teaching or learning support is a significant element of their role such as staff with experience as:   * Academic or Support staff holding substantive teaching & learning responsibilities. * Experienced professionals with substantive teaching & learning responsibilities including for example within workplace settings. | |
| **Descriptor 3 (D3)** | **Senior Fellow of the HEA** |
| Experienced HE teaching and support staff able to demonstrate sustained impact & influence on the L&T practice of others over a number of years, through:   * Leading, managing, organising programmes. * Mentoring other staff. * Departmental, School or other University responsibilities. | |
| **Descriptor 4 (D4)** | **Principal Fellow of the HEA**[[1]](#footnote-1) |
| Highly experienced academics, able to evidence sustained and effective impact in relation to teaching and learning strategy within their institution, or wider national or international settings, such as staff with:   * wide-ranging strategic leadership and policymaking responsibilities in connection with key aspects of teaching and supporting learning. * strategic impact and influence in relation to teaching and learning that extends beyond their own institution. | |

Figure 1 – UKPSF Descriptors

### 1.2: C@N-DO Assessment Criteria

Assessment for the award of professional recognition is made according to the requirements for the relevant category of Fellowship as laid out in the UKPSF.

Thus, these are the criteria used to assess Fellowship submissions within C@N-DO:



Figure 2 - The requirement for each UKPSF Descriptor – based on: <http://www.heacademy.ac.uk/assets/documents/ukpsf>

Central to these criteria is the requirement that to gain professional recognition individuals must provide evidence of successful engagement with the three sets of ‘Dimensions’ as outlined in the UKPSF:



Figure 3 - The UKPSF Dimensions from:

<http://www.heacademy.ac.uk/assets/documents/ukpsf>

## 2. The C@N-DO Assessment Process

### 2.1: Preparation

As outlined in the C@N-DO Handbook, HEA Fellowship is a form of professional recognition, and before embarking on C@N-DO assessment, members of staff should ensure that they are familiar with both the UKPSF and the C@N-DO Scheme at the University of Northampton, including the particular assessment tasks used for applications through C@N-DO.

In relation to the UKPSF, they should ensure that they are aware of and understand

* the nature of the different categories of Fellowship (Associate Fellow (D1), Fellow (D2) and Senior Fellow (D3)) and the roles and types of professional experience they typically reflect
* the UKPSF criteria for the award of different categories of Fellowship
* the Dimensions of Practice within the UKPSF which they need to demonstrate.

All of these are explained in the C@N-DO Handbook and on the HEA website at: <http://www.heacademy.ac.uk/professional-recognition>.

In relation to the C@N-DO Scheme, they should ensure that they are aware of and understand

* The routes to Fellowship (at D1, D2 and D3) within C@N-DO – see the C@N-DO Handbook
* The C@N-DO Assessment Task for the category of Fellowship appropriate for their role and experience – see C@N-DO Handbook and in the next section of this C@N-DO Assessment Handbook
* The C@N-DO Application forms which should be used for an application – see sections four, five and six of this C@N-DO Assessment Handbook.

**Please Note:**

**Only one submission for a particular category of Fellowship will normally be allowed within a 2-year period. Candidates should ensure that they make a serious attempt to demonstrate that they meet the assessment criteria for the category of Fellowship they wish to obtain.**

**HEA Accreditation of C@N-DO is awarded specifically with respect to the assessment processes and assessment tasks as submitted to the HEA. It is not possible to award Fellowships through C@N-DO except on the basis of these assessment tasks**. **Candidates should ensure they read the assessment tasks carefully and follow the instructions given.**

### 

### 2.2: Submission

When a member of staff wishes to make an application for Fellowship through C@N-DO, they should:

* Complete the C@N-DO Assessment Task for the category of Fellowship appropriate for their role and experience – see C@N-DO Handbook and in the next section of this C@N-DO Assessment Handbook.
* Provide referees with copy of the relevant HEA Referee Guidance Notes (see links from the relevant HEA website – e.g. for Fellow (D2) see <https://www.heacademy.ac.uk/download/fellow-referee-guidance-notes>) and a copy of your completed Assessment Task.
* See the submission deadlines within the C@N-DO CPD Scheme NILE site and follow the instructions for making the submission online through that site.

Submission dates for each C@N-DO Assessment Panel will be publicized via the C@N-DO CPD Scheme NILE site. Candidates must ensure that applications (including references) are made by the given deadline. Late submissions will be considered by the following Assessment Panel.

### 2.3: Assessment Outcomes

The C@N-DO Assessment Panel will review and assess each submission (using the appropriate form from Appendix C) and reach one of two possible decisions for each:

* Fellowship awarded as applied for - For successful applicants attention will be drawn to any particular good practice which you might wish to share within your School
* Fellowship not yet awarded – this indicates that the submission requires further development and unsuccessful applicants will be given feedback as to how to further develop the submission to meet the criteria for the chosen category of fellowship - this will include indication of time needed to meet Fellowship criteria.

### 2.4: Re-Submission

Unsuccessful applicants may be offered an opportunity to re-submit.

Only one re-submission will be allowed and normally re-submission must be made within 3 months of the panel decision. At the discretion of the Assessment Panel, a longer period of time, up to 6 months, may be allowed for resubmission if this is felt to be necessary. This will be clearly indicated within feedback.

Only one submission will normally be allowed within a 2-year period, to give unsuccessful applicants time for the development to meet the required criteria. Exceptionally, the Assessment Panel may recommend that a further submission be allowed after 12 months.

Where the C@N-DO Assessment Panel feel an individual is going to be unable to meet the criteria for their chosen category of recognition they will recommend where appropriate, the option to resubmit at a different category of recognition (if not already recognised).

### 2.5: Appeals

Any member of staff who wishes to make an appeal should direct that appeal to the Director of the Institute for Learning & Teaching, Prof. Alejandro Armellini. However, appeals can only be made regarding the process followed, not the decision reached.

## 3. C@N-DO Assessment Tasks

### 3.1: Overview

Award of professional recognition is made on the basis of evidence by which individuals demonstrate that they meet the requirements of the relevant Descriptor within their own Learning & Teaching practice and provide evidence of successful engagement with the Dimensions of the UKPSF.

This is to be demonstrated through C@N-DO assessment tasks that are designed to:

* provide rigorous and thorough assessment against the UKPSF requirements for D1, D2 and D3
* relate directly to work in teaching and supporting student learning
* involve staff in practical activities which will themselves enhance the student experience and align with University of Northampton priorities.

The C@N-DO assessment tasks are as set out below and the information shows the links between the different elements of assessment and the assessment criteria.

**Each application should be accompanied by submission of TWO references. For Senior Fellow these should include at least ONE from someone external to the institution.**

|  |
| --- |
| **What is the role of the referees?**  The role of the referees is that they should give ‘an informed peer review of your eligibility for Fellowship (in the selected category) using their knowledge of your work and the context in which you teach and/or support learning’ (HEA).  Applicants should provide each referee with   * a copy of their assessment submission for Fellowship, so that they can read it and comment directly on what has been written. They can also make additional comments relevant to the application if they wish. * a copy of the UKPSF (available from <https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf>) * a copy of the relevant HEA Referee Guidance Notes (see links from <https://www.heacademy.ac.uk/professional-recognition/hea-fellowships>).   Applicants should allow sufficient time for referees to write references before the C@N-DO Assessment Panel. We are all under pressure of work and it is unfair to request a reference and send the relevant documents too close to the deadline.    **Who should you choose?**  As summed up by the HEA,  ‘Referees should be experienced staff and be able to comment, knowledgeably, and from first-hand experience on your current role and any other relevant activities recently undertaken. At least one of your references should either be a Fellow (or Senior Fellow or Principal Fellow) of the Higher Education Academy, or an appropriate experienced member of staff working for a higher education provider. All referees need to be familiar with the UKPSF.’ (HEA, <http://www.heacademy.ac.uk/fellow/choose-referees>)  In selecting a referee there should not be a conflict of interest; candidates should not not, for example, choose a family member as a referee. |

NB Following standard HEA quality practices, spot checks will be made of references from time to time

### 3.2: C@N-DO Assessment for Associate Fellow (D1)

|  |  |  |
| --- | --- | --- |
| **C@N-DO Assessment for Associate Fellow (D1)** | | |
| Assessment | We are looking for you to demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. You should provide evidence of: | |
| **Part 1**  **EITHER**:  Evaluation of a selected module (or area of learner support or development activity), and associated NILE site, that you are involved with, illustrating and exploring your own teaching and/or student support practice in relation to 2 of the following:  A1 Design & planning of learning activities  A2 Teaching &/or supporting learning  A3 Assessment & feedback  A4 The development of effective learning environments & approaches to student support and guidance.  Remember to explain the knowledge, values and scholarship which influence your practice.  (c.1200-1400 words)  **OR**:  A Learning Journal completed through the course of a period of your teaching, student support or professional development work exploring the development of your skills in relation to 2 of the following:  A1 Design & planning of learning activities  A2 Teaching &/or supporting learning  A3 Assessment & feedback  A4 The development of effective learning environments & approaches to student support and guidance.  Remember to explain the knowledge, values and scholarship which influence your practice.  (c.1200-1400 words) | I. Successful engagement with at least two of the five Areas of Activity | A1, A2, A3, A4,  K1, K2, K4 |
| II. Successful engagement in appropriate teaching and practices related to these Areas of Activity | A2, A5 |
| III. Appropriate Core Knowledge and understanding of at least K1 and K2 | K1, K2, K5 |
| IV. A commitment to appropriate Professional Values in facilitating others’ learning | V1-4 |
| V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities | A5, V3 |
| **Part 2**  Record of engagement in CPD showing learning & application to practice (3-6 examples, c.150 words minimum) | VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities | A5 |

*The application should be accompanied by submission of TWO references.*

### 3.3: C@N-DO Assessment for Fellow (D2)

|  |  |  |
| --- | --- | --- |
| **C@N-DO Assessment for Fellow (D2)** | | |
| Assessment | We are looking for you to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. You should provide evidence of: | |
| **Part 1**  Critique of a selected module or area of learner support or development activity that you lead or are closely involved with. You are expected to explore the detail of your contribution against the aspects listed below. Explain your role in enabling an effective L&T process, including your use of NILE & other technology in each, and providing examples evidencing the effectiveness of your approach to both design & delivery:   1. Learner engagement & the learning community (A2, A4) 2. Learning Outcomes & Assessment (A1, A3) 3. Learning materials and strategies (A1, A2) 4. Learner Support (A4, A3)   (1500-1800 words) | I. Successful engagement across all five Areas of Activity  IV. Successful engagement in appropriate teaching practices related to the Areas of Activity  II. Appropriate knowledge and understanding across all aspects of Core Knowledge  III. A commitment to all the Professional Values  V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice | A1, A2, A3, A4  K1, K2, K4, K5, K6  V1-4  (Include consideration of  K3, V1, V2  A3, K6  K1, K2, V1, V2  A4, K3) |
| **Part 2**  Discussion of the learning gained from a peer-to-peer observation undertaken of your teaching or student support work (face-to-face or online), discussing the ways in which the observed practice is or is not representative of your wider Learning & Teaching work, how this has developed through your career and the knowledge, values and scholarship which influence your practice.  (1200-1500 words) | A2, A4, A5  K2, K3, K4, K5, K6  V1-4 |
| **Part 3**  Record of engagement in CPD showing learning & application to practice (5-10 Examples, 300 words minimum) | VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | A5, V3 |

*The application should be accompanied by submission of TWO references.*

### 3.4: C@N-DO Assessment for Senior Fellow (D3)

|  |  |  |
| --- | --- | --- |
| **C@N-DO Assessment for Senior Fellow (D3)** | | |
| Assessment | We are looking for you to demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You should provide evidence of: | |
| **Part 1**  Case study illustrating how your own teaching experience, practice and scholarship have informed the support given to one or more colleagues to guide their development and practice , including their learning, teaching and assessment approach, implementation of NILE & related module / programme documentation .  (1500-2000 words)  **Part 2**  Case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through peer-to-peer review of teaching (one could be POT or POOL linked to the NILE site above). Your discussion should show how you supported your peer(s) & what you have both learned through the process. (2000 words) | I. Successful engagement across all five Areas of Activity | A1, A2, A3, A4  K1, K2, K3, K4, K6 |
| IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |
| VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning |
| II. Appropriate knowledge and understanding across all aspects of Core Knowledge | A2, A3, A4, A5  K2, K3, K5 |
| **Part 3**  Discussion relating the above to your sustained evolution as an effective HE L&T practitioner and educational leader who makes a sustained contribution to scholarship, practice and the realisation of professional values. (2000 words). | III. A commitment to all the Professional Values | V1-4  A5, V3 |
| V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice |
| **Part 4**  Record of engagement in CPD showing learning & application to practice (7-12 examples, minimum 500 words) | VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices | A5, V3 |

*The application should be accompanied by submission of TWO references. For Senior Fellow these should include at least ONE from someone external to the institution.*

### 3.5: C@N-DO Assessment Submission Sheets

Further guidance for the assessment of Associate Fellow, Fellow and Senior Fellow is provided within the application submission sheets below.

## 4. C@N-DO Application for Associate Fellowship

### 4.1: Applicant Details – all required

### Personal

|  |  |
| --- | --- |
| Title |  |
| Given names: |  |
| Family name: |  |
| Please **indicate clearly** how would you like your name to appear on your certificate: | |
|  | |
| Email address: |  |

### Employment

|  |  |
| --- | --- |
| School (or Institution) |  |
| Department |  |
| Job Title |  |
|  |  |
|  |  |

### Professional information

|  |  |
| --- | --- |
| How many years have you been teaching or supporting learning? |  |
| How many years have you been teaching or supporting learning in higher education? |  |
| Are you a member of any professional bodies or subject associations? – if so, list below | |
|  | |

### Referee Details

|  |  |  |
| --- | --- | --- |
|  | **Referee 1** | **Referee 2** |
| Name |  |  |
| Position |  |  |
| Contact Details – including email address |  |  |

### Declaration

In submitting this application you declare that the information provided is true and accurate to the best of your knowledge and that as a holder of HEA recognition, you are committed to maintaining, developing and enhancing your professional knowledge, skills and competence through continuing professional development.

## In completing your application remember that

* The award of Associate Fellowship (D1) requires you to demonstrate achievement and success in at least two Areas of Activity, together with example(s) of your use of relevant elements of Core Knowledge and your commitment to each Professional Value
* Your application is a personal account so you should focus throughout on your own professional practice and decision-making
* You will need to incorporate relevant subject and pedagogic research and/or scholarship in your approaches.

|  |
| --- |
| For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at: https://www.heacademy.ac.uk/ukpsf |

## Part 1 : Complete ONE of the two following activities:

## EITHER

## Evaluation of a selected module or area of learner support or development activity that you are involved with.

**(c.1200-1400 words)**

Use this section to explain **your role** in enabling an effective L&T process within your selected module or area of learner support or development activity.

Select **TWO** of the aspects listed below and explore the detail of your contribution, including your use of NILE, providing examples evidencing the effectiveness of your approach, and providing reasons for the choice of activities you discuss.

Remember to explain the knowledge, values and scholarship which influence your practice.

|  |
| --- |
| A1 Design & planning of learning activities |
|  |
| A2 Teaching &/or supporting learning |
|  |
| A3 Assessment & feedback |
|  |
| A4 The development of effective learning environments & approaches to student support and guidance. |
|  |

## OR

## A Learning Journal completed through the course of a period of your teaching, student support or professional development work.

**(c.1200-1400 words)**

Keep a learning journal through the course of a period of your teaching, student support or professional development work and then, drawing on this and using a format of your own choice, explore the development of your skills in relation to 2 of the following:

A1 Design & planning of learning activities

A2 Teaching &/or supporting learning

A3 Assessment & feedback

A4 The development of effective learning environments & approaches to student support and guidance.

Remember to explain the knowledge, values and scholarship which influence your practice.

Part 2 : Record of engagement in CPD showing learning & application to practice **(150 words)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participation in L&T CPD** | **Date** | **Led by** | **Key Learning gained & links to UKPSF** | **Implementation & Extension** | **Further action planned** |
| *e.g. CAIeRO for the Masters in Integrated Urbanism* | *June 2013* | *SB & AA* | *- New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1)*  *- New strategies for planning for OL/BL delivery (K2, K4)* | *e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism.*  *A minimum of one etivity introduced into each module.* | *Obtain student evaluation of new approach to Blended Learning*  *Arrange peer observation with focus on my management of online discussion.*  *Obtain support to rollout CAIeRO process with 2 departmental UGrad programmes* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**(Extend as needed – 3-6 examples, 150 words minimum)**

### Reference 1

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Associate Fellowship of the HEA:** | |
| **Associate Fellowship Assessment criteria**  Claims for Associate Fellowship should demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning and should provide evidence of: | |
| **D1** I. Successful engagement with at least two of the five Areas of Activity |  |
| **D1** II. Successful engagement in appropriate teaching and practices related to these Areas of Activity |  |
| **D1** III. Appropriate Core Knowledge and understanding of at least K1 and K2 |  |
| **D1** IV. A commitment to appropriate Professional Values in facilitating others’ learning |  |
| **D1** V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities |  |
| **D1** VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |  |

### Reference 2

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Associate Fellowship of the HEA:** | |
| **Associate Fellowship Assessment criteria**  Claims for Associate Fellowship should demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning and should provide evidence of: | |
| **D1** I. Successful engagement with at least two of the five Areas of Activity |  |
| **D1** II. Successful engagement in appropriate teaching and practices related to these Areas of Activity |  |
| **D1** III. Appropriate Core Knowledge and understanding of at least K1 and K2 |  |
| **D1** IV. A commitment to appropriate Professional Values in facilitating others’ learning |  |
| **D1** V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities |  |
| **D1** VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |  |

## 5. C@N-DO Application for Fellowship

### 5.1: Applicant Details – all required

### Personal

|  |  |
| --- | --- |
| Title |  |
| Given names: |  |
| Family name: |  |
| Please **indicate clearly** how would you like your name to appear on your certificate: | |
|  | |
| Email address: |  |

### Employment

|  |  |
| --- | --- |
| School (or Institution) |  |
| Department |  |
| Job Title |  |
|  |  |
|  |  |

### Professional information

|  |  |
| --- | --- |
| How many years have you been teaching or supporting learning? |  |
| How many years have you been teaching or supporting learning in higher education? |  |
| Are you a member of any professional bodies or subject associations? – if so, list below | |
|  | |

### Referee Details

|  |  |  |
| --- | --- | --- |
|  | **Referee 1** | **Referee 2** |
| Name |  |  |
| Position |  |  |
| Contact Details – including email address |  |  |

### Declaration

In submitting this application you declare that the information provided is true and accurate to the best of your knowledge and that as a holder of HEA recognition, you are committed to maintaining, developing and enhancing your professional knowledge, skills and competence through continuing professional development.

## In completing your application remember that

* The award of Fellowship (D2) requires you to demonstrate achievement and success in all the Dimensions of the Framework. Thus, where addressing Areas of Activity indicated you should aim to include example(s) of your use of each element of Core Knowledge and your commitment to each Professional Value
* Your application is a personal account so you should focus throughout on your own professional practice and decision-making
* You will need to incorporate relevant subject and pedagogic research and/or scholarship in your approaches.

|  |
| --- |
| For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at: <https://www.heacademy.ac.uk/ukpsf> |

## Part 1 : Critique of a selected module or area of learner support or development activity that you lead or are closely involved with.

## (1500-1800 words)

Use this section to explain **your role** in enabling an effective L&T process within your selected module or area of learner support or development activity.

Against each of the aspects listed below explore the detail of your contribution, including your use of NILE & other technology, providing examples evidencing the effectiveness of your approach to both design & delivery, and providing reasons for the choice of activities you discuss.

|  |
| --- |
| Learner engagement & the learning community (A2, A4) |
|  |
| Learning Outcomes & Assessment (A1, A3) |
|  |
| Learning materials and strategies (A1, A2) |
|  |
| Learner Support (A4, A3) |
|  |

## Part 2 : Discussion of the learning gained from a peer-to-peer observation undertaken of your teaching or student support work (face-to-face or online) (1300-1600 words)

The observation should be undertaken using the C@N-DO observation forms (See Appendix A of Assessment Handbook), which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain the ‘property’ of the person observed and confidential between observer and observee. However, the discussion should discuss the learning gained through the observation process and address similar aspects as those included in the form. Typically you would include discussion of:

* the issues selected as the ‘agenda’ for the observation & the reasons why they were selected – explain the learning goals
* the learning actually gained through the observation & related discussion
* the implications this learning has for the development of your future learning & teaching practice – what will you start doing, stop doing and/or keep doing?

Throughout the discussion you it will be useful to relate this learning through engagement in the peer observation to your wider Learning & Teaching work, the ways in which the observed practice is or is not representative of other areas of your work with students, how this has developed through your career and the knowledge, values and scholarship which influence the way you work.

We suggest the following format for this section of your application:

|  |
| --- |
| **The observation context** (e.g. who observed who, information about the context that was observed e.g. Course / Module, Level, Topic and/or Aims of the session, where it fits into the wider learning / teaching process, the size/nature of the group etc.) |
| (<100 words) |
| **The issues selected as the ‘agenda’ for the observation & the reasons why they were selected** (What did the person observed want to learn, and why? What did the observer want to learn, and why?)  (c.300-400 words) |
| **Outline of what was observed** (What happened in the session, what methods were used, and why, student response) |
| (c.150-200 words) |
| **What was learned through the process** (including observer feedback, the discussion of issues selected as the ‘agenda’ for the observation, other issues discussed arising from what was observed) |
| (c.550-600 words) |
| **The implications of this learning for the development of your future learning & teaching practice** (e.g. What you will start doing, stop doing and/or keep doing, any implications for other areas of your teaching and/or student support work) |
| (c.250-300 words) |

Part 3 : Record of engagement in CPD showing learning & application to practice **(**5-10 Examples, 300 words minimum**)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participation in L&T CPD** | **Date** | **Led by** | **Key Learning gained & links to UKPSF** | **Implementation & Extension** | **Further action planned** |
| *e.g. CAIeRO for the Masters in Integrated Urbanism* | *June 2013* | *SB & AA* | *- New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1)*  *- New strategies for planning for OL/BL delivery (K2, K4)* | *e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism.*  *A minimum of one etivity introduced into each module.* | *Obtain student evaluation of new approach to Blended Learning*  *Arrange peer observation with focus on my management of online discussion.*  *Obtain support to rollout CAIeRO process with 2 departmental UGrad programmes* |
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**(Extend as needed –** 5-10 Examples, 300 words minimum**)**

### Reference 1

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Fellowship of the HEA:** | |
| **Fellowship Assessment criteria**  Claims for Fellowship should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should provide evidence of: | |
| **D2** I. Successful engagement across all five Areas of Activity |  |
| **D2** IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |
| **D2** II. Appropriate knowledge and understanding across all aspects of Core Knowledge |  |
| **D2** III. A commitment to all the Professional Values |  |
| **D2** V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |
| **D2** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices. |  |

### Reference 2

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Fellowship of the HEA:** | |
| **Fellowship Assessment criteria**  Claims for Fellowship should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should provide evidence of: | |
| **D2** I. Successful engagement across all five Areas of Activity |  |
| **D2** IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |
| **D2** II. Appropriate knowledge and understanding across all aspects of Core Knowledge |  |
| **D2** III. A commitment to all the Professional Values |  |
| **D2** V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |
| **D2** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices. |  |

## 6. C@N-DO Application for Senior Fellowship

### 6.1: Applicant Details – all required

### 6.2: Personal

### Personal

|  |  |
| --- | --- |
| Title |  |
| Given names: |  |
| Family name: |  |
| Please **indicate clearly** how would you like your name to appear on your certificate: | |
|  | |
| Email address: |  |

### Employment

|  |  |
| --- | --- |
| School (or Institution) |  |
| Department |  |
| Job Title |  |
|  |  |
|  |  |

### Professional information

|  |  |
| --- | --- |
| How many years have you been teaching or supporting learning? |  |
| How many years have you been teaching or supporting learning in higher education? |  |
| Are you a member of any professional bodies or subject associations? – if so, list below | |
|  | |

### Referee Details - for Senior Fellow, at least one should be someone external to the institution

|  |  |  |
| --- | --- | --- |
|  | **Referee 1** | **Referee 2** |
| Name |  |  |
| Position |  |  |
| Contact Details – including email address |  |  |

### Declaration

In submitting this application you declare that the information provided is true and accurate to the best of your knowledge and that as a holder of HEA recognition, you are committed to maintaining, developing and enhancing your professional knowledge, skills and competence through continuing professional development.

## In completing your application remember that

* Your application for Senior Fellowship is centred round the processes of continuing professional learning and development, including appropriate research and scholarly activity in relation to learning and teaching and the leadership, management and administration of academic provision and support.
* The award of Senior Fellowship (D3) requires you to demonstrate achievement and success in all the Dimensions of the Framework, addressing the Areas of Activity, Core Knowledge and commitment to the Professional Values in a way which goes beyond mechanistic coverage and which reflects the complex and integrative nature of professional practice at this level.
* You should focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, facilitator of learning and academic leader. This might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.
* Your application is a personal account so you should focus throughout on your own professional practice and decision-making.

|  |
| --- |
| For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at: https://www.heacademy.ac.uk/ukpsf |

## Part 1 : Case study illustrating your impact and influence on the Learning & Teaching Practice of Other(s)

## (1500-2000 words)

Using a format of your choice, use a case study to illustrate how your own teaching experience, practice and scholarship have informed the support given to one or more colleagues to guide their development and practice, including their learning, teaching and assessment approach, implementation of NILE & related module / programme documentation in relation to aspects such as

* Learner engagement & the learning community (A2, A4)
* Learning Outcomes & Assessment (A1, A3)
* Learning materials and strategies (A1, A2)
* Learner Support (A4, A3)

You may find it helpful to make use of the guidance ‘Aspects to Consider’ to be found in NILE.

## Part 2 : Case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through peer-to-peer review of teaching (face-to-face or online) (2000 words)

**Part 2**

In this part you should discuss a case study of a minimum of 2 instances of your engagement in effective support and mentoring of others through peer-to-peer review of teaching (one could be POT or POOL linked to the NILE site above). Your discussion should show

* how you supported your peers
* what they learned through the process &
* what you have learned through the process.

The observation should be undertaken using the C@N-DO observation forms (See Appendix A) which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain the ‘property’ of the person observed and confidential between observer and observee. However, the discussion should discuss the learning you both gained through the observation process and address similar aspects as those included in the form. Typically you would include discussion of:

* the issues selected as the ‘agenda’ for the observation
* the learning gained through the observation
* the implications for the development of your future practice.

## Part 3 - Discussion relating the above to your sustained evolution as an effective HE L&T practitioner and educational leader

(2000 words)

Using a format of your choice, you should draw together issues from each of the assessment elements above to contextualise them in relation to your sustained evolution as an effective HE L&T practitioner and educational leader and to evidence your sustained contribution to scholarship, practice and the realisation of professional values.

You should focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, facilitator of learning and academic leader. This might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others, and should ensure that you demonstrate achievement and success in all the Dimensions of the Framework, addressing the Areas of Activity, Core Knowledge and commitment to the Professional Values. This is a personal account so you should focus throughout on your own professional practice and decision-making, but also make reference to appropriate research and scholarly activity in relation to learning and teaching.

Part 4 : Record of engagement in CPD showing learning & application to practice **(**7-12 examples, minimum 500 words**)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participation in L&T CPD** | **Date** | **Led by** | **Key Learning gained & links to UKPSF** | **Implementation & Extension** | **Further action planned** |
| *e.g. CAIeRO for the Masters in Integrated Urbanism* | *June 2013* | *SB & AA* | *- New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1)*  *- New strategies for planning for OL/BL delivery (K2, K4)* | *e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism.*  *A minimum of one etivity introduced into each module.* | *Obtain student evaluation of new approach to Blended Learning*  *Arrange peer observation with focus on my management of online discussion.*  *Obtain support to rollout CAIeRO process with 2 departmental UGrad programmes* |
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**(Extend as needed –** 7-12 examples, minimum 500 words**)**

### Reference 1

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Senior Fellowship of the HEA:** | |
| **Senior Fellowship Assessment criteria**  Claims for Senior Fellowship should demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and should provide evidence of: | |
| **D3** I. Successful engagement across all five Areas of Activity |  |
| **D3** IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |
| **D3** II. Appropriate knowledge and understanding across all aspects of Core Knowledge |  |
| **D3** III. A commitment to all the Professional Values |  |
| **D3** V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |
| **D3** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices |  |
| **D3** VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning |  |

### Reference 2

|  |  |
| --- | --- |
|  | **Referee 1** |
| Name |  |
| Position |  |
| In what capacity do you know the work of the applicant? |  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Senior Fellowship of the HEA:** | |
| **Senior Fellowship Assessment criteria**  Claims for Senior Fellowship should demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and should provide evidence of: | |
| **D3** I. Successful engagement across all five Areas of Activity |  |
| **D3** IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |
| **D3** II. Appropriate knowledge and understanding across all aspects of Core Knowledge |  |
| **D3** III. A commitment to all the Professional Values |  |
| **D3** V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |
| **D3** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices |  |
| **D3** VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning |  |

## 7. C@N-DO Assessment Panels

|  |  |
| --- | --- |
| Membership | * Assessment Panels & the Assessment process will be managed by the ILT * Each Panel will comprise 3 trained C@N-DO Assessors:   + Member of ILT   + 2 Assessors, (internal members each from a different UoN School) * Panels will be Chaired by either the Head of Academic Practice or an External Assessor who has experience as an HEA Accreditor &/or External Assessor for another HEI CPD Scheme. |
| Assessment Panel Meetings | * Fellowship Assessment Panels will normally be held three times a year * According to demand, panels will be convened to assess   + D1 & D2 submissions   + D3 submissions * All panels considering any applications for Senior Fellowship (D3) will involve an External Assessor. |
| Award Decisions | * The C@N-DO Awarding Panel will review each submission and reach one of two possible decisions   + Fellowship awarded as applied for   + Not yet awarded – submission requires further development |
| Communication & Feedback | * On completion of the Panel Review of submissions, the decision and feedback will complete the C@N-DO Recognition Feedback Form. Feedback will normally be given within 5 working days of the Panel meeting |
| External Scrutiny | * C@N-DO panels will normally include at least one External Assessor * Reliance on external members will reduce as internal capacity is developed through training and experience. However ongoing arrangements will be put in place to ensure   + Continued externality on roughly 1/3 of all panels   + All panels considering any applications for Senior Fellowship (D3) will continue to involve an External Assessor   + Overview of decision |

### 7.1: Training for C@N-DO Assessment Panels

Training will be provided for all staff selected to be members of C@N-DO Assessment panels. This training falls within the section of the core C@N-DO development workshops which is specifically devoted to supporting staff towards gaining Senior Fellowship, whilst recognizing that ideally members of Assessment Panels will in many instances already hold Senior Fellowship. (The emphasis in developing this section of the core workshops has necessarily been placed on evolving the internal capacity to run C@N-DO, and the range of workshops will be broadened in time.)

Training for C@N-DO Assessment panels will normally involve the equivalent of 2 days; panel members will additionally be required to participate in annual updating and training. This annual updating will also mean that panel members can contribute to the improvement and enhancement of the C@N-DO scheme, including by highlighting areas when clarification of assessment would be beneficial.

The typical pattern of initial training is outlined below and will include a focus on understanding and implementing the UKPSF, the criteria for the award of different categories of Fellowship and the C@N-DO assessment tasks (half-day). Participants will be involved in individual, paired and group activities to assess C@N-DO Fellowship applications within Associate Fellow, Fellow and Senior Fellow categories, and will provide for plenary discussions of emerging issues (1.5 days). This will be followed by experience gained from ‘shadowing’ a live C@N-DO Assessment Panel and participating in related discussion (1 day). Following this process, participants will normally be appointed as full members of C@N-DO Assessment Panels.



# Appendices

## Appendix A: The form to be used for C@N-DO Peer-to-Peer Observation amongst Teaching and Learning Support Staff

### A1. C@N-DO Peer-to-Peer Observation amongst Teaching and Learning Support Staff

C@N-DO Peer-to-Peer Observation is a three-stage developmental process designed to help you to learn with and from fellow professionals and to develop and enhance your practice. Participants can choose to focus on a variety of aspects of their practice: peer observation of teaching online or in the classroom (A2, K4), provision of feedback on assessment (A3), support for individual student needs (V1, V2), etc.

C@N-DO Peer-to-Peer Observation can be undertaken online as well as in the classroom. Forms are provided to guide each stage of the process:

* Preparation for Observation
* Observation
* Discussion and action planning.

(These three reflect the steps typically known as Pre-Observation, Observation & Post-Observation.)

|  |
| --- |
| **Please ensure that students know that the observation is taking place, as part of staff professional development & to enhance their learning experience.** |

### A2. Stage 1: Preparation for Observation

Within effective Peer-to-Peer observation, preparation is vital - to help clarify the learning goals for the process & to ensure the observer has key information to understand what they observe.

|  |
| --- |
| 1. Think about the following questions:   * What aspects of student learning would be most interesting for you to explore or investigate? (Note: this might be to understand better why something works well as much as something that is not working successfully.) * Is there an aspect of your teaching / support / assessment practice (face-to-face or online) which you would like to change or develop? * What are your goals in your subject teaching / support work? Are they being achieved?   The questions are taken from Gosling and O’Connor 2006 and slightly adapted.  2. Please take your own notes.  3. Select 3-4 issues which you would like to explore as the focus for Peer Observation of your practice.  4. Decide what the observer will need to know about the context of observation. |

Now, complete the form below ready for the observer:

* Complete all the sections shaded in grey on the next page.
* The white areas are for the observer to complete.
* Expand boxes as necessary.

|  |  |
| --- | --- |
| **Who will observe and be observed?** | |
| **Practitioner:** | **Department/School:** |
| **Observer:** | **Department/School:** |
| **Observation Agenda** | |
| **Issues selected as observation focus**:  **ObserveE choice of focus:**  **1.**  **2.** | |
| **ObserveR choice of focus:**  **3.**  **4.** | |
| **What will the observer need to know about the context they will observe?** | |
| **Course / Module** – e.g.Title, Leveland any other key information | |
| **Topic of the session/element of the course to be observed**  And where does this fit into the overall learning / teaching process on the module? | |
| **Teaching aims / focus:** | |
| **The group:** Size/nature of the group; are there any particular factors which the observer should be aware of? | |
| **Material:** What handbooks and/or learning/teaching material will you provide for the observer? | |
| **If the observation is to take place online, which elements of the NILE site (or other tool) will the observer need to look at?** e.g. a particular forum? part of the wiki? eTivity instructions? | |

### A3. Stage 2 : Observation

Write the issues selected as the observation ‘agenda’ in the area shaded in grey on this page; the white areas are for observer comments.

|  |  |
| --- | --- |
| **Observation Agenda** | |
| **Aspects of practice agreed as observation focus:** | **Observer Comments** (expand boxes as necessary) |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

|  |
| --- |
| **Good Practice:** |

|  |
| --- |
| You could use the following section to note any other general points arising from the review. You will have built a collaboration with your colleague that should result in benefit to both of you. In any observation there will be aspects or practices that worked well and less well. In your feedback, try to be empathetic without passing judgment on what you have noticed.  *During the observation …..:* |
| *I noticed ….*  *and I thought …..* |
| *I noticed ….*  *and I wondered …..* |
| *I noticed ….*  *and I wanted to ask you …* |

**Adapted from Scrivener, J. *Learning Teaching* Task 9, p.211**

### A4. Discussion and action planning

We recommend that each observation should be followed by

* Written feedback from the Observer
* Discussion between the Practitioner and the Observer
* Written summaries of learning gained & future plans – suggested format below

|  |  |  |  |
| --- | --- | --- | --- |
| Following this peer-to-peer observation process, I plan to: | | | |
|  | Stop … | Start … | Continue … |
| On the basis of my role as observee |  |  |  |
| On the basis of my role as observer |  |  |  |
| Overall insights and thoughts in relation to my professional practice & development … | | | |
|  | | | |

## Appendix B: Aspects to consider in the Critique of Modules within C@N-DO Assessment Tasks

|  |  |
| --- | --- |
| **Aspects you might like to consider in completing the assessment for Fellow or Senior Fellow:** | |
| In reviewing or self-auditing a module or area of learner support or development activity that you are involved with, including in preparation for your C@N-DO Assessment for Fellowship, you might like to consider the following areas and to evaluate how effectively you ensure the following, the part that NILE or other technologies play, the reasons for the choices you make, and any changes or developments you would like to introduce: | |
| 1. Learner engagement & the learning community (UKPSF A2, A4, K2, K3, K4, V1) | Clear articulation of expectations for both student and tutor responsiveness, involvement and availability in relation to engagement with learning material, with individual assignments or learning activities, and with collaborative activity and group work (e.g., turn-around time for emails, peer review of assignments, participation in discussions, etc.). Rapid feedback from you in your role as tutor, including analysis of student work and suggestions for improvement.  Effective provision and support for student-to-student interac­tions and collaborative student learning with plentiful opportuni­ties for synchronous and/or asynchronous interaction as appropriate, to reinforce course content and learning outcomes. Students assisting each other and learning from each other is evident, for example through   * asynchronous collaboration activities which are designed to promote higher order thinking (e.g., analysis, problem solving, or critical reflection) while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building. * synchronous communica­tion activities which benefit from real-time interactions and ensure students gain practice discussing course content extemporane­ously without looking up basic, declarative information.   Because students value contact with staff you as tutor actively participate in communication activities within the course, including providing responses to student contributions. You as tutor encourage exchanges of information in both student to student and tutor to student interactions through a variety of structures and activities designed to promote social rapport and a sense of community among learners.  Student engagement in the learning community and communication activities is high and of good quality. Most students (90%+) reply and initiate messages to the instructor and classmates both when required and voluntarily. Their responses are thought-provoking and on topic, demonstrate higher order thinking and frequently contain information on other readings, or links to other information or experiences that can be shared for the good of the class members. |
| 1. Learning Outcomes & Assessment (A1, A3, K1, K6, V4) | Goals and objectives are clearly written at the ap­propriate level[[2]](#footnote-2), reflecting relevant content knowledge and skills and helping students to gain skills of analysis and problem-solving which will enhance their employability.  Aims, learning outcomes and assessment instructions are communicated clearly to students, with sufficient detail to ensure understanding.  Assessments are aligned appropriately with learning outcomes and learners are directed to the appropriate objective(s) for each assessment.  Assessments are designed to mimic authentic environ­ments and include opportunities for students to relate the learning to real-life applications and situations.  Feedback about student performance is frequent and timely throughout the course, and provides clear opportunities for improvement and encouragement to excel. |
| 1. Learning materials and strategies (A1, A2, K1, K2, V4) | The course itself is structured and well-organised, and navigation within the related NILE site is clear and intuitive. Content flows in a logical progression and key components of the course content are identified are easily accessible.  Content is made avail­able or “chunked” in manageable segments (i.e., presented in distinct learning units or sections) and students are expected to explore and use primary sources in as wide a range of media as possible, along with secondary sources such as books and articles. Related guidance and support is well-signposted, for example through a clear TALIS Aspire reading list.  Active learning strategies are built in throughout the course. Instructional activities focus on learner input and response, as individuals and through interaction with you as tutor, with other students and/or with others.  Course design includes guidance for learners to work with content in meaningful ways and students are encouraged to bring their own interests and discoveries into the course when relevant. |
| 1. Learner Support (A4, A3, K3, V1, V2) | The instructor uses communi­cation tools to provide timely course updates, reminders, special announcements, etc.  Learners are provided with clear guidance and support for using NILE and any other technology for this particular course and with clearly labeled links to institutional services such as the Library.  Contact information for the instructor, Library, Student Administration Teams and student support services such as CFaP and Disability Support is easy to find. Learners are advised of a variety of means of communication routes (for example, e-mail, phone, chat, etc.). Information includes guidance on expected response time for replies.  The instructor’s role within the course is explained (for example, whether he/she will respond to “tech support” type questions) and the instructor’s methods of collecting and returning work are clearly explained  The needs of learners with disabilities have been taken into account and measures adopted to allow them to participate fully in the learning community, face to face and online.  Learners have the opportunity to give feedback to the instruc­tor regarding course design and course content not just at the end of the course, but also during course delivery. |

**References used in developing this guidance**

Teaching with Sakai Innovation Awards Rubric for Courdse & Project Sites. Web source: <http://openedpractices.org/twsia/2011-teaching-sakai-innovation-award-evaluation-rubric>

Blackboard Exemplary Course Rubric, Blackboard Community Programmes. Available online at: <http://www.blackboard.com/catalyst>

## Appendix C: Award Panel Assessment Sheets

### C1. Award Panel Assessment Sheet – UKPSF D1 – Associate Fellow of the HEA

Being an Associate Fellow recognises effectiveness in specific aspects of teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 1** of the [UK Professional Standards Framework](http://www.heacademy.ac.uk/ukpsf) for teaching and supporting learning in higher education.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Candidate  Name: |  | Reviewer Names: |  | Panel Date | January 2016 |

*Accept/Refer (****2nd Accreditor*** *to select as appropriate)*

|  |
| --- |
| **GENERAL / SUMMARY COMMENTS.**  **If successful -** use this section to provide the applicant with any constructive feedback that would be valuable for them to know in terms of their claim and/or future development. Comment if there are substantial strengths which would be good to share more widely.  **If referred -** use this space to list the recommendations for what the applicant needs to do to be accepted: |
| Panel Member 1 |
| Panel Member 2 |
| Panel Member 3 |

**Does the applicant demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning, including evidence of:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Descriptors relating to Areas of Activity** | | Accept | | | Refer | | | Borderline | | |
| **1.1** | Successful engagement with at least **two** of the five areas of Activity. |  |  |  |  |  |  |  |  |  |
| **1.11** | Successful engagement in appropriate teaching practices related to the Areas of Activity. |  |  |  |  |  |  |  |  |  |
| **Comments**  If **accepted**, only comment if there are substantial strengths which it would be good to share with the applicant or more widely. If **referred or borderline**, indicate what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **Descriptors relating to Core Knowledge** | | Accept | | | Refer | | | Borderline | | |
| **1.111** | Appropriate knowledge and understanding of at least K1 and K2. |  |  |  |  |  |  |  |  |  |
| **1.V** | Successful incorporation of relevant professional practices, subject and pedagogic research and/or scholarship as part of an integrated approach to academic practice. |  |  |  |  |  |  |  |  |  |
| **1.V1** | Successful engagement, where appropriate in professional development activity related to teaching, learning and assessment responsibilities. |  |  |  |  |  |  |  |  |  |
| **Comments**  If **accepted**, only comment if there are substantial strengths which it would be good to share with the applicant or more widely. If **referred or borderline**, indicate what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
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| **Descriptor relating to Professional Values** | | Accept | | | Refer | | | Borderline | | |
| **1.1V** | A commitment to appropriate Professional Values. |  |  |  |  |  |  |  |  |  |
| **Comments**  If **accepted**, only comment if there are substantial strengths which it would be good to share with the applicant or more widely. If **referred or borderline**, indicate what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| Do the referees broadly corroborate the applicant’s account? |
| Summary |

### C2. Award Panel Assessment Sheet – UKPSF D2 – Fellow of the HEA

Being a Fellow demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 2** of the [UK Professional Standards Framework](http://www.heacademy.ac.uk/ukpsf) for teaching and supporting learning in higher education.

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| Candidate  Name: |  | Reviewer Names: |  | Panel Date |  |

*Accept/Refer (****3rd Accreditor*** *to select as appropriate)*

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| **GENERAL / SUMMARY COMMENTS.**  **If successful -** use this section to provide the applicant with any constructive feedback that would be valuable for them to know in terms of their claim and/or future development. Comment if there are substantial strengths which would be good to share more widely.  **If referred -** use this space to list the recommendations for what the applicant needs to do to be accepted:  Panel Member 1: |
| Panel Member 2: |
| Panel Member 3: |

**Does the applicant demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning, including evidence of:**

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| **Descriptors relating to Areas of Activity** | | Accept | | | Refer | | | Borderline | | |
| **2.i** | Successful engagement across all five Areas of Activity |  |  |  |  |  |  |  |  |  |
| **2.iv** | Successful engagement in appropriate teaching practices related to the Areas of Activity |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **Descriptors relating to Core Knowledge** | | Accept | | | Refer | | | Borderline | | |
| **2.ii** | Appropriate knowledge and understanding across all aspects of Core Knowledge |  |  |  |  |  |  |  |  |  |
| **2.v** | Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |  |  |  |  |  |  |  |  |
| **2.vi** | Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **Descriptor relating to Professional Values** | | Accept | | | Refer | | | Borderline | | |
| **2.iii** | A commitment to all the Professional Values |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| Do the referees broadly corroborate the applicant’s account? |
| Summary |

### C3. Award Panel Assessment Sheet – UKPSF D3 – Senior Fellow of the HEA

Being a Senior Fellow demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. It is awarded to professionals who can demonstrate that they meet the criteria of **Descriptor 3** of the [UK Professional Standards Framework](http://www.heacademy.ac.uk/ukpsf) for teaching and supporting learning in higher education.

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| Candidate  Name: |  | Reviewer Names: |  | Panel Date |  |

*Accept/Refer (****3rd Accreditor*** *to select as appropriate)*

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| **GENERAL / SUMMARY COMMENTS.**  **If successful -** use this section to provide the applicant with any constructive feedback that would be valuable for them to know in terms of their claim and/or future development. Comment if there are substantial strengths which would be good to share more widely.  **If referred -** use this space to list the recommendations for what the applicant needs to do to be accepted:  Panel Member 1: |
| Panel Member 2: |
| Panel Member 3: |

**Does the applicant demonstrate a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning., including evidence of:**

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| **Descriptors relating to Areas of Activity** | | Accept | | | Refer | | | Borderline | | |
| **3.i** | Successful engagement across all five Areas of Activity |  |  |  |  |  |  |  |  |  |
| **3.iv** | Successful engagement in appropriate teaching practices related to the Areas of Activity |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **Descriptors relating to Core Knowledge** | | Accept | | | Refer | | | Borderline | | |
| **3.ii** | Appropriate knowledge and understanding across all aspects of Core Knowledge |  |  |  |  |  |  |  |  |  |
| **3.v** | Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |  |  |  |  |  |  |  |  |
| **3.vi** | Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as  appropriate, related academic or professional practices |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **Descriptor relating to Professional Values** | | Accept | | | Refer | | | Borderline | | |
| **3.iii** | A commitment to all the Professional Values |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| **3.vii** | Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning |  |  |  |  |  |  |  |  |  |
| **Comments**  Please comment on any substantial strengths that it would be good to share with the applicant or more widely. Please comment also on any weaknesses notes, which perhaps contribute to a **referred or borderline** judgement, indicating what the applicant needs to do to be Accepted. | | | | | | | | | | |
| Panel Member 1 | | | | | | | | | | |
| Panel Member 2 | | | | | | | | | | |
| Panel Member 3 | | | | | | | | | | |

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| Do the referees broadly corroborate the applicant’s account? |
| Summary |

## Appendix D: Glossary

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| Term | Meaning |
| A1, A2, A3 etc | Areas of Activity 1-6 – Dimensions within the UKPSF |
| APL P.18 | Accreditation of Prior Learning – credits granted on the basis of previous achievements |
| AshokaU | The University of Northampton has the status of a ChangeMaker campus – see http://ashokau.org/ |
| C@N-DO | **C**hangemaking @ **N**orthampton – **D**evelopment **O**pportunities (**C@N-DO**) is a professional development scheme for enabling positive change across all academic and support staff at the University of Northampton. |
| CAIeRO | The University of Northampton name for a course design and review initiative based on previous Carpe Diem development and research |
| CPD | Continuing Professional Development |
| D1, D2, D3, D4 | The Descriptors within the UKPSF – D1 = Associate Fellow, D2 = Fellow, D3 = Senior Fellow and D4 = Principal Fellow |
| HE | Higher Education |
| HEA | Higher Education Academy |
| HEIs | Higher Education Institutions |
| ILT | Institute for Learning and Teaching at the University of Northampton |
| L&T | Learning and Teaching |
| L7 | Level 7 – academic study at Masters level |
| MOOC | Massive Open Online Course |
| NILE | The Virtual Learning Environment at the University of Northampton |
| PGCTHE | Post-Graduate Certificate in Teaching in Higher Education |
| POOL | Peer Observation On-Line |
| POT | Peer Observation of Teaching |
| UKPSF | UK Professional Standards Framework |

1. Descriptor 4 is not included within C@N-DO; applications for Principal Fellow (D4) should be made directly to the HEA. [↑](#footnote-ref-1)
2. See the Framework for Higher Education Qualifications at <http://www.qaa.ac.uk/Publications/InformationandGuidance/Documents/FHEQ08.pdf> [↑](#footnote-ref-2)