Imperial College London

Higher Education Academy

## Educational Development Unit

# STAR Framework
# Participant's handbook 2017

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# 1. Introduction

## Welcome to the STAR Framework - your path to professional recognition for teaching

If you have a role in teaching or supporting learning at Imperial, the STAR framework will enable you to have this experience recognised by the Higher Education Academy (HEA). The Framework is accredited by the Higher Education Academy and offers recognition via different types of fellowships. This professional recognition is accepted across Higher Education in the UK and is increasingly acknowledged by international institutions.

Participation in STAR voluntary and is free to all those who teach and support College students. The sole eligibility requirement is that you hold active Imperial online credentials (i.e. Imperial e-mail address) at the time of application. It is open to academic staff, clinical teachers, support staff and graduate teaching assistants. The Framework offers a flexible approach that allows you to count all your relevant experience and training towards your fellowship application. This handbook outlines the levels of fellowship, explains the procedure for applying and gaining fellowship, and how College provides support for you in the process.

### What does professional recognition mean?

Imperial College provides a range of professional development opportunities for those staff with a role in teaching and learning. This provision is offered both centrally (through units including the EDU, LDC and Graduate School) and at Faculty level. The Higher Education Academy (HEA) is the national body for learning and teaching in higher education. In August 2014, the Higher Education Academy accredited Imperial's STAR Framework, enabling staff who participate in either the taught or flexible STAR pathways to gain professional recognition in terms of fellowship of the HEA.

Depending on your level of experience, you can apply to become an Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the Higher Education Academy.

Benefits to gaining recognition as a Higher Education Academy Fellow:

- It provides national recognition of your commitment to professionalism in teaching and learning in higher education;
- It demonstrates that your practice is aligned with sector expectations and standards (UKPSF);
- It is a portable asset that has UK-wide relevance and which is increasingly recognised by higher and further education institutions. Your fellowship is attached to you, and can be transferred to HE Institutions within the UK.

### How do I find out more?

Talk to colleagues who are involved in teaching and learning and have a look at the information on the STAR website (www.imperial.ac.uk/staff/star-framework/)

The EDU organise STAR Introductory Workshops which run several times a year, to:

- Introduce participants to the UKPSF framework
- Outline recognition requirements
- Help applicants identify the level of Fellowship that better aligns to their teaching and learning practice
- Identify areas for continued professional development and suggest opportunities to address these


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- Explore how to complete fellowship applications in an appropriately reflective and scholarly style

We strongly advise that all those interested in participating in the STAR framework attend the 'Introduction to the STAR Framework' workshop as this provides a solid base from which to begin your application.

If you want to attend one of the workshops, you can find more and sign up here:

www.imperial.ac.uk/staff/educational-development/workshops/star-framework/introductory-workshop/



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## 2. The UK Professional Standards Framework (UKPSF)

The UKPSF attempts to define the expectations and standards for teaching across the whole UK Higher Education (HE) sector; it 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" (see next page). The three "Dimensions of Practice" try and capture common areas of teaching practice in HE and relate these to the knowledge-base and professional values that support them. The four "Descriptors" relate this to levels of experience or engagement with teaching and are associated with career stage and teaching role.



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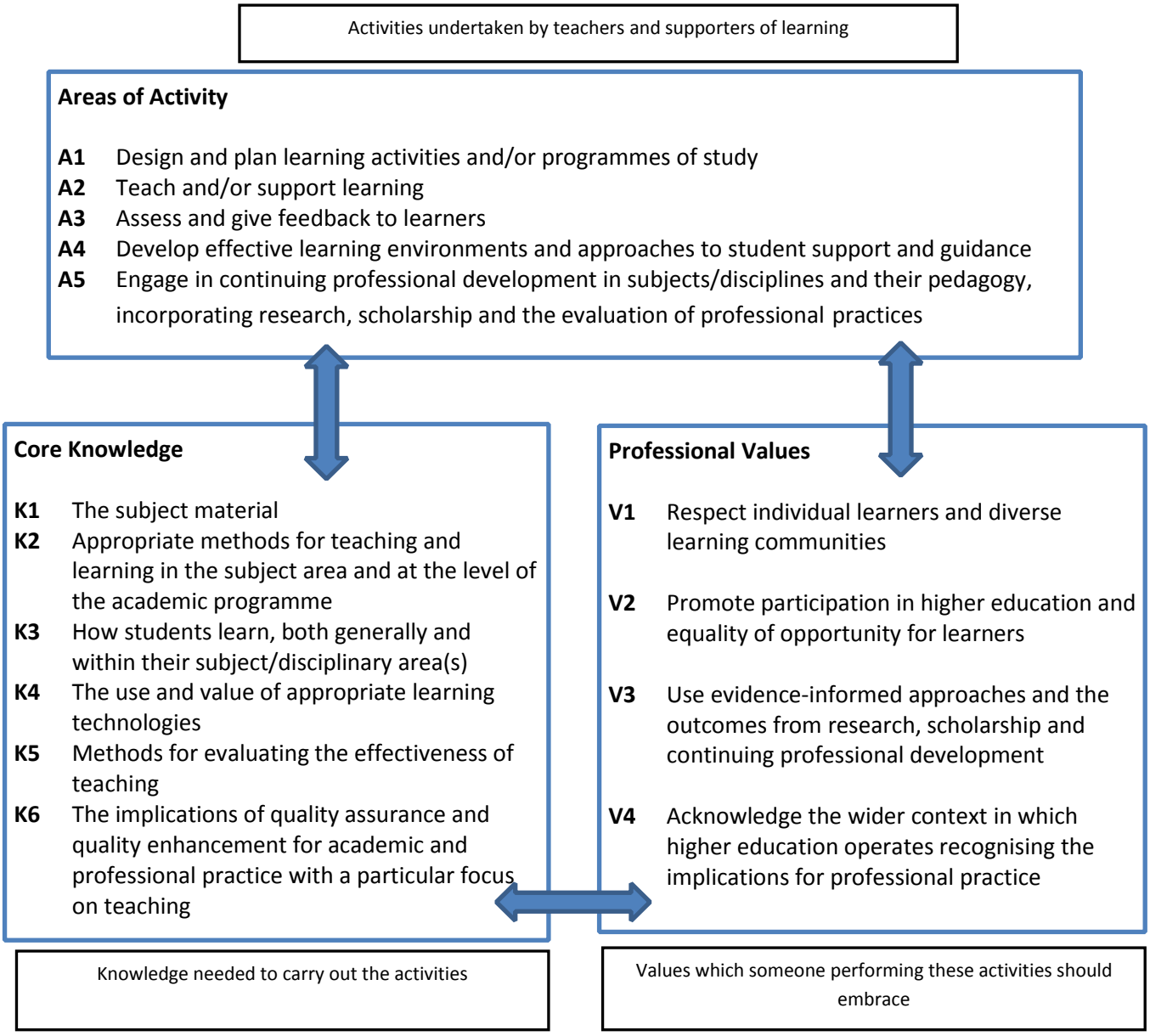
## Dimensions of the UKPSF



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## Which fellowship is the right one for me?

There are four different levels of fellowship, which the HEA calls ‘Descriptors’. These Descriptors relate to your teaching and/or supporting learning role and experience. Those relatively new to teaching or with a limited teaching role may be working towards Descriptor level 1 (D1) and Associate Fellowship of the HEA (AFHEA) while those with more experience and a more substantive teaching role would be interacting with the same ‘Dimensions of Practice’ but may be working towards Descriptor level 2 or 3. These descriptor levels relate to role and experience and individual context and circumstance. The brief descriptions below may help you decide which descriptor level you want to work towards.

### D1 Associate Fellow (AFHEA)

This may be most appropriate for support staff, staff who are new to teaching, or staff who support teaching and learning as a relatively minor part of their role. AFHEA is aligned to Descriptor I of the UKPSF and applications only have to demonstrate appropriate engagement with any two areas of activity in the UKPSF.

### D2 Fellow (FHEA)

In many ways this represents a benchmark of good practice for teaching in the HE sector. Fellows are typically engaged in a wide range of teaching activities and have engaged in continuing professional development to support a reflective approach to teaching. FHEA is aligned to Descriptor 2 of the UKPSF and applications have to demonstrate professional engagement with all areas of the UKPSF.

### D3 Senior Fellow (SFHEA)

Senior Fellow status is designed to recognise the achievements of staff who have an influence on professional practice beyond their own teaching. Senior Fellows will be those who have leadership or management roles in addition to any teaching role and can demonstrate a sustained record of effectiveness. SFHEA is aligned to Descriptor 3 of the UKPSF and applications have to evidence sustained, effective professional engagement with all areas of the UKPSF and an appropriate degree of leadership and/or management of teaching beyond their own practice.

### D4 Principal Fellow (PFHEA)

This top tier of accreditation is appropriate for staff who are able to demonstrate impact at a strategic level (in an institutional, national or international context) and a wider commitment to academic practice and leadership in teaching and learning. PFHEA is aligned to Descriptor 4 for the UKPSF and applications should demonstrate a more substantial engagement with the UKPSF in a much broader context; it is generally limited to senior individuals whose role involves teaching and learning at an institutional level and beyond. Staff wanting to apply for PFHEA should contact the EDU directly as this descriptor level is supported outside the STAR framework and requires individual submission directly to the HEA.

## How do these ‘levels’ translate to job roles and responsibilities at Imperial?

The following example profiles are indicative of the types of responsibilities and experiences that you might need in order to write a successful application for the various levels of fellowship. It is worth noting that it is your experience and degree of engagement with teaching and not your job title alone that will decide the level at which you choose to apply.


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## Example profiles of those working towards recognition:

### PhD Student working towards D1

I am a PhD student working as a GTA and I help to support one of our core courses to first year undergraduates. I have been involved in tutoring some small groups of students in a problem class and demonstrating in the practicals, which I have found really rewarding. It feels very different moving from being a student to a teacher, but I enjoy this aspect of my role. I have attended some faculty specific training in addition to workshops provided by the Graduate School and the EDU which covered effective teaching and assessment skills. I am keen to further develop my teaching skills alongside my research work and I am particularly interested in the potential offered by learning technology.

### Supporting Learning and Teaching Staff working towards D1

I work as a laboratory technician and I support my fellow technicians, researchers and students with all experimental matters. I instruct people on the correct use of specialist laboratory equipment and give inductions to new staff into the safe use of our laboratory spaces. My training work varies greatly in frequency and can be one-to-one or with groups of up to 30 students. I have recently completed the EDU's Supporting Learning and Teaching Pathway (SLTP) and I am registered to attend the EDU workshop 'Communicating Knowledge' as I enjoy my demonstrating work and feel it is important to my role to be as good at this as I can be.

### Clinician working towards D1

I am a Core Medical Trainee working at a teaching hospital and am involved in opportunistic teaching of third and fifth year medical students who are completing their attachment with us. I deliver some bedside teaching and also run some lunchtime seminars for students during their three week attachment. I encourage students to take histories from patients and then present these to me in order that I can give them some verbal feedback on how they could improve on this and make it more effective. I have also been involved in running some mock OSCE stations for students and have given them feedback on aspects of their practice that they would need to develop. I recently attended a one day workshop on clinical teaching and would be keen to get involved in more formal teaching at the medical school.

### Lecturer working towards D2

I am a lecturer at Imperial, I am predominantly involved in research but I also teach a number of topics on three undergraduate courses and a Master's course related to my research area. I also design the final assessment and play a part in aligning the various aspects of one of the undergraduate courses that I teach on. In addition to the mandatory provision required as part of my probation, I have attended a number of teaching workshops provided by the EDU and participated fully in Faculty training. . Given that I am part of the team that writes examination questions, I attended an EDU workshop on setting and marking assessment which I found helped me to better understand how to align questions with the intended course learning outcomes. I would like to develop my teaching further and have enquired about the EDU's PG Cert in University Learning and Teaching; I think this might help my teaching and could be a useful qualification and be the easiest way for me to gain HEA fellowship.


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### Senior Lecturer working towards D2

I am a Senior Lecturer and have been working at Imperial for six years. I arrived at Imperial having taught courses at other universities for a number of years. I have chaired examination boards and examined at PhD level. Since joining Imperial I have also been an external examiner for another university in London. I have attended faculty specific training at Imperial in addition to the mandatory training; however, I haven't completed a formal teaching qualification as I feel that my experience, together with the professional development I have undertaken, has enabled me to become an effective teacher.

### Teaching Fellow working towards D2

I am a Teaching Fellow at Imperial, I was taken on specifically to teach and I have prepared and delivered teaching across all three years of our undergraduate course, but teach mostly the first and second years. I also design and mark course work and exam questions and have recently designed some extra revision tutorials for the final years. I have attended Faculty training and several EDU teaching workshops. I really enjoy teaching and want to take it further; I see my career heading in that direction. I have enrolled on the EDU's PG Cert in University Learning and Teaching; I want HEA fellowship and plan to try and continue on to the MEd if possible, as I am interested and think this might help me make a case for promotion.

### Clinician working towards D2

I work as a physician at a teaching hospital and I am involved in teaching medical students at Imperial. I see small groups of students three or four times a week for bedside teaching sessions aimed at providing some contextualised teaching. This role involves giving both oral and written feedback to students. I also contribute to a second year module on nutrition which involves lecturing the whole year group with a series of follow up seminars with small groups. My interest in teaching developed after attending a number of CPD sessions on teaching skills for clinicians and I am currently enrolled on the PG Cert in University Learning and Teaching at Imperial. If time permits, I may progress on to the Diploma and then complete the full Master's programme.

### Senior Lecturer working towards D3

I am a senior lecturer and have a significant teaching load. I taught for several years at another UK university where I completed a Postgraduate Certificate in Academic Practice and gained fellowship of the HEA. I am keen to apply for promotion and would like to get formal recognition for the teaching experience that I have. I oversee the delivery of teaching across a range of our courses and I make sure that the GTAs and others who contribute to delivery know what is required of them. I have a large part to play in assessment and run our examination board at the end of each year. I help with the faculty training of new academic staff and regularly do teaching observations and give feedback about teaching. I play an active part in the faculty teaching committee and was recently nominated for a student teaching award. I still undertake some research in my field, but my role has expanded to include more teaching and administrative duties and I enjoy the day-to-day contact with students that teaching offers.


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# 3. How the STAR framework supports your professional recognition

Imperial College has devised both a 'taught' and 'flexible' path to recognition as Associate Fellow and Fellow of the HEA (UKPSF descriptor categories D1 and D2), and a flexible path to Senior Fellowship of the HEA, descriptor category D3 (see page 11). These pathways will involve you fully engaging with the UKPSF and evidencing this engagement. Although the two pathways are distinct, the design of the STAR framework allows you to switch between them according to your CPD needs. For example, you may be an early career teaching associate and may gain HEA Associate Fellowship by following the 'Flexible' Path, then be promoted to a Teaching Fellow role and decide to complete Imperial's PG Cert in University Learning and Teaching (ULT) which will allow you to gain HEA Fellowship (Descriptor 2) via this 'Taught' path. Having completed the PG Cert and possibly the PG Diploma ULT, and having gained experience as a course or programme lead, you might then want to build an HEA Senior Fellowship application via a 'Flexible' Path with the support of a STAR mentor.

## D1 Taught paths – Foundations in Teaching

### Foundations in Teaching (D1) 'Academic' taught path

If you are a probationary lecturer or teaching fellow, you are generally required by College to attend a series of compulsory workshops (listed below) and there may also be additional faculty requirements.

- Introduction to Teaching for Learning
- Introduction to Supervising PhD Students at Imperial (includes examining PhDs)
- Introduction to Personal Tutoring at Imperial College

In order to fully address Area of Activity A3 participants on this path will also attend a workshop on:

- Introduction to Assessing and Giving Feedback

Completion of these workshops and your faculty training alongside your teaching related activities should give you a sufficient grounding to complete a D1 pathway and achieve the award of Associate Fellow (AFHEA).

### Foundations in Teaching (D1) Supporting Teaching and Learning Path (SLTP)

This path is most appropriate if you have a role in supporting teaching and learning or direct student support at the College (for example a librarian, learning technologist and technician, careers adviser). Under the STAR framework, we have created a new path for this cohort that incorporates two core workshops, 'Introduction to Teaching for Learning' and 'Introduction to Assessment for Learning'. It also includes an element of online learning.

You will also be required to complete additional sessions designed to support you in your role. These workshops will be aligned to the HEA dimensions so you can map your experiences to the appropriate activities, knowledge and values. On this path you would be strongly encouraged to undertake a session that includes the opportunity to have a presentation recorded on video and to receive feedback from your peers. SLTP runs from January to June each year.

For more details about SLTP visit the website:

www.imperial.ac.uk/staff/educational-development/programmes/supporting-learning-and-teaching-pathway/



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## Foundations in Teaching (D1) Medical/clinical taught path

If you are a member of clinical staff (e.g. doctors, nurses, physiotherapists etc.) who teach undergraduate medical students in clinical settings, you will be able to complete a series of parallel workshops specific to teaching in these contexts:

- Introduction to Clinical Teaching and/or Introduction to Teaching and Learning in the Faculty of Medicine (depending on teaching responsibility)
- Practical Guide to Small Group Teaching
- Introduction to Feedback and Formative Assessment

These workshops will provide you with the exposure and experience to achieve Associate Fellowship (D1), covering areas of activity A2 and A3.

## Foundations in Teaching (D1) Graduate Teaching Assistant (GTA) taught path

GTAs have various pathways to Associate Fellowship, offered by The Graduate School, the Faculty of Engineering, or individual departments (or a combination).
The Faculty of Engineering has training which is compulsory for all of its GTAs and the Graduate School has also put together some workshops with the support of the EDU to support Graduate Teaching Assistants.

The Graduate School workshops are:
- Introduction to Teaching and learning for Doctoral Research Students and GTAs
- Assessment and Feedback for Doctoral Research Students and GTAs*
- Application for Associate Fellowship with the HEA

*NB. Attendance at this workshop or departmental equivalent is a requirement of Senate for those who expect to carry out marking.

There are also a number of other teaching and learning focused workshops run by the Graduate school that may be informative and support a fellowship application.

The GTA training run by the Faculty of Engineering comprises two-stage training: Stage 1 is compulsory for any engineering GTA who wishes to earn money as a GTA (as it covers the Senate requirement for training on assessment in engineering). Stage 2 training is elective and is necessary for engineering GTAs who wish to apply for Associate Fellowship. Both stages of training are aligned to the UKPSF. Information about stage 2 is given at the stage 1 workshop.
There is generally no need to do both the training offered by the Graduate School and, for example, the Engineering two-stage training programme, as the content is largely the same.

You need to complete the Graduate School workshops or the Faculty of Engineering two-stage training and/or your departmental training alongside your GTA teaching-related activities to have a sufficient grounding to complete a D1 pathway and achieve the award of Associate Fellow (AFHEA), but we believe that most GTAs will find it a straight-forward process.

## STAR Introductory and Pre-submission workshops

It is expected that all participants on one of the Foundations in Teaching pathways will also attend a STAR introductory workshop and a pre-submission workshop to support engagement with the UKPSF. Those on the GTA-specific path to Associate Fellowship should attend the Graduate School version of these workshops.


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## D2 Taught path (Post Graduate Certificate University Learning and Teaching)

### Background

The Post Graduate Certificate in University Teaching and Learning (PG Cert ULT) is organised into a series of modules, each of which have associated seminars and an assignment alongside some directed reading. These modules build on the ideas introduced in the EDU workshops compulsory to all new College probationary lecturers and/or teaching fellows (Introduction to Teaching for Learning, Introduction to Supervising PhD Students at Imperial, Introduction to Personal Tutoring at Imperial College). Attendance to these workshops also forms part of the entry requirements to this PG Cert. Alternative EDU workshops of an equivalent length (i.e. 1x1 day, or 2x1/2 day) may be substituted following discussion with the Course Director. You can find more information on the PG Cert webpages: http://www.imperial.ac.uk/staff/educational-development/programmes/pg-cert-ult/

### Course Structure

The programme is normally taken over one year and commences in October. As this is a practice-led course, you must have a substantive teaching role in terms of both range and depth of activity. For example, this can include lecturing, tutoring, course organisation, assessment, supervision, bedside or lab teaching. A typical progression through the course year is:

| | |
|---|---|
| October | Attend Induction Session and first teaching statement. |
| November | Choose modules according to interest in addition to the |
| December | two Core modules. |
| January | |
| February | Submit assignments from each module for formative |
| March | feedback. |
| April | |
| May | Arrange three teaching observations. |
| June | Submit final summative portfolio. |

Students can choose modules which best fit their interests and practice and may also seek advice from members of academic staff. Most modules have pre-requisites, usually pre-sessional reading and preparation to be submitted in advance of the module seminar. Most modules will run at least twice during the academic year, and students are advised to consider their workload when booking sessions to ensure that they have enough time to complete the reading and assignments in the timescales given. The timescale for submitting assignments for formative feedback is normally six weeks after the date of the module seminar.

The PG Cert ULT is aligned with the UKPSF and modules offer the opportunity for you to engage with the UKPSF in a manner appropriate to you and your practice.

The PG Cert is a 30 ECTS credit course (equivalent to one-third of a Master's degree). There are two core modules: 'How Students Learn' (5 ECTS credits) and 'Reflection on Changing Practice' (10 ECTS credits). The latter involves writing an opening and closing statement for your final portfolio. This means you will need to complete three additional modules to account for the final 15 ECTS credits (all remaining modules have a value of 5 ECTS). To gain credit for each module you are required to attend seminars, complete all pre-requisites and required reading, and to submit assignments relating to each specific module for formative feedback.


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## Flexible paths at D1 and D2

Participants who have appropriate experience, prior workshop attendance and/or existing teaching and learning qualifications may choose to take a flexible path to their STAR HEA recognition. Those who choose this route will still have access to the full range of EDU workshops and support and will complete their application in the same way as those on one of the taught pathways.

## Flexible path to D3

There is no taught path for those applying at D3 level. Participants wishing to apply for Senior HEA Fellowship follow the flexible path, and can choose to attend informational workshops and/or biweekly STAR drop-in clinics at the EDU. Termly workshops* on Introduction to Senior HEA Fellowship (STAR Framework) are available to participants wishing to find out more information on the SFHEA application and review process, and on exploring the career value Senior HEA Fellowship might hold. Achieving D3 involves demonstrating 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. This is aimed at experienced staff with a role in supporting those new to teaching.

**For more information on the Introduction to SFHEA (STAR Framework) workshops, please e-mail* staradmin@imperial.ac.uk

## Support available for those on flexible paths

We want to ensure that STAR participants on one of the flexible paths still feel part of a learning community. If you choose to take one of the flexible pathways you will have the opportunity to:

- Attend the STAR Introductory workshop and identify your relevant Descriptor category for your level of experience and responsibility.
- Come to the biweekly drop-in sessions to allow you to share ideas for the mapping of your practice against UKPSF and ideas for the focus of narrative accounts, reflective accounts of practice and case studies.
- Attend the STAR Pre-submission workshop to finalise your submission.

Regardless of chosen pathway, we strongly advise that **all** those seeking recognition attend the 'Introduction to the STAR Framework' workshop as this provides a solid base from which to begin your application. The workbook that is used during this session has been designed to provide you with a blueprint containing some of the key information you will need when writing your final application.


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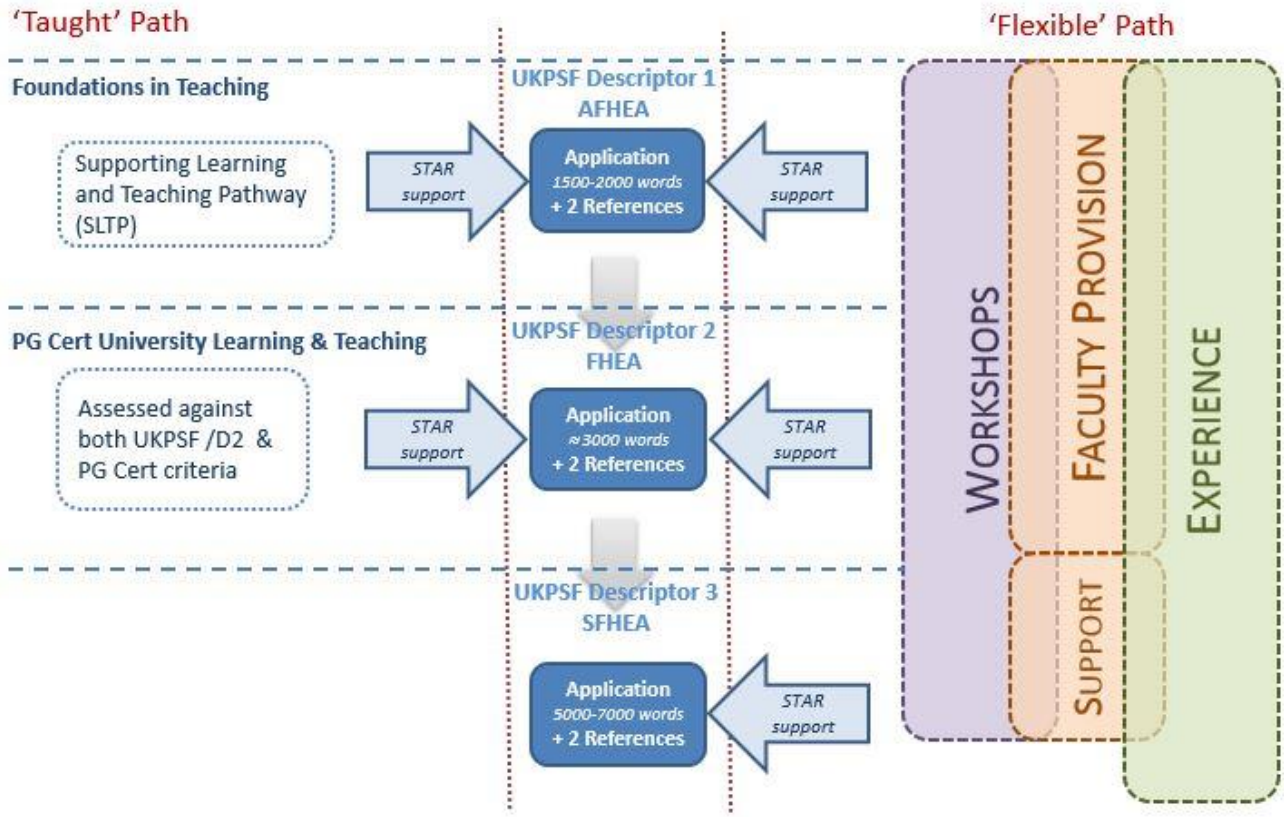
## Overview of the taught and flexible paths within the STAR framework:



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# 4. Completing and Submitting your application

All applications should be competed online via SharePoint, ideally using the application template forms. You can access the application form templates for each level of Fellowship via the STAR webpages:

www.imperial.ac.uk/staff/star-framework/help-and-support/application-forms-and-handbook/.

At all descriptor levels, you should consider the following reflective question prompts to structure your written commentary:

1. What did you do? Concise description of engagement including your own role and context
2. How did you do it? A description and explanation of the approach/methodology you employed
3. Why did you do it that way? Evidence and rationale for your choices: Consider the Knowledge (K) & Professional Values (V) dimensions of the UKPSF
4. What difference did it make? Impact on learners/teachers/self/institution – how do you know?

Each application requires a short (500 word max) written reference from two referees. These referees should be in a position to comment on the development of your teaching and learning practice and perhaps support your future professional development in this area. These people could be your line manager, supervisor, mentor, peer or Head of Department/Unit.

The references should be based on a face-to-face meeting with each referee in which you review your application to:

- discuss the ways in which you have contributed to the department's or unit's teaching and learning objectives;
- identify your future professional development needs (for example progression to the next Descriptor category) and how you might be supported to achieve these needs.

The references should support your application and NOT be generic academic references. It is your responsibility to identify referees, collect your references and to include them in your STAR application.

## Choosing your referees

### Who should I choose?

You need to select referees who can comment on your teaching ability and, if you are applying for D3, your contribution to course organization and management of teaching and/or of those teaching. This might include colleagues who have seen you teach, or who have seen your SOLE scores or other teaching evaluations. A referee does not necessarily have to be a senior colleague, so you could choose a peer or even those in a less senior role who are in a position to comment on your teaching.

### How should I approach referees?

We suggest that you send an initial email to sound out your colleague's willingness to write a reference for you and, if they agree to your request, you should send them your completed application form. This should be accompanied by a link to the guidance for referees which can be found on the STAR website, to fulfil the HEA requirement of a reference specific to your Fellowship application as opposed to a general academic reference. We strongly advise that you also arrange a face-to-face meeting to discuss your application and reference, and to ensure that all of the information you require is covered.

STAR Framework guidance for referees can be found here:



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www.imperial.ac.uk/staff/star-framework/for-referees/

The HEA offers additional comprehensive guidance for referees specific to each level of Fellowship, so you may want to refer your referees to their webpages:

Guidance for referees for applicants applying for Associate Fellowship
www.heacademy.ac.uk/system/files/downloads/afhea_referee_guidance_notes.pdf

Guidance for referees for applicants applying for Fellowship
www.heacademy.ac.uk/system/files/downloads/fhea_referee_guidance_notes.pdf

Guidance for referees for applicants applying for Senior Fellowship
www.heacademy.ac.uk/system/files/downloads/sfhea_referee_guidance_notes.pdf

## Online submission of application and references

Submission via SharePoint requires that the applicant has active Imperial login credentials:

1. Click on the link to SharePoint on the 'Submit your application' page of the STAR website.
2. Enter your Imperial user name and password.
3. Click 'Add new item' at the bottom of the page.
4. Complete your personal details and attach your application and references as PDFs. If you are ready to submit, check the 'submit' box.
5. Click Save.

Review panel dates are published on the STAR website. You can expect notification of the outcome of the review panel within 7 working days unless you are notified otherwise.

# 6. Review criteria for applications

All applications at Associate Fellow (D1) and Fellow (D2) level will be considered by two reviewers; one subject specialist from your faculty and one education specialist/generalist, for example, from the EDU or Graduate School. Each Senior Fellowship (D3) application will normally be considered by two reviewers and the external examiner. The reviewer who considers your application will depend on your faculty and disciplinary background and on the level of fellowship you are applying for.

All applications will be judged against relevant dimensions of the UKPSF framework and for evidence of the following qualities:

- **Claim** – *What have you claimed in terms of practice and approach?*
- **Personal engagement** – *Is there evidence of engagement with teaching & learning and with the UKPSF?*
- **Alignment** – *Is your application internally aligned & consistent, does it align with the UKPSF?*
- **Reflection** – *Does the application show thoughtful, evidence based consideration?*
- **Commitment** – *Is there evidence of commitment to teaching & learning and the UKPSF?*
- **Evidence based** – *Is there supporting evidence from the literature, practice and experience?*
- **Quality** – *Is the application of appropriate quality (including standards of English and presentation)?*
- **Currency** – *Is the application current and appropriate to HE and the institutional context?*
- **Sufficiency** – *Is the application appropriate and of the level expected for fellowship?*


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The STAR framework has been designed as a developmental process, and you will get feedback on your application regardless of outcome to guide your continued engagement and development in your teaching and learning practice. The feedback you receive should highlight good practice and areas for development and may also make suggestions for future practice.

If your application has not been commended for awarding the level of Fellowship applied for in the first instance, you will receive feedback highlighting good practice, areas for development and required amendments for re-submission. It is possible that a panel could recommend that an application for Fellow status (D2) does not meet this threshold, but would be worthy of Associate Fellow status (D1). If this is the case with your application, this will be explained and your options discussed.

Quality and standards of applications and the assessment process will be reviewed by the committee who will report to Senate through the Vice Provost (Education) Advisory Group (VPAGE). An external examiner will review all Senior Fellowship (D3) applications, borderline Associate Fellowship (D1) and Fellowship (D2) applications and normally a representative 25% sample of all other applications. The external examiner will also have the right to be present at any/all review committees.

An applicant can make a process related appeal to the Chair of the STAR assessment committee. Applicants cannot appeal the decision of the committee which is final.


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# 7. Maintaining good standing

The time taken to progress between levels (D1 to D2 etc.) will depend on an individual's own professional context. However, it is important to keep up to date in order to maintain good standing. This could include attending or presenting at EDU events such as Perspectives events and Education Day, acting as an external examiner or a teaching committee member. Having achieved their STAR recognition, an individual may also choose to be involved in supporting others e.g. an individual who has achieved Senior Fellowship (D3) may act as a reviewer and/or a mentor for a departmental colleague, or someone who has achieved Fellowship (D2) may wish to help out at the drop-in session or in their department to advise other applicants.

The EDU offers a wide range of workshops to support continued educational development, details of which can be found on our website:

www.imperial.ac.uk/staff/educational-development/workshops/



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# 8. Frequently Asked Questions

### Do I have to take part in the STAR framework?

No. However, it is a useful and portable 'qualification' and recognised in the UK Higher Education sector as well as internationally. It provides national recognition of your commitment to professionalism in teaching and learning in higher education, and demonstrates that your practice is aligned with the UKPSF.

### Do I have to pay?

The STAR framework is free for all those with appropriate contractual connections to Imperial College which is a subscribing member of the HEA. If you are not sure, please contact us.

### Which level of fellowship is suitable for me?

See page 5 for guidance.

### Do I have to start at Associate Fellow (D1) level?

No. You can start at the level of Fellowship most appropriate to your experience and role.

### Is there a time limit between getting FHEA status and SFHEA status?

No. It will depend on your own professional development needs.

### Do I need approval from my line manager to be involved?

There is no need for any official approval from a line manager or supervisor, but it is better to talk to them and get their approval if you can. This is a CPD approach and it works best if you work within your context so that you can get the most benefit out of it.

### Should I do the taught or flexible pathway?

The choice is yours; the STAR framework is designed to be flexible and work in a wide range of profesional contexts. The taught path to Associate Fellowship (D1) allows you to make the best use of departmental &/or Graduate School GTA training or the College's and Faculties' training requirement for most probationary academics. The taught path to Fellowship involves a PG Cert, doing this gives an additional academic qualification BUT this also means there are the extra academic requirements you would expect from a Master's-level course. The flexible path gives more freedom and is not bound by these academic requirements. Senior Fellowship (D3) is only offered via the flexible route. If you are not sure, talk to others you may know who are already involved or feel free to contact us via the website.

### Can I move between the taught and flexible pathways?

In general, yes, as all of the pathways have a common end point in terms of submission of an application. See page 11 for further information.

### What support is available to me if I'm on the flexible path?

If you choose to take one of the flexible pathways you will have the opportunity to:

- attend the STAR Introductory workshop and identify your relevant descriptor category for your level of experience and responsibility.



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- come to the monthly drop-in sessions to allow you to share ideas for mapping of your practice against the UKPSF and ideas for the focus of narrative accounts, reflective accounts of practice and case studies.
- attend the STAR Pre-submission workshop to finalise your submission.

Those who choose this route will still have access to the full range of EDU workshops and support and will complete their application in the same way as those on one of the taught pathways.

### I have already done a teaching qualification elsewhere

The STAR framework is a CPD process, and therefore all previous qualifications and experience related to teaching and learning in HE will be helpful in writing your application.

### I have already completed Imperial's PG Cert ULT or SLTP; what's my next step?

Having already completed these courses you will be well placed to write your application. Come to one of the drop-in sessions to discuss your options.

### I already have FHEA; can this count towards the PG Cert ULT?

All relevant education experience can form part of your PG Cert. Details of this will depend on personal context and will be considered on an individual basis. However, the PG Cert is an academic qualification and as such is subject to the normal registry and course regulations regarding entry and AP(E)L. For more information please contact the Programme Coordinator, Ms Ruth Stannard by email at pgcertult@imperial.ac.uk.

### How much writing will be involved in the application?

Applications for each of the different descriptor levels have a different word count.

Applications for Associate Fellowship (D1) - 1500-2000 words

Applications for Fellowship (D2) - 3000 words

Applications for Senior Fellowship (D3) - 5000-7000 words

### How long will it take to complete?

The length of time to achieve STAR recognition will depend on an individual's professional circumstances and experience. An applicant who is new to teaching may take longer to complete their application than someone who already has a lot of experience and can put together an application relatively quickly.

### What post nominals can I use?

If your application is successful, you can use the following post nominals:

- **AFHEA** – Associate Fellow of the Higher Education Academy
- **FHEA** – Fellow of the Higher Education Academy
- **SFHEA** – Senior Fellow of the Higher Education Academy
- **PFHEA** – Principal Fellow of the Higher Education Academy

## 9. What happens after I have gained recognition?

Participating in the STAR framework is part of an ongoing process of professional recognition for your teaching activities. We hope that you will progress up the levels of fellowship over time which



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will serve to improve your career prospects at Imperial and beyond. It is therefore worth keeping documentation that relates to your teaching activities as this might prove useful for a future application. This might be in the form of student feedback, emails from colleagues or even your own reflective diary. You could also stay involved in the framework, mentoring others from your discipline and perhaps reviewing applications. This sort of involvement can help you gain experience and be useful in your own subsequent applications for future more senior fellowship. You may also consider being involved in other education events such as education day, perspectives in education or one of the educational networks.

## 10. STAR contact details

You can contact the STAR team by email at staradmin@imperial.ac.uk


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# Appendices

# Appendix 1: Levels of Fellowship - The UKPSF Descriptors

## Descriptor 1 (Associate Fellow of the HEA)

| 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:<br><br>I. Successful engagement with at least **two** of the five Areas of Activity<br>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity<br>III. Appropriate Core Knowledge and understanding of at least K1 and K2<br>IV. A commitment to appropriate Professional Values in facilitating others' learning<br>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities<br>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.<br><br>a) Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract / post-doctoral researchers etc.)<br><br>b) Staff new to teaching (including those with part-time academic responsibilities)<br><br>c) Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)<br><br>d) Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities<br><br>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<br>• Assessment and related activities, including providing feedback<br>• Providing constructive feedback (formative and summative) to students in teaching / facilitation roles<br>• Contributing to skills development of learners/students, e.g. introducing the use of techniques and/or equipment<br>• Contributing to the development of learners' professional practice e.g. in relation to professional codes of conduct<br>• Developing learning and teaching materials, resources, methods and approaches<br>• Using a range of technologies to support the learning of others and one's own professional development in relation to teaching<br>• Evaluation of sessions or activities |


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## Descriptor 2 (Fellow of the HEA)

| Description | Typical Role | Example Activities |
|---|---|---|
| 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:<br>I. Successful engagement across all five Areas of Activity<br>II. Appropriate knowledge and understanding across all aspects of Core Knowledge<br>III. A commitment to all the Professional Values<br>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity<br>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice<br>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.<br>a) Early career academics<br>b) Academic-related and/or support staff holding substantive teaching and learning responsibilities<br>c) Experienced academics relatively new to UK higher education<br>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<br>• Ensuring alignment between the content, learning and teaching methods and materials, and the learning outcomes<br>• Selecting and developing appropriate teaching methods and materials for a variety of scenarios (ranging from small group tutorials to large lectures)<br>• Selecting and utilizing appropriate technologies to support and enhance approaches to learning, teaching and assessment<br>• Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment<br>• Providing critical and constructive feedback and guidance to learners<br>• Supervising students' work in learning, teaching and/or research activities<br>• Using reflection to develop personal teaching, e.g. modifying practice in response to student and peer review/feedback, analysis of the effectiveness of teaching design & delivery<br>• Participating in teaching-related observations and mentoring activities to improve professional practice<br>• Engaging with formal internal quality assurance processes mediated by an external examiner<br>• Engaging in training and development opportunities to further develop their educator skills |


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## Descriptor 3 (Senior Fellow of the HEA)

| 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:<br>I. Successful engagement across all five Areas of Activity<br>II. Appropriate knowledge and understanding across all aspects of Core Knowledge<br>III. A commitment to all the Professional Values<br>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity<br>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice<br>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related to academic or professional practices<br>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:<br>a) Experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas<br>b) Experienced subject mentors and staff who support those new to teaching<br>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<br>• Designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate<br>• Incorporation of discipline and pedagogic research and/ or scholarship into learning and teaching, and evaluating its effectiveness.<br>• Ensuring that programme design and delivery complies with relevant quality standards and regulations<br>• Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning<br>• 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)<br>• Providing pedagogic leadership in initiatives/ projects, providing peer feedback e.g. as a mentor education developer |


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# Appendix 2: Areas of activity – experience and examples

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

Experience that would support this area of activity includes:

- planning individual/one to one or small group sessions
- planning for courses or programmes
- contributing to programme development at department, faculty and institutional level
- engaging with professional bodies in relation to curriculum development e.g. through a validation panel
- designing learning materials that have been used by others

Examples of evidence could include:

- session plans
- course or programme materials
- curriculum design/development documents
- maps of course and programme documents against external benchmarks (e.g. QAA subject benchmarks, British Computing Society).

**A2 Teach and/or support learning**

Experience that would support this area of activity includes:

- using a range of teaching approaches and modes of delivery
- using relevant assessment approaches
- selecting teaching and learning activities informed by educational research and evidence

Examples of evidence could include:

- peer observation of teaching paperwork
- student feedback/evaluations
- examples of learning outcomes from relevant session plans, course outlines, presentational materials
- excerpts from a reflective diary
- materials from online teaching.

**A3 Assess and give feedback to learners**

Experience that would support this area of activity includes:

- making judgments about student work in tutorials, lab-based settings and supervision sessions
- giving formative feedback in face-to-face and online settings
- using assessments that support the learning outcomes
- selecting appropriate assessments for the student profile
- engaging in College quality assurance processes relating to assessment
- selecting and using appropriate feedback and feed-forward mechanisms
- external examining and moderating of assessments
- developing departmental, faculty or university policy on assessment and feedback.

Examples of evidence could include:

- assessment tasks
- peer observation of teaching paperwork
- model answers that you have created
- moderation documents
- assessment and feedback supported through technology e.g. Blackboard quizzes, Mentimeter
- students' responses to feedback
- External Examining activity
- assessment and feedback policy documents



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

Experience that would support this area of activity includes:

- using different media and technologies, both physical and virtual
- engaging with different kinds of learners e.g. international, culturally diverse, full-time, part-time, etc.
- working in different modes of learning e.g. distance-based, blended, work/practice-based etc.

Examples of evidence could include:

- screenshots from Blackboard course sites
- links to Panopto recordings of teaching sessions
- teaching materials
- peer observation of teaching paperwork
- anonymised records of interventions
- formal and informal feedback from students and colleagues
- promotion of inclusivity agenda within the department or faculty

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

Experience that would support this area of activity includes:

- participating in activities to extend professional development e.g. workshops run by the EDU, Graduate School, your faculty or department
- successful involvement in/completion of relevant teaching-related qualification(s) / portfolios (PG Cert, PG Dip, Med in University Learning and Teaching)
- attending, or presenting at, teaching and learning conferences
- publication of research or scholarly activity

Examples of evidence could include:

- portfolios related to academic/professional development
- professional development records for formal institutional schemes
- record of involvement in professional development activities
- abstract from a conference presentation
- reflection e.g. blog post on attendance of an event and its impact on your practice
- examples of changes in teaching/supporting learning informed by research or scholarship
- examples of changes in teaching/supporting learning informed by professional development activity



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# Appendix 3: Detailed advice relating to Core Knowledge and Professional Values

## Core Knowledge

You can most easily provide evidence of your Core Knowledge in your commentary on the Areas of Activity. For example, designing and planning a learning activity (Area of Activity 1) effectively requires the use of appropriate teaching and learning methods (Core Knowledge 2), an understanding of how the particular students learn (Core Knowledge 3) and the use of appropriate learning technologies (Core Knowledge 4). Linking the Core Knowledge to Areas of Activity provides greater coherence and depth to the evidence and more accurately reflects the reality of practice.

### Core Knowledge 1: The subject material

You should provide evidence of how you use your understanding of the nature of the subject to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback. This would normally make reference to the distinctive nature, or culture, of the discipline and the particular expectations of teaching; the issues or challenges arising from the context in which teaching takes place, and the appropriate methods of delivering the subject at different levels (e.g. first year undergraduate to Master's level).

### Core Knowledge 2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

This is concerned with approaches to education that are distinctive and/or characteristic of the subject, or what makes the teaching or support of learning in the subject distinct. It is also concerned with acknowledging that some approaches may be more appropriate than others given the nature of the learning desired, the level of the material being taught and the readiness of students. This is clearly linked to demonstrating Core Knowledge 1 with its focus on an understanding the subject material, but is specifically concerned with the strategies and approaches used to teach or support the learning of the subject.

### Core Knowledge 3: How students learn, both generally and within their subject/discipline area

You can provide evidence in this case by demonstrating how an understanding of the characteristics of different students (such as mature students, recent school leavers or research students) influences the decisions you make about how best to work with those students. You might refer, for example, to different theories of, or approaches to learning and how these influence your use of different strategies for teaching and supporting learning.

### Core Knowledge 4: The use and value of appropriate learning technologies

Here you need to demonstrate how and why you use specific technologies, traditional and new, to support learning. The evidence you provide is likely to link to other areas of Core Knowledge, for example; how and why technology is used within a specific discipline, professional or vocational areas; for specific groups of students in specific learning contexts or environments.

### Core Knowledge 5: Methods for evaluating the effectiveness of teaching

Here you should focus on the methods (formal or informal) you employ to gather information about the impact of teaching, how you use that information and how this helps you to develop your work.



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### Core Knowledge 6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

In this section you should demonstrate how you use feedback from students to enhance your practice and their experience. This might include an account of how you obtain feedback other than relying on the institutional procedures already in place.

## The Professional Values

Professional values are often considered implicit within professional practice, but in your Account of practice, you need to explain how they inform your work. It is acknowledged, however, that individuals are likely to place different emphases and importance on particular Values depending on the nature and context of their work. Moreover, it can be difficult to provide evidence of how work is informed by particular Values.

### Professional Value 1: Respect individual students and diverse learning communities

This value is concerned with how teaching and supporting learning incorporate activities, actions and approaches which respect individual students. Your Account should demonstrate how this value influences the way in which you communicate and interact with individuals and different communities in the context of teaching and supporting learning. The term ‘diverse learning communities’ might include campus-based groups of students, electronic communities, work based communities, or be defined on the basis of ethnicity, faith, social class or age.

### Professional Value 2: Promote participation in higher education and equality of opportunity for students

Here you should make clear how a commitment to participation in Higher Education and equality of opportunity for students informs your work. There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge.

### Professional Value 3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development

This value advocates the importance of direct professional involvement in enquiry. It is concerned with using the outcomes from research, scholarship and professional development to make principled, informed and considered judgements which enhance practice and the learning experience. So, you need here to demonstrate how you draw on sources of evidence to inform your work and how you contribute to those sources.

The evidence you refer to might include consideration and application of the findings from studies, reading, personal enquiry regarding (for example) teaching, learning, students, the subject, the environment etc. to enhance practice and the student learning experience. Using one’s own discipline based research to enhance the curriculum should be informed by reading or research about curriculum design, the nature of the subject itself and the students in order to provide a rationale for the design of the curriculum and its delivery.

### Professional Value 4: Acknowledges the wider context in which higher education operates recognising the implications for professional practice.

This value is concerned with being alert to matters that may have an impact on institutional missions, or curriculum design, or personal and collective practice. This might for example include the demands of the Disability Discrimination Act, Professional Body requirements for your discipline, the employment agenda, or the widening access and participation agenda. Current agendas include sustainability (the practice of sustainability and education for sustainability) and student engagement.



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# Appendix 4: Application templates

These templates are available as Word documents at:
www.imperial.ac.uk/staff/star-framework/submit-your-application/


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# D1 - Associate Fellowship (AFHEA) Application Template

## Personal details

Name, role, department, teaching qualifications/awards

## Personal statement/introduction (200-300 words)

Short reflective statement that includes:

- a concise biography;
- the context in which you currently work;
- the reasons for your application.

## Examples of your professional practice

- There are five activities that contribute to the account of professional practice. More detail about these activities can be found in Appendices 2 and 3 of the STAR handbook.
- At the D1 level you need to address **TWO** Areas of Activity (you can address more if you wish). You are most likely to meet A1, A2 and/or A4. Activity A5 is seldom addressed in a D1 application, but you are free to address any two areas that are relevant to you and your practice.
- Think about your practice and decide which two activities are most relevant to your role. More detail about the nature of these activities can be found in Appendix 2 of the STAR handbook.
- When choosing which activities you are going to address, these questions should guide your reflection:
    - **What did you do?**
      Concise description of engagement including own role
    - **How did you do it?**
      Explanation of approach/methodology employed
    - **Why did you do it that way?**
      Evidence and rationale for choices made: Knowledge (K) & professional Values (V)
    - **What difference did it make?**
      Impact on learners/teachers/self/institution

## Self-assessment list for submitting an application

Use the table below to help you think of examples of your practice and how they map onto the different dimensions.

| Demonstrating Engagement with the UKPSF Examples from your Practice | | UKPSF dimensions | | |
|---|---|---|---|---|
| | | A 1-5 | K 1-6 | V 1-4 |
| **1** | | | | |
| **2** | | | | |
| **3** | | | | |
| **4** | | | | |
| **5** | | | | |
| **6** | | | | |



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## Account of professional practice

**TWO selected activities, 700 words each**

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

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. For example, you might:

- plan individual/one to one or small group sessions
- contribute to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

**Introduction** (≤ 100 words)

Describe the main ways in which you design and plan learning activities and/or programmes of study.

**Main section** (600 words). Use the following headings as guidance

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

### A2: Teach and/or support learning

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

- use a range of teaching approaches appropriate to the environment;
- select activities that are informed by educational research, attendance at a workshop or through observing a colleague.

**Introduction**

Describe the main ways in which you teach and/or support learners. (≤ 100 words)

**Main section** (600 words). Use the following headings as guidance

- The activities or techniques you use and why
- Reasons for using these techniques and why you think they were successful in supporting student learning?
- Which elements of Core Knowledge did you utilise and why?
- Which Professional Values were particularly relevant and why?



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### A3: Assess and give feedback to learners

This Area of Activity is about how you use assessment and feedback to foster and encourage learning, assess progress and make judgments about your students' learning during and on completion of their study with you. The assessment you undertake may be formative or summative, formal or informal. Feedback can be face to face, written through annotating students work, or through using technologies such as online quizzes. For example, you might:

- make judgments about student work in tutorials, lab-based settings and supervision sessions;
- give formative feedback in face-to-face and online settings (through a discussion forum or via automated feedback you created within an quiz);
- use assessments that support the learning outcomes;
- select appropriate assessments for the student profile.

**Introduction**

Describe the main types of formative and/or summative assessment that you use with learners, and whether it is formal or informal? (≤ 100 words)

**Main section** (600 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How and why you choose the particular approaches and methods you employ, insofar as this was your own decision.
- How you ensure your assessments are valid indicators of what you want your students to learn, that your marking is reliable and the standards you set are appropriate.
- How you give feedback to learners.
- How you ensure the feedback you give learners helps them to improve their understanding of the subject or their performance and development as learners.
- Which elements of Core Knowledge you utilised, how and why?
- Which Professional Values you applied, how and why?


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

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning, and how you seek to meet the needs of your learners for educational support and guidance. For example you might:

- use different media and technologies, both in the physical and online space
- engage with different kinds of learners e.g. international, culturally diverse, full-time, part-time;
- support learners through one-to-one advice;
- develop your practice to support learners with disabilities;
- work in different modes of learning e.g. distance-based, blended, clinical work/practice-based etc.

**Introduction**

The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal (≤ 100 words).

**Main section** (600 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How you have contributed to making the learning environment more effective for learners.
- The ways you have contributed to supporting and guiding your learners.
- Why you chose those particular strategies and how well they worked.
- Which elements of Core Knowledge you used, how and why.
- Which Professional Values you applied, how and why.



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

This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

- How you incorporate subject and pedagogic research and/or scholarship within your role as a teacher/supporter of learning
- How you gather and utilise information from your own activities

Group and team activities are valued. You don't have to be directly involved in research and if this is the case, please indicate how you support your teaching and support of learning through other types of scholarly and/or professional activity. Relevant professional activities may include those you engage in outside the higher education context.

For example, you might:

- participate in activities to extend professional development e.g. workshops run by the EDU, Graduate School, your faculty or department;
- be involved in/have completed a relevant teaching pathway e.g. the Supporting Learning and Teaching Programme run by the EDU;
- attend, or present at, teaching and learning conferences.

**Introduction**

Your main strategies for updating and developing your capability as a teacher/supporter of learning (≤ 100 words).
For example, attending staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.

**Main section** (600 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How you used the outcomes from the above CPD strategies to improve the student learning experience and your own working practice.
- Which elements of Core Knowledge you utilised, how and why.
- Which Professional Values you applied, how and why.


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## Two References (200 - 500 words each)

Part of your application should include a commentary from two referees. The function of the references is to provide a review of your experience that supports and supplements the information in your Account of Professional Practice. The commentary should be based on a face-to-face meeting in which you and your referee discuss your application.

The references should refer primarily to your experience and achievements in teaching and learning and should refer to your research record only if this directly informs your teaching.

If the referee is your **manager, supervisor, mentor or Head of Department/Unit** you should discuss the ways in which you have contributed to the department's or unit's teaching and learning objectives and identify your future professional development needs (for example progression to the next Descriptor category) and how you might be supported to achieve these needs.

If the referee is your **peer** (e.g. fellow STAR participant or senior GTA) they should provide practical examples of your professional practice in teaching and supporting learning. This could include a peer observation of your teaching.

It is the applicant's responsibility to collect the reference from your referee. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. If you require any further information regarding the referee process, or the accreditation of teaching at Imperial, please contact staradmin@imperial.ac.uk.


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# D2 – Fellowship (FHEA) Application Template

Don't forget that if you are doing this as via the taught PG Cert pathway you will need to achieve BOTH the HEA requirements for fellowship AND the academic requirements for the PG Cert to get both. They are aligned but not the same. If in doubt, talk to your PG Cert tutor.

### Personal details

Name, role, department, teaching qualifications/awards

### Personal statement/introduction (200-500 words)

Short reflective statement that includes:

- a concise biography;
- the context in which you currently work;
- the reasons for your application.

### Examples of your professional practice

- There are five activities that contribute to the account of professional practice. More detail about these activities can be found in Appendices 2 and 3 in the STAR handbook.
- At the D2 level you need to address **ALL** the Areas of Activity.
- When choosing which activities you are going to address, these questions should guide your reflection:
    - **What did you do?**
      Concise description of engagement including own role
    - **How did you do it?**
      Explanation of approach/methodology employed
    - **Why did you do it that way?**
      Evidence and rationale for choices made: Knowledge (K) & professional Values (V)
    - **What difference did it make?**
      Impact on learners/teachers/self/institution

### Self-assessment list for submitting an application

Use the table below to help you think of examples of your practice and how they map onto the different dimensions.

| Demonstrating Engagement with the UKPSF<br>Examples from your Practice | | UKPSF dimensions | | |
|---|---|---|---|---|
| | | A 1-5 | K 1-6 | V 1-4 |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



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| | | | | |
|---|---|---|---|---|
| **4** | | | | |
| **5** | | | | |
| **6** | | | | |

## Account of professional practice (all five activities, around 500 words each)

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

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. For example, you might:

- plan individual/one to one or small group sessions
- contribute to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

**Introduction** (≤ 50 words)

Describe the main ways in which you design and plan learning activities and/or programmes of study.

**Main section** (500 words). Use the following headings as guidance

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

### A2: Teach and/or support learning

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

- use a range of teaching approaches appropriate to the environment;
- select activities that are informed by educational research, attendance at a workshop or through observing a colleague.



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**Introduction** (≤ 50 words)

Describe the main ways in which you teach and/or support learners.

**Main section** (500 words). Use the following headings as guidance

- The activities or techniques you use and why?
- Reasons for using these techniques and why you think they were successful in supporting student learning?
- Which elements of Core Knowledge did you utilise and why?
- Which Professional Values were particularly relevant and why?

### A3: Assess and give feedback to learners

This Area of Activity is about how you use assessment and feedback to foster and encourage learning, assess progress and make judgments about your students' learning during and on completion of their study with you. The assessment you undertake may be formative or summative, formal or informal. Feedback can be face to face, written through annotating students work, or through using technologies such as online quizzes. For example, you might:

- make judgments about student work in tutorials, lab-based settings and supervision sessions;
- give formative feedback in face-to-face and online settings (through a discussion forum or via automated feedback you created within an quiz);
- use assessments that support the learning outcomes;
- select appropriate assessments for the student profile.

**Introduction** (≤ 50 words)

Describe the main types of formative and/or summative assessment that you use with learners, and whether it is formal or informal?

**Main section** (500 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How and why you choose the particular approaches and methods you employ, insofar as this was your own decision.
- How you ensure your assessments are valid indicators of what you want your students to learn, that your marking is reliable and the standards you set are appropriate.
- How you give feedback to learners.
- How you ensure the feedback you give learners helps them to improve their understanding of the subject or their performance and development as learners.
- Which elements of Core Knowledge you utilised, how and why?
- Which Professional Values you applied, how and why?



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

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning, and how you seek to meet the needs of your learners for educational support and guidance. For example you might:

- use different media and technologies, both in the physical and online space
- engage with different kinds of learners e.g. international, culturally diverse, full-time, part-time;
- support learners through one-to-one advice;
- develop your practice to support learners with disabilities;
- work in different modes of learning e.g. distance-based, blended, clinical work/practice-based etc.

**Introduction** (≤ 50 words)

The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal.

**Main section** (500 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How you have contributed to making the learning environment more effective for learners.
- The ways you have contributed to supporting and guiding your learners.
- Why you chose those particular strategies and how well they worked.
- Which elements of Core Knowledge you used, how and why?
- Which Professional Values you applied, how and why?



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

This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

- How you incorporate subject and pedagogic research and/or scholarship within your role as a teacher/supporter of learning
- How you gather and utilise information from your own activities

Group and team activities are valued. You don't have to be directly involved in research and if this is the case, please indicate how you support your teaching and support of learning through other types of scholarly and/or professional activity. Relevant professional activities may include those you engage in outside the higher education context.

For example, you might:

- participate in activities to extend professional development e.g. workshops run by the EDU, Graduate School, your faculty or department;
- be involved in/have completed a relevant teaching pathway e.g. the Supporting Learning and Teaching Programme run by the EDU;
- attend, or present at, teaching and learning conferences.

**Introduction** (≤ 50 words)

Your main strategies for updating and developing your capability as a teacher/supporter of learning. For example, attending staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.

**Main section** (500 words).

Use the following headings as guidance (note that not all may be relevant to your role)

- How you used the outcomes from the above CPD strategies to improve the student learning experience and your own working practice.
- Which elements of Core Knowledge you utilised, how and why.
- Which Professional Values you applied, how and why.



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## Two References (200 - 500 words each)

Part of your application should include a commentary from two referees. The function of the references is to provide a review of your experience that supports and supplements the information in your Account of Professional Practice. The commentary should be based on a face-to-face meeting in which you and your referee discuss your application.

The references should refer primarily to your experience and achievements in teaching and learning and should refer to your research record only if this directly informs your teaching.

If the referee is your **manager, supervisor, mentor or Head of Department/Unit** you should discuss the ways in which you have contributed to the department's or unit's teaching and learning objectives and identify your future professional development needs (for example progression to the next Descriptor category) and how you might be supported to achieve these needs.

If the referee is your **peer** (e.g. fellow participant on the PG Cert ULT) they should provide practical examples of your professional practice in teaching and supporting learning. This could include a peer observation of your teaching.

It is the applicant's responsibility to collect the reference from your referee. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. If you require any further information regarding the referee process, or the accreditation of teaching at Imperial, please contact staradmin@imperial.ac.uk.


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# D3 Senior Fellow Application Template

## Personal details

Name, role, department, teaching qualifications/awards

## Personal statement/introduction (200-500 words)

Short reflective statement that includes:

- a concise biography;
- the context in which you currently work;
- the reasons for your application.

## Your Development and it's mapping against the UKPSF

Use the table below to help you identify how your practice maps against the dimensions in the UK Professional Standards Framework (https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf)

- At the D3 level you need to address **ALL FIVE** Areas of Activity.
- Your practice can include face-to-face AND online learning and teaching activities.
- Aim to identify six examples.

| Demonstrating Engagement with the UKPSF<br>Examples from your Practice | | UKPSF dimensions | | |
|---|---|---|---|---|
| | | A 1-5 | K 1-6 | V 1-4 |
| **1** | | | | |
| **2** | | | | |
| **3** | | | | |
| **4** | | | | |
| **5** | | | | |
| **6** | | | | |

Use this section to provide information of the scope of learning and teaching activities, in which you have been engaged, appropriate to this **Descriptor (D3)**, for example: module or programme development; faculty development; involvement with strategy groups and committees. You should also demonstrate where and how you have actively developed yourself: through peer dialogue; through analysis of student/learner feedback; through attendance of developmental sessions; and



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through reading of literature relating to teaching and learning. You should try and show 'management' of teaching and/or teachers and a level of strategic thinking about education appropriate to your context.

### Your Account of Professional Practice (APP)

Your Account of Professional Practice (APP) consists of:

- A Reflective account of practice (RAP)
- Two case studies of professional practice (CAS)

### General principles to consider in preparing your APP

- You will find it very helpful to refer at all times to the relevant parts of the UKPSF. For that reason, in addition to these guidance notes, you will need a copy of the UKPSF to hand when completing your application.
- Your application for Senior Fellowship is centred round the processes of continuing professional learning and development. This includes appropriate research and scholarly activity and the leadership, management and administration of academic provision and support.
- The standards are inclusive in nature so D3 incorporates D2.
- Whilst it is important that you address all of the dimensions of Framework, given the complex and integrative nature of professional practice at this level you should avoid a mechanistic approach to ensuring full coverage.
- The HEA recognises that there will be considerable variation in applications, reflecting differences in individual's experience, their job roles and institutional contexts. The quality of your reflection is far more important than quantity. A suggested word count for the combined case studies and reflective commentary is around 5000 – 6000 words with an upper limit of 7000 words (including references).
- The APP is the heart of your application. It comprises a reflective commentary on professional practice as a teacher and/or supporter of learning. In it you should explain how you meet the requirements outlined in Descriptor 3 of the Framework.

### Account of professional practice

In order to ensure that your reflective commentary is sufficiently analytical and evaluative use these questions to guide you in writing both the Reflective Account of Practice and your two Case Studies:

1. **What did you do?**
   Concise description of engagement including own role
2. **How did you do it?**
   Explanation of approach/methodology employed
3. **Why did you do it that way?**
   Evidence and rationale for choices made: K + V
4. **What difference did it make?**
   Impact on learners/teachers/self/institution

- Your account, across the reflective commentary and case studies must make clear how you apply your **Core Knowledge** and **Professional Values** to all of the Dimensions of Practice


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set out in the Framework. Please ensure you **provide reasons for the choice of activities you describe**, and demonstrate that you reflect on your teaching practice and the students' learning experience.

- The APP is a personal account so you should focus throughout on your own professional practice and decision-making.



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## Prepare your RAP

In preparing your Reflective Account of Practice (RAP) 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. You 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.

You should highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefited from the continuous learning and development process involved.

Aspects for inclusion in this section might include:

- **Career milestones**
  - roles and responsibilities related to teaching and supporting learning
  - relevant qualifications obtained from formal professional development undertaken

- **Areas of research, scholarship and/or professional practice**
  - relevant publications and/or presentations
  - incorporation of research, scholarship and/or professional practice into teaching and supporting learning
  - links with professional bodies/wider communities

- **Involvement in teaching and learning initiatives**
  - institutional/nationally funded projects
  - small-medium scale investigations/awards
  - work with professional bodies
  - development and/or adoption of learning and teaching themes, for example, internationalisation, employability, assessment and feedback, retention, flexible learning, education for sustainability
  - dissemination of teaching and learning related expertise

- **Recognition and reward**
  - teaching prizes, fellowships, institutional awards for innovation
  - professional body recognition

- **Collaborating with others**
  - advisory, support, co-ordination roles in teaching and supporting learning
  - leadership and management roles

- **Educational and staff development activity**
  - mentor roles in professional development programmes for new and inexperienced staff
  - learning and teaching workshops/seminars
  - related publications/documents

- **Leadership, management and organisational roles within institution or wider higher education context**
  - teaching and learning/quality enhancement committees
  - programme design, approval and review process
  - quality assurance roles and responsibilities



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Programmes of study used as examples must be equivalent to at least Level 4 or above within the Framework for Higher Education Qualifications. This means they must be courses or qualifications from Higher Education (NB Degrees are level 6 qualifications and Master's level 7).



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| |
|---|
| Remember that in your reflections you should make explicit use of the elements of Core Knowledge and Professional Values to reflect on the activities you are describing. |
| **Start writing your RAP here…** |



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## Prepare Two Case Studies

In this section you should provide reflective accounts of two particular contributions or roles which:

- Have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to teaching and learning
- Demonstrate your sustained effectiveness in relation to teaching and learning and that you meet the criteria for Senior Fellowship.

Use the two studies to address the elements of D3. You might include informal activities, whether individual, collaborative or team-based, that had a significant impact on your academic practice and/or on the practice of others.

At least one of your case studies should address a situation where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas.

You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice.

Aspects for inclusion in this section might include:

- **Developing quality enhancement**
  - how you place learning and teaching and the student experience at the heart of your academic practice
  - ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices
  - how you ensure that student learning within the context of your responsibilities is enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others)
  - ways you have fostered dynamic approaches to teaching and learning through creativity and innovation

- **Supporting other colleagues**
  - how you have supported other colleagues to enhance their practices
  - specific examples of how you have enhanced academic practice through co-ordinating/managing others
  - your roles in teaching and learning projects and initiatives at departmental, institutional or wider HE context

- **Sustained engagement with educational and staff development**


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- staff development activities you have facilitated (informal and formal) that enhance your colleagues' abilities to meet the dimensions of the UKPSF
- how your contributions have promoted the student learning experience through professional development of staff under your influence and guidance. For example, through informal or formal mentoring arrangements
- how you have disseminated your knowledge and skills in teaching and supporting learning to audiences within, and external to your institution

- **Evaluation of academic practice**
  - steps taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice
  - how you support, encourage and implement evaluation processes designed to enhance the student learning experience

Use the template below to create your two case studies

| Remember that in your reflections you should make use the elements of Core Knowledge and Professional Values to reflect on the activities you are describing. |
| --- |
| **Start writing Case Study One here…** |



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**Start writing Case Study Two here…**

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