Pathways for Academic and Support Staff to Professional Recognition of Teaching

An HEA-accredited continuing professional development and recognition pathway for quality in teaching and support of students’ learning at the University of Suffolk and its Partner Colleges

e-PASSPoRT

CPD Pathway: Handbook for Applicants

www.uos.ac.uk/passport
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Acknowledgements
We acknowledge the support and guidance from Liz Warr, HEA Consultant, in the development of the e-PASSPoRT pathway.

About this handbook
This e-PASSPoRT Handbook for Applicants provides an introduction to the University of Suffolk PASSPoRT (Pathways for Academic and Support Staff to Professional Recognition of Teaching) Scheme. It also provides guidance on the application process for applicants seeking Higher Education Academy recognition via the PASSPoRT scheme (against D1-D3 of the
UKPSF) based on developed and sustained experience, understanding and skills relating to teaching and support of students’ learning.

If you are looking for specific, or further information on the Postgraduate Certificate in Academic Practice (PGCAP) which offers a structured programme pathway to professional recognition, please see the PASSPoRT webpages at: http://www.uos.ac.uk/passport

The e-PASSPoRT scheme at the University of Suffolk provides accredited opportunities to gain Associate Fellowship, Fellowship and Senior Fellowship of the HEA. e-PASSPoRT does not include Principal Fellowship of the HEA. If you are looking for information about making an application for Principal Fellowship, please go directly to the HEA’s website at: http://www.heacademy.ac.uk/ and in particular to http://www.heacademy.ac.uk/individuals/fellowship/principal-fellow
1. Welcome to the e-PASSPoRT (CPD) Pathway

The University of Suffolk is committed to ensuring all members of staff involved in teaching and/or the support of HE students’ learning have access to a range of opportunities for continuing to develop their experience and expertise in those areas relevant to their role associated to teaching and the support of students’ learning. This includes in supporting relevant staff to gain recognition with the UK’s Higher Education Academy for their development, understanding and good practices aligned with the UK Professional Standards Framework (UKPSF).

At the University of Suffolk, we encourage you to:

- engage with and understand the UK Professional Standards Framework (UKPSF) in developing your HE teaching and support of students' learning
- design and develop ideas collaboratively with colleagues in your course team, subject area and/or specialist field
- engage annually with the Reflective Peer Review (RPR) Scheme and Code of Practice [https://www.uos.ac.uk/content/reflective-peer-review](https://www.uos.ac.uk/content/reflective-peer-review)
- authenticate your practice and to continuously enhance it, as well as to receive feedback to take forward in your own professional development action planning
- seek feedback formally and informally from your students on their experiences of study
- continuously engage in professional development, including for example, in events offered by: the Quality Assurance and Enhancement team, see [workshop and events](https://www.uos.ac.uk/content/reflective-peer-review); by Learning Services, see [libguides](https://www.uos.ac.uk/content/reflective-peer-review); by Infozone and Student Services; and Human Resources’ [staff development](https://www.uos.ac.uk/content/reflective-peer-review) provision
- actively participate in relevant School-focused and/or institutional events, including the annual Learning and Teaching Days, to continue to develop and enhance your professional expertise, year by year.

Whether you are an academic (full- or part-time) or a professional in a specialist area, if you are teaching and/or enabling students to learn in Higher Education (HE), you are entitled to develop your professionalism and gain national recognition for your expertise, understanding and experience. To this end, and since 2015, the
University has held accreditation from the Higher Education Academy (HEA) to award Fellowships through the internal PASSPoRT (Pathways for Academic and Support Staff to Professional Recognition of Teaching) Scheme.

The PASSPoRT Scheme has been designed and developed as an overarching framework that resonates directly with the UKPSF, in its Dimensions and certain Descriptors (D1-3). PASSPoRT also functions in accordance with the policy and guidance of the Higher Education Academy (HEA). This enables the University of Suffolk to award three categories of Fellowship (i.e. Associate Fellow, Fellow and Senior Fellow) of the HEA, on behalf of the HE Academy.

In March 2018, we applied for re-accreditation of the PASSPoRT Scheme and were successful. The PASSPoRT Scheme is continuous, with re-accreditation becoming operational (including this Handbook for the e-PASSPoRT pathway) from 1st September 2018 - 31st August 2022.

Please note recognition as a Principal Fellow of the HEA (mapped to D4 of the UKPSF) sits outside the University’s PASSPoRT Scheme, and so requires those interested in gaining Principal Fellowship to apply directly to the HEA, including to pay the HEA’s fee. More information and support on applying for Principal Fellowship can be found at www.heacademy.ac.uk/individuals/fellowship/principal-fellow

1.1 What is the University of Suffolk’s PASSPoRT scheme?

The University of Suffolk’s overarching PASSPoRT scheme consists of two main pathways, each with related opportunities for developing, supporting and recognising staff who teach and/or support students’ learning in HE. These pathways are fully aligned to the UK Professional Standards Framework (UKPSF). Both pathways are open to relevant staff at the University of Suffolk, including relevant staff within our associated Partner Colleges.

PASSPoRT is accredited by the Higher Education Academy and offers you the opportunity to gain recognition in an HEA Fellowship against one of 3 Descriptors of the UKPSF.

The PGCAP and the e-PASSPoRT are the two internal pathways of the University of Suffolk’s PASSPoRT Scheme.

This Handbook tells you about the e-PASSPoRT pathway and briefly this pathway offers you:

- Flexible routes to HEA recognition, that do not involve a charge to relevant University staff at the Ipswich campus or to their School or professional area, in order to participate and gain recognition
- Opportunities for individual, partnered and group critical reflection and professional development through peer dialogue, critical analyses and the sharing of good practice, aligned to the UKPSF

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1 Colleagues at University of Suffolk partner institutions teaching University of Suffolk HE courses are entitled to engage with the PASSPoRT Scheme in both pathways. Currently these partner Colleges are: East Coast College; West Suffolk College; and Suffolk New College. However, in award of any HEA Fellowship, there is an individual fee to pay to the HEA as staff employed at a non-subscribing (to HEA) institution. However, this fee is 50% of the fee payable for a direct Fellowship application to the HEA.
• A pathway for critical and reflective engagement with higher education pedagogical and scholarly literature, especially literature informed by the scholarship of teaching and learning (SoTL)

• A route to recognition that aligns with the University of Suffolk’s Code of Practice for Reflective Peer Review (RPR)

• A pathway that also aligns closely with University of Suffolk’s annual appraisal processes and with Human Resources (HR) policy eg for CPD, and promotion and career progression

• A means for explicit demonstration to existing, potential and future students and to partner organisations, of the expertise, professionalisation and continuing enhancement focus of HE teaching staff and relevant professional services staff, not only in gaining HE teaching qualifications, but also in award of HEA Fellowships

1.2 Contact information

If you need further information or have any questions about PASSPoRT, then please do not hesitate to contact the PASSPoRT Scheme Lead, Dr Christine Smith, SFHEA, who is a member of the Quality Assurance and Enhancement team.

Email: christine.smith@uos.ac.uk
Telephone: 01473 338684

The e-PASSPoRT Administrator is Helen Smith, who is also a member of the Quality Assurance and Enhancement team.

Email: h.smith4@uos.ac.uk
Telephone: 01473 338622

You can also access a range of information, templates and guidance resources and documents associated with the PASSPoRT scheme, on the University of Suffolk’s website at: http://www.uos.ac.uk/passport.

N.B. We are also preparing an online area in Brightspace (the new OLE for University of Suffolk that comes into full implementation in September 2018). Brightspace will be used for the e-PASSPoRT and in due course this will become the central portal for all e-PASSPoRT submissions to be made and for supporting the review and decision-making processes. Access to the online space in Brightspace will be made by enrollment to https://uostest.brightspace.com/d2l/home/11396
2 The rationale for the e-PASSPoRT pathway

At the University of Suffolk, we are committed to not only maintaining, but also to enhancing the quality of HE teaching and students' learning. We are enthusiastic in the support, development and recognition of the high professional standards of all our staff. This is reflected in the University’s commitment to all pathways of the PASSPoRT Scheme including this, the e-PASSPoRT pathway.

The e-PASSPoRT pathway has a particular emphasis on supporting and recognising the continuing professional development (CPD) of relevant University staff who have developed experience, knowledge and skills in pedagogic practice. This pathway enables those staff to gain national recognition with the HEA: for the quality of HE learning, teaching and assessment practices; their knowledge and understanding; and their skills and responsibilities. This includes staff who directly support HE students' learning across a range of capacities and roles.

The e-PASSPoRT pathway provides an opportunity for the University and its staff, to evidence commitment to, and engagement with, teaching and learning, student support and in continuing professional development (CPD) that aligns with and fully demonstrates evidence for the relevant Descriptors of the UKPSF (D1—D3).

2.1 Guiding Principles of PASSPoRT

The PASSPoRT scheme is based on the following guiding principles:

i) Teaching and support of HE learning are fundamental core missions of the University of Suffolk

ii) Academic staff at the University of Suffolk and its partner Colleges, are employed not just to teach in HE, but to teach well and to high standards, as aligned to the UKPSF

iii) The University of Suffolk has a key responsibility to ensure all its academic staff are qualified and recognised as HE professionals, not just qualified in a particular academic subject

iv) The University of Suffolk’s responsibility extends to requiring new and early career academic staff to have a teaching in HE qualification or relevant recognition on entry; or to have access to a credible HE teaching course in the early years of their career

v) The University of Suffolk’s academic staff also have a key responsibility to ensure they are qualified to teach in HE and with relevant recognition, and are able to teach well to high standards, as aligned with the UKPSF.

vi) This responsibility extends over an entire career, so that our academic staff remain up-to-date and engaged in the best pedagogical practices and all that excellence in teaching requires, and that academic staff are encouraged to continue to advance and extend their achievements.
2.2 The UK Professional Standards Framework (UKPSF)

The PASSPoRT scheme is directly designed to align with the UKPSF, the flexible national framework, with a descriptors-based approach to professional standards, for those involved in HE teaching and the support of learning. The UKPSF makes a significant contribution towards the professionalism of teaching in higher education and acknowledges the variety and quality of teaching, learning and assessment practices that support, enable and underpin student learning.

The aims of the UKPSF are to:

i) support the initial and continuing professional development of staff engaged in teaching and supporting learning.

ii) foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings

iii) demonstrate to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning

iv) acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning

v) facilitate individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

2.2.1 The Descriptors and Dimensions of the UKPSF

Within the UKPSF there are four Descriptors and three Dimensions of Practice. Descriptors are numbered from Descriptor 1 (D1) to Descriptor 4 (D4). Each Descriptor outlines the key characteristics of a broad category of role and practices undertaken by those engaged in teaching or supporting students’ learning in higher education. The Descriptors are underpinned by a set of statements to outline each of the three Dimensions. The Dimensions in the UKPSF are: Areas of Activity; Core Knowledge; and Professional Values.

The HEA recognises professional development and understanding in HE staff, aligned directly with the UKPSF i.e. to the Descriptors (D1-D4) and the Dimensions. The recognition offered by the HEA is determined by alignment with the relevant Descriptor, and the alignment will be dependent upon an individual’s role, their experience and understanding, and their achievements. Staff can therefore be recognised by the HEA as:

- Associate Fellow (D1)
- Fellow (D2)
- Senior Fellow (D3)
- Principal Fellow (D4)

Tables 1-3 below, give outlines of the Descriptors 1-4, potential staff groupings and the Dimensions of Practice of the UK PSF (for a full exposition of the UKPSF, please see Appendix 1).
### Table 1: Outline of UKPSF Descriptors and potential groupings of staff

<table>
<thead>
<tr>
<th>Descriptor 1 (D1)</th>
<th>Descriptor 2 (D2)</th>
<th>Descriptor 3 (D3)</th>
<th>Descriptor 4 (D4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Fellow</strong></td>
<td><strong>Fellow</strong></td>
<td><strong>Senior Fellow</strong></td>
<td><strong>Principal Fellow</strong></td>
</tr>
<tr>
<td>Staff whose role in teaching and supporting learning is focused on at least two, but not necessarily all, of the Areas of Activity; who are able to evidence the Core Knowledge relevant to those Areas; and with commitment to appropriate Professional Values.</td>
<td>Staff with a substantive teaching and/or support of learning role who are able to demonstrate achievement and success in all Dimensions of Practice, i.e. in <em>all</em> Areas of Activity; Core Knowledge and Professional Values.</td>
<td>Staff with a considerable level of expertise and experience in supporting high quality learning, in all Dimensions of Practice. Staff able to demonstrate a sustained record of leadership in their learning and teaching practice and related activities. Staff able to demonstrate their role in mentoring and supporting others, in the development of teaching and learning.</td>
<td>Highly experienced staff, with substantial knowledge of teaching and support of learning, able to demonstrate a sustained record of effective strategic leadership in academic practice or development leading to implementation of high quality student learning experiences, either within their own institution and/or in wider (inter)national settings. Practice should demonstrate educational impact.</td>
</tr>
</tbody>
</table>

**Potential groupings of staff are likely to include:**

- Early career with some HE teaching e.g. PhD students, GTAs, contract researchers. Staff new to HE teaching or with limited teaching (including with p/t academic responsibilities). Staff supporting HE provision, e.g. learning technologists, developers and resource/library. Demonstrator/technician roles that incorporate some HE teaching-related responsibilities.
- Early career HE academics. Academic-related and/or support staff with substantive HE teaching and learning. Experienced academics new to UK HE. Staff with HE teaching-only responsibilities including, for example, within work-based settings.
- Experienced HE staff able to demonstrate, impact and influence, e.g. responsibility for leading, managing or organising programmes, subjects/disciplinary areas. Experienced subject mentors and staff who support those new to HE teaching. Experienced staff with departmental and/or wider HE teaching and learning support advisory responsibilities.
- Highly experienced and/or senior staff with wide-ranging HE academic or academic-related strategic leadership in connection with key aspects of HE teaching/supporting learning. Staff responsible for institutional strategic leadership/policy-making in teaching and learning. Staff with strategic impact and influence in relation to HE teaching and learning, extending beyond the institution.
### Table 2: The UK PSF Dimensions of Practice used in the University of Suffolk’s PASSPoRT Scheme

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Design and plan learning activities and/or programmes of study</td>
<td>K1: The subject material</td>
<td>V1: Respect for individual learners and diverse learning communities</td>
</tr>
<tr>
<td>A2: Teach and/or support learning</td>
<td>K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td></td>
</tr>
<tr>
<td>A3: Assess and give feedback to learners</td>
<td>K3: How students learn both generally and within the subject/disciplinary area(s)</td>
<td>V2: Promote participation in HE and equality of opportunities for learners</td>
</tr>
<tr>
<td>A4: Develop effective environments and approaches to student support and guidance</td>
<td>K4: The use and value of appropriate learning technologies</td>
<td>V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>A5: Engage in continuing professional development on subjects/disciplines and their pedagogy, incorporating research and scholarship and the evaluation of professional practice</td>
<td>K5: Methods for evaluating the effectiveness of teaching</td>
<td>V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td></td>
<td>K6: The implications of quality assurance and quality enhancement for academic professional practice with a particular focus on teaching</td>
<td></td>
</tr>
</tbody>
</table>

Further information on the UKPSF can be found at:  
[https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf)
2.3 The Higher Education Academy (HEA)

The Higher Education Academy champions high quality learning, teaching and assessment practices in UK higher education, and beyond. It is an independent, national organisation, supported by subscriptions from HE providers and grants. The HEA accredits initial and continuing professional development programmes, delivered by higher education institutions both across the UK and internationally.

HEA accreditation provides external confirmation that our two pathways within the PASSPoRT Scheme are aligned with the UK Professional Standards Framework (UK PSF): including in the support and development offered to those engaging with the Scheme; in the skills and CPD of those providing and supporting the pathways; and in relation to all aspects of process and those involved in decision-making associated to the two PASSPoRT Scheme pathways. Accreditation also gives assurance that our processes are fully in accord with HEA policy and guidance, and that they remain so for the period of accreditation.

HEA accreditation further requires that all participants engaging with the PASSPoRT Scheme, whether on the PGCAP or e-PASSPoRT pathway, not only understand the UKPSF, but that they are also able to personally demonstrate appropriate evidence in meeting the relevant Descriptor of the UKPSF, in order to gain recognition in Fellowships of the HEA. The HEA contributes to the professionalisation of UK HE teaching by conferring the status of Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the HEA on those who can demonstrate they have met the appropriate standards in the UKPSF for teaching and supporting learning in higher education.

The e-PASSPoRT continuing professional development (CPD) pathway is explicitly designed to align with the UKPSF for Descriptors 1-3. This pathway therefore enables a member of staff to achieve recognition with the HEA as an Associate Fellow (D1), a Fellow (D2), or as a Senior Fellow (D3), dependent upon alignment with, and demonstration of meeting that Descriptor.

N.B. Descriptor 4 of the UKPSF, for Principal Fellowship of the HEA, is not a part of the accredited provision at the University of Suffolk. Therefore, any member of staff interested in applying for Principal Fellowship would need to apply directly to the HEA (see also below, in note 2 p15).

2.4 Alignment of the PASSPoRT Scheme to University policies/strategies

As well as alignment to the UK Professional Standards Framework (UKPSF), the PASSPoRT Scheme engages with the University of Suffolk context. This includes institutional policies, priorities and strategies, including eg: the Learning, Teaching and Assessment Strategy; the Learning, Teaching and Assessment Framework; the Reflective Peer Review Code of Practice; the University’s Progression Strategy; and with HR appraisal processes and career progression criteria.

We believe the design, and processes of the PASSPoRT Scheme help to foster a vibrant culture of critically reflective peer dialogue around scholarly pedagogical practice and continuing professional development, both across the University and among relevant staff in our partner institutions. The PASSPoRT Scheme, including this e-PASSPoRT pathway,
encourages relevant academic and support staff to develop as reflective HE practitioners who recognise, value and practice high quality teaching, support of learning and assessment.

Equally important is that the PASSPoRT Scheme should continue to strengthen the reputation of the University of Suffolk as an HE institution fully committed to professionalism in learning, teaching and assessment practices that are properly recognised and rewarded within, and beyond, the UK HE sector.

2.5 Pathways to HEA recognition within the PASSPoRT Scheme

The PASSPoRT Scheme is a framework for pedagogical development and professional recognition. There are two main pathways to HEA recognition within the University of Suffolk’s PASSPoRT scheme, as shown in Figure 1, below:

*Figure 1: The PASSPoRT Scheme and its two pathways and components*

The pathway and the Descriptor/Fellowship you choose to work towards, will largely depend upon your role and experience. For example, you may be:

- New to the University of Suffolk and to teaching in HE - so required to complete the Postgraduate Certificate in Academic Practice as part of probationary requirements and to gain recognition as a Fellow of the HEA
- A postgraduate student with limited teaching such as a Graduate Teaching Assistant (GTA) or a part-time lecturer new to teaching in HE, but keen to undertake accredited staff development to support and establish yourself in your role - so undertaking the Learning and Teaching in HE module of the PGCAP as a standalone module, to gain Associate Fellowship of the HEA
An established and experienced member of the University’s academic or relevant support staff seeking recognition of your experience and expertise – so engaging with the e-PASSPoRT CPD pathway to gain an Associate Fellowship, Fellowship or Senior Fellowship of the HEA.

The PASSPoRT Scheme Lead is Dr Christine Smith, who can advise on the most appropriate pathway for you, but it is important that you also explore this with your own line manager, normally within the context of your induction to the University and/or annual appraisal processes.

Helen Smith is the e-PASSPoRT Administrator and she can also assist you to locate relevant support, resources and information for all pathways of the PASSPoRT Scheme. Contact information for PASSPoRT is given in Section 1.2 above, of this Handbook.

The e-PASSPoRT pathway is designed to enable your entry to the PASSPoRT scheme as a CPD route at the point most applicable to you. We are also developing an online quiz in the e-PASSPoRT online environment (in Brightspace) to help you identify the relevant Descriptor and Fellowship for your application. [link to ‘Which Fellowship?’ will be added asap]

e-PASSPoRT requires you to draw upon and demonstrate your experience, understanding and engagement with the UKPSF, in order to apply for recognition with the relevant Fellowship of the HEA (against D1, D2 or D3). For example, with the relevant evidence of your practice aligned to Descriptor 3 of the UKPSF, you can enter the e-PASSPoRT pathway to seek Senior Fellowship of the HEA, and do not necessarily need to have previously gained Fellowship.

Please note:

1. For any staff teaching at HE level on University of Suffolk courses running within a partner College of the University, you are advised to first discuss the potential options including ways of participating in this e-PASSPoRT pathway, with the PASSPoRT Lead. If the collaborative partner institution subscribes to the HEA (including HEA Access partner subscription), successful participants will receive HEA Fellowship without an additional fee. If the collaborative partner institution does not subscribe to the HEA, successful participants will be charged an additional fee for HEA Fellowship, which is 50% of the current direct application fee. Our current partner institutions eg West Suffolk College, East Coast College and Suffolk New College are all non-subscribing institutions.

2. An application for recognition in Principal Fellowship against Descriptor 4, can only be made by a direct application to the HEA and by paying the relevant fee (hence it does not feature in Figure 1 above or in the details of this e-PASSPoRT Handbook). Information on applying for Principal Fellowship can be found on the HEA website at: http://www.heacademy.ac.uk/individuals/fellowship/principal-fellow

3. You may also apply directly to the HEA for recognition against any of the Descriptors D1-D3 but you will incur the full fee for a direct application. Further information on the direct process and details of the related fees are available on the HEA's website at http://www.heacademy.ac.uk/
3. Engaging with the e-PASSPoRT pathway and CPD activity

The e-PASSPoRT pathway is designed to encourage professional development in a systematic and ongoing manner in order to seek HEA recognition (against D1-D3). Indeed, one of the areas of activity (A5, see Table 2 above) within the UKPSF is fundamental to e-PASSPoRT and this is to ‘engage in continuing professional development on subjects/disciplines and their pedagogy, incorporating research and scholarship and the evaluation of professional practice’.

When you apply for recognition within e-PASSPoRT, you will need to demonstrate and evidence your continuing commitment to your own development and to the critical evaluation and enhancement of your practice, within your professional setting and in alignment with the UKPSF.

You can demonstrate and gather evidence from within a range of professional contexts through, for example:

- Engagement in Reflective Peer Review (RPR) of teaching, within the context of the University of Suffolk’s Code of Practice for Reflective Peer Review of teaching
- Contribution to peer dialogue and relevant HE-related review activities and development processes within your School, professional area, College and/or across the institution. This might be for example, in course validation and re-approval processes, or in School-based development activities such as ones focused on (say) improving HE students’ engagement with assessment feedback
- Participation in workshops and internal or external conferences, including those CPD events offered by the Quality Assurance and Enhancement team, such as the Guerilla Gigs, and the University’s Annual Learning and Teaching Days
- Critically analysing and reflecting upon your practice, including on feedback from students and/or peers
- An ongoing commitment to evidence-informed practice, to scholarship within your subject, and to promoting an informed understanding of HE student learning within your discipline
- Contributing to the development of peers and other colleagues in relation to their teaching and/or support of students’ learning eg in mentoring, and in leading teams
- Taking a leading role within your School or area for teaching and learning: especially to design, implement and evaluate enhanced, innovative and/or creative pedagogical practices, for impact on the quality of student learning

3.1 The role of line managers and annual appraisal in CPD

The annual appraisal process is one of the vehicles through which you and your line manager review your professional practice including in teaching and/or your support of learning, as important elements of your role. The appraisal process provides opportunities to explore and consider measures and mechanisms to extend and develop your
experience and expertise further. Together, you and your line manager can use the UKPSF Descriptors (D1-D3) and the Dimensions of Practice to inform discussions about your HE teaching and support of learning. This can include to plan your development needs and opportunities, as well as to consider which of the two main pathways to HEA recognition is appropriate and achievable for you.

The Descriptor for which you apply, or the one which you work towards, will be determined by a number of aspects. This includes your role; your knowledge, experience and achievements; your area(s) of expertise and your current responsibilities; as well as your longer-term career aspirations in HE. You can identify which Fellowship is appropriate for you and your experience by mapping your practice and role, responsibilities and professional development activities against the UKPSF Descriptors and Dimensions of Practice, as shown in Tables 1 and 2 above. You may find the examples of staff groupings in Table 1 particularly helpful to inform this process.

We are also creating an online quiz entitled ‘Which Fellowship?’ which will be accessible in the e-PASSPoRT online space in Brightspace [link to be added asap]. This quiz is designed to help you in deciding on the relevant Descriptor of the UKPSF.

3.2 Identifying and working with a PASSPoRT Mentor

Once you have determined the Fellowship for which you wish to apply, we recommend that you seek an appropriate Mentor to support you as you prepare to gather evidence together and write your application. PASSPoRT Mentors are all recognised in holding their own Fellowships. You need to choose a mentor who has already gained, at least, the Fellowship for which you wish to apply.

The Quality Assurance and Enhancement team can advise on Mentors within your own School or area, as well as across the University. We encourage you to work with a Mentor based in your own School/area where possible, as they are most likely to have relevant cognate knowledge of your discipline/subject area. But all PASSPoRT mentors can offer you generic pedagogic support and direct knowledge, understanding and experience of the UKPSF and of the PASSPoRT scheme. Mentors act in a voluntary capacity.

We provide Mentors with a PASSPoRT Mentoring Guide (see www.uos.ac.uk/passport) and require all Mentors to engage annually in a PASSPoRT development event, alongside e-PASSPoRT reviewers. This ensures mentors and reviewers are fully familiar with the UKPSF and that they remain current with both the PASSPoRT scheme and with HEA policy and guidance.

As you start to build your case for Fellowship, your Mentor will be able to discuss with you the evidence you currently have to support your application, any gaps you have identified in relation to the criteria, and how you can address these in the near- or longer-term. Your Mentor will be able to explore with you how you might need to develop your role in line with School and/or institutional objectives, perhaps for example: by joining a School or institutional project or working group; by directly engaging in course validations and course re-approvals; or by taking on a mentoring role yourself. Such activities can help you to develop your practical experience and build knowledge and evidence for your Fellowship application against the relevant Descriptor of the UKPSF.
3.3 e-PASSPoRT guidance events and resources

If, after discussing the Descriptors with your line manager or mentor, you are still uncertain about which Descriptor is most appropriate, you can discuss this further with the e-PASSPoRT Lead who is based in the Quality Assurance and Enhancement team. You can also attend one of the e-PASSPoRT pathway awareness-raising events. These are held periodically across the academic year. Dates of the forthcoming PASSPoRT awareness-raising events will be found on the PASSPoRT webpages at: www.uos.ac.uk/passport

In addition, we also run regular application guidance workshops and webinars that each focus on a particular Descriptor (D1, D2 or D3). PASSPoRT application workshops and writing events are held periodically to assist you in writing your application within the CPD pathway. These are focused and participatory activities, where peers engaged in HE teaching and/or support of student learning can come together to collaboratively support each other in developing their own Fellowship applications.

We make use of the online area in Brightspace for the e-PASSPoRT and applications for Fellowship will be submitted to this area. The e-PASSPoRT webpages offer information, downloadable copies of templates and guidance for making your application and submission. Details of development events can also be found on the PASSPoRT webpages at: http://www.uos.ac.uk/passport

Table 3 below, presents an overall summary of e-PASSPoRT scheme mapped against the Descriptors of the UKPSF, illustrating the requirements of the CPD pathway (discussed in more detail in Section 4 of this Handbook).

Table 3: A summary of e-PASSPoRT and outline of key requirements for HEA recognition

<table>
<thead>
<tr>
<th>CPD Pathway</th>
<th>e-PASSPoRT for HEA Recognition against UKPSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Award of Associate Fellow (D1)</td>
<td>An application of 1400 words, with focus on UKPSF in at least two Areas of Activity, plus integrating relevant Core Knowledge and Professional Values, as outlined for Descriptor 1 of the UKPSF (D1i-vi). An action plan for ongoing CPD is included. Two references from relevant colleagues to corroborate claims and authenticate your practice.</td>
</tr>
<tr>
<td>2. Award of Fellow (D2)</td>
<td>An application of 3000 words, demonstrating evidence for meeting Descriptor 2 of the UKPSF including in all Areas of Activity, and integrating all Core Knowledge and all Professional Values (D2i-vi). An action plan for ongoing CPD is included. Two references from relevant colleagues to corroborate claims and authenticate your practice.</td>
</tr>
<tr>
<td>3. Award of Senior Fellow D3</td>
<td>An application of 6000 words, as a reflective account of professional practice aligned to D3 of the UKPSF (D3i-vii), and using two illustrative case studies, including: (a) the education/experience contributing to development as a teacher, mentor/facilitator and as an academic leader; (b) engagement in professional practice, research and</td>
</tr>
</tbody>
</table>
scholarship; (c) sustained leadership, coordination, supervision, management or mentoring others’ teaching and learning; and (d) an action plan for CPD. Two references from relevant colleagues to corroborate claims and authenticate your practice.

4. The e-PASSPoRT (CPD) pathway

Staff seeking professional recognition via the CPD pathway for D1-D3 do this by making a written submission. This process is designed to enable you to demonstrate how you meet the required professional standards for HE learning and teaching (see Tables 1-3 above). You are advised to refer directly to the UKPSF as you read through this handbook and as you consider and work on your submission. The UKPSF is at: www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf

The application proformas are designed to help you to build your application, enabling you to reflect upon your academic practice across the dimensions of practice of the UKPSF and aligned to the specific statements for the relevant Descriptor (D1-D3). You might also use the proforma in preparation for your appraisal, as the basis for discussion and planning with your line manager, as well as supporting the development of your application.

As part of the e-PASSPoRT, applicants for D1, D2 and D3 are required to demonstrate their current HE teaching and learning practice is informed by and aligned to the UKPSF, and provide evidence to support the impact of their practice on the student experience. Reflective Peer Review (RPR) activity with a partner holding a different disciplinary perspective is an effective annual mechanism for gathering evidence for one’s own critical reflection. We therefore strongly recommend that all applicants for D1-D3 in the e-PASSPoRT pathway have participated in reflective peer review of teaching in the previous six months.

Requirements and evidence building for Principal Fellow (Descriptor 4) are significantly different and applications are made directly to the Higher Education Academy. Further advice on this is available from the Quality Enhancement Manager, Christine Smith (christine.smith@uos.ac.uk).

4.1 Gathering evidence for your submission (D1-D3)

Before you begin to write your application, we suggest you need to consider, identify and reflect upon the kind of evidence you are going to use as part of your submission. In this section, we suggest the kinds of evidence that might be appropriate to use, determined particularly by the Descriptor against which you are seeking HEA recognition. This evidence gathering stage may be undertaken quite quickly, or it may take time and involve you in undertaking additional experience- and knowledge-building activities including engaging in professional development opportunities, scholarly activity and/or evaluatory activities.

In Table 4 below, we suggest some aspects and activities of academic practice to consider in relation to building your application for recognition, mapped to the UKPSF in the Dimensions of Practice, i.e. in the Areas of Activity, the Core Knowledge and Professional Values. Following the outline of each aspect in the three dimensions (activity, knowledge
and values), we offer some suggestions as questions to be asking oneself in regard to that aspect but have also scoped these in terms of: (i) applying against Descriptor 1 or 2 (for AFHEA/FHEA); and (ii) applying against Descriptor 3 (for SFHEA).

Table 4: Evidence gathering for the UK PSF Dimensions of Practice: D1-D3

<table>
<thead>
<tr>
<th>Evidencing Areas of Activity</th>
<th>For D1 &amp; D2: How do you evidence:</th>
</tr>
</thead>
</table>
| A1: Design and plan learning activities and/or programmes of study | • Your involvement in the planning and development of learning activities?  
| | • Innovation within the delivery of your HE teaching and learning activities?  
| | • How current pedagogical research informs decisions on the content and delivery of your modules/courses/programmes? |
| Questions to ask yourself for A1, might include: | For D3: As for D1 & D2 above, plus how do you evidence: |
| | • Supporting others to design, deliver and evaluate high quality HE learning experiences?  
| | • Promoting evidence based and/or innovative teaching and learning practices on a departmental/faculty/institutional level and beyond? |

| A2: Teach and/or support learning | This area concerns how you work with learners, including students and other staff. You need to consider the range of teaching and learning activities or techniques you use and comment on your rationale for your choices and why you think they are successful in supporting students’ learning. In addition to lecturing, tutorials and seminars, you might draw upon studio-based, clinical, practice-based, online and lab-based activities. Your support might include in teaching and supervision of postgraduates, mentoring less experienced staff or contributing to in-house learning and teaching opportunities, for example in Departmental development events. Other activities to include might be co-teaching with a colleague, acting as |

| A3: Assess and reflect on learning and development | For D3: As for D1 & D2 above, plus how do you evidence: |
| Questions to ask yourself for A3, might include: | • How do you evidence:  
| | • Your involvement in the assessment, feedback and evaluation of learning outcomes?  
| | • How current pedagogical research informs decisions on assessment methods and feedback? |

| A4: Assess and reflect on practice | For D3: As for D1 & D2 above, plus how do you evidence: |
| Questions to ask yourself for A4, might include: | • How do you evidence:  
| | • Your involvement in the assessment, feedback and evaluation of learning outcomes?  
| | • How current pedagogical research informs decisions on assessment methods and feedback? |
a critical friend, engaging in peer review/observation, and/or mentoring students or staff.

You might consider, within your own work context, the contributions you make in teaching and supporting learning, your choice(s) of approach and how your chosen approach contributes to learners’ understanding of the subject and to learners’ development and achievements.

Your evidence should reflect an understanding of contemporary pedagogic literature in this area and might include, for example, principles of student-centred learning, approaches to learning, teaching methodologies, principles for effective assessment and feedback.

<table>
<thead>
<tr>
<th>Questions you might ask yourself for A2 might include:</th>
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</thead>
<tbody>
<tr>
<td><strong>For D1-D2:</strong> How do you evidence:</td>
</tr>
<tr>
<td>• Your involvement in the delivery and support of effective learning?</td>
</tr>
<tr>
<td>• Your understanding of the relationship between teaching and student learning in your discipline?</td>
</tr>
<tr>
<td><strong>For D3:</strong> As D1-D2 above, plus how do you evidence:</td>
</tr>
<tr>
<td>• Your contribution to promoting scholarship of teaching and learning within the University of Suffolk and beyond?</td>
</tr>
<tr>
<td>• Your support to colleagues in enhancing their teaching and learning at a departmental/faculty/institutional level or wider?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3: Assess and give feedback to learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area relates to your approaches to assessment and feedback, whether they are students or other staff. You will consider the types of formative and summative assessment you use with learners, whether formal or informal. You need to justify why you choose the approaches and methods used, in so far as this is your decision. You may wish to explain how you ensure your assessments are valid indicators of what you want learners to learn, how marking is ensured as reliable and how the standards set are relevant and appropriate.</td>
</tr>
<tr>
<td>In terms of giving feedback, you will consider how this is given to learners including in form and how you are able to justify that feedback helps learners to improve their performance and develop as learners. Other activities that could be included are giving feedback to colleagues, acting as a critical friend, peer review/observation activity and mentoring staff or students.</td>
</tr>
<tr>
<td>You might consider, within your own work context, the contributions you make to assessment and feedback, your choice(s) of approach and how your chosen approach contributes to learners’ understanding of the subject and to learners’ development and achievements.</td>
</tr>
<tr>
<td>Your evidence should reflect an understanding of contemporary pedagogic literature in this area and might include, for example, principles for effective assessment and feedback, recognition of diversity in the student cohort, and the alignment with curriculum design decisions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions you might ask yourself in respect of A3 might include:</th>
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</thead>
<tbody>
<tr>
<td><strong>For D1-D2:</strong> How do you evidence:</td>
</tr>
<tr>
<td>• Involvement in different approaches to assessment and feedback including formative and summative assessment?</td>
</tr>
<tr>
<td>• How these processes support student learning?</td>
</tr>
<tr>
<td><strong>For D3:</strong> as D1-D2, plus how do you evidence:</td>
</tr>
<tr>
<td>A4: Develop effective environments and approaches to student support and guidance</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>This area is centred on the ways you provide support for learners. You need to consider the range of ways you contribute to making the learning environment effective for learners. Developing effective learning environments might include designing and/or managing the physical or virtual environment around learners' needs, ensuring learners can access and use a broad range of learning opportunities, or perhaps in liaison and planning activities to support fieldwork or work placements.</td>
</tr>
<tr>
<td>You may wish to consider from the students' perspective how the aims and objectives, teaching and learning approaches and assessment processes are properly aligned.</td>
</tr>
<tr>
<td>Learner support needs to be considered in a broad sense, for example to include such activities as personal and academic tutoring, one-to-one advice, developing practice to meet the learning implications of widening access, work placement or project work, supporting learners with disabilities, and in development of literacy skills and/or specific technical skills.</td>
</tr>
<tr>
<td>You might consider, within your own work context, the contributions you make to the development of effective and equitable learning environments, in your choice(s) of approach and how your chosen approach contributes to learners’ understanding of the subject and to learners’ development and achievements.</td>
</tr>
<tr>
<td>Your evidence should reflect an understanding of contemporary pedagogic literature in this area and might include, for example, principles of student-centred learning, how students learn, design decisions on learning environments and social spaces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions you might ask yourself in respect of A4 might include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For D1-D2:</strong> How do you evidence:</td>
</tr>
<tr>
<td>• The application and evaluation of practices to support equality and diversity?</td>
</tr>
<tr>
<td>• How you support the development of effective learning environments for a diverse student body?</td>
</tr>
<tr>
<td>• How you implement your curriculum in an inclusive way?</td>
</tr>
<tr>
<td><strong>For D3:</strong> as D1-D2, plus how do you evidence:</td>
</tr>
<tr>
<td>• Your contribution to the recognition of and the support for, diverse student needs at School/institutional level or wider?</td>
</tr>
<tr>
<td>• The influence of inclusive curriculum design and delivery within your leadership/mentoring activities?</td>
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<tr>
<th>A5: Engage in continuing professional development on subjects/ disciplines and their</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area concerns how you evaluate the effectiveness of your practice and engage in CPD to continue to enhance it. This is likely to include the use of research, scholarly activity and/or professional activities. You need to consider how you evaluate your own teaching and/or support of learning activities, both formally and informally, and how you use your findings to continue to improve the student learning experience and your practice. You need to think about how you</td>
</tr>
</tbody>
</table>
**pedagogy, incorporating research and scholarship and the evaluation of professional practices**

seek feedback on your practice from colleagues and learners or other sources, and how you evaluate and use this feedback.

You are encouraged to use examples to show how you have used feedback in developing subsequent activities. You might refer to activities taken to update your understanding or skills, for example in staff development activities, attending relevant conferences, participation in projects and acting as a critical friend to colleagues. You might also draw upon peer review/observation activities, working groups and other professional groups within which you are active. You might include co-working relationships with more experienced colleagues, mentoring opportunities, work shadowing or placements.

You need to consider how you draw upon discipline-based and pedagogic research and/or other professional activities to support and enhance your role.

You need to give evidence of how you continue to keep up-to-date in your role/subject area, for example from your reading, current awareness activities and attending conferences or development activities. Activities might be group or team-based, as well as individual and professional activities which might include those you engage in outside the higher education context.

You might consider, within your own work context, how you have actively sought to use research and scholarly and/or professional activities to create connections that enrich learners’ understanding of the subject and that contribute to learners’ development and achievements. You may also wish to include discussion of the relationship between research, scholarship and teaching within your discipline or practice area.

<table>
<thead>
<tr>
<th>Questions you might ask yourself in terms of A5 might include:</th>
<th>For D1-D2: How do you evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Participation in appropriate staff development programmes, events and their influence on your practice development?</td>
</tr>
<tr>
<td></td>
<td>• A commitment to the effective evaluation of practice and to your CPD?</td>
</tr>
<tr>
<td></td>
<td>• The application of research informed teaching in your practice?</td>
</tr>
<tr>
<td></td>
<td>• Your consideration of pedagogical theory in the context of your practice?</td>
</tr>
</tbody>
</table>

For D3: as D1-D2 plus how do you evidence:

• Your critical evaluation of research informed/engaged teaching?
• Your role in supporting and developing scholarship in supporting learning at School / institutional level or wider?
• Your commitment to evidence based practice, and the encouragement and enhancement of teaching and learning practices at a School / institutional level or wider?

## Evidencing Core Knowledge

**K1: The subject material**

This aspect is effectively evidenced with reference to the Areas of Activity and other areas of Core Knowledge. Evidence should fundamentally relate to how an understanding of the nature of the subject is used to inform the design and planning of learning activities and programmes of study, the teaching strategies, the assessment and feedback approaches. This would normally make reference to the distinctive nature or culture of the discipline and to the particular expectations of teaching. It would also reference the issues and challenges arising
from the context in which teaching takes place, and the appropriate methods of
delivering and supporting the subject at different levels of study.

<table>
<thead>
<tr>
<th>Questions for K1 that you might ask yourself?</th>
<th>For D1-D2: how do you demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• An understanding of how students learn in your discipline?</td>
</tr>
<tr>
<td></td>
<td>• Your knowledge of effective approaches to learning and teaching in your discipline?</td>
</tr>
<tr>
<td></td>
<td>• Engagement with your practice team to develop and enhance students’ understanding of the subject?</td>
</tr>
<tr>
<td>For D3: as D1-D2, plus how do you demonstrate:</td>
<td>• Your knowledge of new and innovative approaches to student learning?</td>
</tr>
<tr>
<td></td>
<td>• How you have taken a leading role at School/institutional level or wider in initiatives or projects aimed at enhancing colleagues’ / students’ understanding of the subject and pedagogical strategies within the discipline?</td>
</tr>
</tbody>
</table>

| K2: appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | This aspect of Core Knowledge is concerned with pedagogic approaches that are distinctive or characteristic to the subject and that make the teaching, assessing and support of learning in this subject different to teaching or support of learning in another one. It is also concerned with acknowledging some approaches to teaching and learning or assessing may be more appropriate than others, based on the teaching and learning aspirations, the level of the material being studied and the readiness of learners. Although this aspect links closely to K1, it is focused on the strategies and approaches used to teach the subject and the relevancy of learning and assessment activities to that subject. |

<table>
<thead>
<tr>
<th>Questions you might ask yourself in relation to K2 might include:</th>
<th>For D1-D2: How do you demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Your knowledge and use of effective teaching and learning methods in your subject area?</td>
</tr>
<tr>
<td></td>
<td>• Your creative and developmental practice that extends the opportunities for student learning, achievement and progression?</td>
</tr>
<tr>
<td>For D3: as D1-D2 above, plus how do you demonstrate:</td>
<td>• Your knowledge and use of innovative teaching and learning methods to promote student engagement with subjects at School/institutional level or wider?</td>
</tr>
<tr>
<td></td>
<td>• How you have taken a leading role at School/institutional level or wider to support or mentor colleagues who seek to extend opportunities for student learning, achievement and progression?</td>
</tr>
</tbody>
</table>

| K3: How students learn both generally and within the subject/disciplinary area(s) | An understanding of how students learn might be evidenced through demonstrating an understanding of the characteristics of different learners and an exposition of how those needs might be met in the learning context, how it reflects on the design and management of the learning environment, in the teaching approaches used and in assessment and feedback practices. You will need to draw upon different theories or approaches to learning and how they inform and link to the different strategies used for teaching and supporting learning and how they relate to the subject area. |

|                                       |                                             |
| **Question you might ask yourself for K3 might include:** | For D1-D2: How do you demonstrate:
- Your knowledge and understanding of alternative approaches to support the effective learning of students in HE?
- Your understanding of approaches to teaching that extend the opportunities for student learning, achievement and progression?

For D3: as D1-D2 above, plus how do you demonstrate:
- Your knowledge and use of innovative teaching and learning methods at a departmental/faculty/institutional level or wider?
- How you have taken a leading role at departmental/faculty/institutional level or wider in initiatives to develop or mentor colleagues who seek to extend opportunities for student learning, achievement and progression?

| **K4: The use and value of appropriate learning technologies** | Evidence needs to demonstrate how and why specific technologies, of all types, are used to support or enable learning. Evidence is likely to be linked to other areas of Core Knowledge, notably to understanding of how students learn and how technologies afford such learning; the use of technologies within a specific discipline, professional or vocational area; the rationale for the design of learning environments, especially virtual environments and use of relevant technologies; and the use of technologies in effecting quality in teaching processes.

| **Questions you might ask yourself in terms of K4 might include:** | For D1-D2: How do you demonstrate:
- Your knowledge and understanding of the application and benefits of widely available technologies to enhance student learning?
- Your understanding of the pedagogical underpinning for blended learning?

For D3: as D1-D2, plus how do you demonstrate:
- Your knowledge and understanding of the benefits of new and developing technologies to enhance learning?
- How you have taken a leading role at School/institutional level or wider in initiatives designed to develop colleagues’ engagement with technology-enhanced learning to enhance the student experience?

| **K5: Methods evaluating effectiveness of teaching** | An essential part of work in Higher Education is ensuring the effectiveness of our teaching and support of learning practices. This aspect focuses on the formal and informal methods employed to gather information and data about the impact of teaching and how such data and information is used, including the impact of their use on developing and enhancing practice.

| **Questions for K5 you may ask yourself might include:** | For D1-D2: How do you demonstrate:
- Your knowledge and understanding of a range of effective methods for evaluating practice?
- The use of reflection and staff and student feedback to refine and develop curricula and practice for students?

For D3: as D1-D2 above, plus how do you demonstrate:
- Your knowledge and understanding of how new approaches to evaluation and pedagogical scholarship can contribute to informing and developing practice?
- How you have taken a leading role at School/institutional level in initiatives that develop colleagues’ ability to evaluate effective teaching? |
**K6: The implications of quality assurance and quality enhancement for academic professional practice with a particular focus on teaching**

Quality assurance (QA) and quality enhancement (QE) are deeply embedded in Higher Education through procedures such as programme validation, monitoring and review. These processes shape academic practice and are implicit in all we do in teaching and support of students’ learning.

One key to evidencing this aspect of Core Knowledge is to consider how you might demonstrate how engagement with feedback is used to enhance your practice and to improve the student learning experience. This might include an account of how you seek opportunities to obtain feedback beyond or other than relying on the institutional procedures set in place. For those whose work includes contexts outside higher education institutional policies and processes, you will need to evidence your personal interest, understanding and commitment to QA and QE procedures established and embedded within those contexts.

**Questions for K6 you may ask yourself include:**

For D1-D2: How do you demonstrate:

- Your knowledge and understanding of the quality assurance and enhancement procedures within the University of Suffolk and of the principles underpinning peer review/observation of teaching?
- Your participation in and contribution to enhancement processes at an individual/team level leading to the enhancement of practice?

For D3: as D1-D2, plus how do you demonstrate:

- How you have taken a leading role in enhancement processes at School/institutional levels leading to an enhancement of practice?

**Evidencing Professional Values**

**V1: Respect for individual learners and diverse learning communities**

This Value focuses on the way teaching and supporting learning incorporate activities, actions and approaches which respect individual learners. It is depicted in the ways 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, online communities, work-based communities or be defined on the basis of ethnicity, faith, social class, age, etc. You need to demonstrate that you value and can work effectively with and within these diverse communities.

**Questions you might ask yourself in terms of V1 might include:**

For D1-D2: How do you evidence:

- Your awareness of and sensitivity to individual students’ needs, abilities and motivations for learning in HE?
- Your practice fosters self-esteem and confidence in terms of learning and potential achievement?
- Your awareness of and sensitivity to cohorts of students from a diverse background?

For D3: as D1-D2, plus how do you evidence:

- Your lead role in the development of practice with colleagues to promote inclusivity?
- How you lead by example?
| **V2: Promote participation in HE and equality of opportunities for learners** | The focus in this Value is on providing evidence of how your commitment to participation in Higher Education and equality of opportunity for learners underpins your practice in relation to your teaching and support of learning.

There is a potential for you to cover a broad spectrum of your activities and behaviours linked to all the Areas of Activity and Core Knowledge in evidencing the meeting of this Value.

Your evidence should ideally indicate wide and pervasive approaches used to ensure equality of opportunity to all your learners. |
| --- | --- |
| **Questions for V2 you may ask yourself might include:** | **For D1-D2:** How do you evidence:

- Your practice in relation to recruitment and admissions promotes/supports the participation of students from diverse backgrounds?
- Your practice supports the retention and success of students from diverse backgrounds?
- Your practice acknowledges and values diversity in the student body and views it as a rich resource for learning?
- Your awareness of the institutional and cultural barriers that inhibit access to and full participation in opportunities for learning and achievement?

**For D3:** as D1-D2, plus how do you evidence:

- Your lead role in the promotion of inclusive approaches to teaching and learning with students and colleagues?
- How you lead by example? |
| **V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development** | This Value focuses on your use of evidence-informed approaches, as well as your ability to draw upon and contribute to the many sources of evidence and to use them to inform your teaching and learning support approaches. It is about using the outcomes of research, scholarship and engagement in professional practice and in professional development to make principled, informed and considered judgments which are designed to enhance your practice and to positively impact on the learning experience.

This Value advocates the importance of direct professional involvement in enquiry in teaching and learning, used to support your own professional development and to enhance your teaching and learning support activities.

Your evidence for this Value might include the consideration and application of findings from studies, projects, scholarly reading and personal enquiry of teaching, learning, learners, the subject, the learning environment, the use of resources etc. You might also identify how evidence from discipline-based research is used to enhance the curriculum, or to provide a rationale for the design of the curriculum and its delivery. You will need to consider how you have used these findings to enhance your practice and the student learning experience. |
| **Questions you may wish to ask yourself in terms of V3 might include:** | **For D1-D2:** How do you evidence:

- Your professional and scholarly approach to teaching and learning practice?
- Your practice enhances the student experience and quality of learning?
- You have used your research or information from personal CPD to positively influence curriculum development and delivery/support? |
For D3: as D1-D2 above, plus how do you evidence:

- Your lead role in promoting a professional and scholarly approach to teaching and learning practice to enhance the student experience and quality of learning?

V4: Acknowledge wider context in which HE operates recognising the implications for professional practice

This Value is concerned with being alert and responsive to the current issues, challenges and drivers that may impact on the Higher Education context including within the institution.

You might, for example, consider how you have need to respond to the current demands of the Disability Discrimination Act, the employment agenda, or to the widening participation and access agendas.

You might consider your responses to the strategic mission and to priorities in the University’s Learning and Teaching Strategy as well as the principles of the University’s Progression Strategy.

Questions you may ask yourself for V4 might include:

For D1-D2: How do you demonstrate:

- Your awareness of the current key School/institutional drivers and their influence on HE practice?
- Your recognition of the local/regional/national factors which influence practice in your context and the impact of these on the student experience?
- The professional context and the role of PSRBs in shaping your curriculum?

For D3: as D1-D2 above, plus how do you demonstrate:

- Your influence on the current key School/institutional drivers and an awareness of their influence on HE practice and how they influence the student experience and your role and your colleagues’ role within professional practice?
- An awareness of the current key national/external drivers that shape and influence HE and how they influence the student experience and your role within professional practice?

Attending internal and/or external CPD workshops, conferences and events can provide opportunities for your continuing professional development to use in evidence for HEA recognition. Equally, recognition and positive feedback from, for example, student evaluations and/or nominations for University Teaching Awards and staff awards can be good examples of your positive impact on the student experience. Undertaking subject/generic pedagogical research and development activities can also be invaluable sources to demonstrate your active engagement in the enhancement of teaching and the support of learning.

4.1.1 Differentiation of Descriptor 1

Within Descriptor 1 (D1), you need to demonstrate engagement with a minimum of two of the Areas of Activity (see Table 2 above). You should choose the Areas that are relevant to your current work and/or your skills and experience. In addition to the Areas of Activity, an awareness and commitment to all the Professional Values should be evidenced. This could be through presenting, for example, your rationale for adoption of a teaching
approach (V1); how the design of your programme values individual learners' experience and encourages engagement (V2); how your teaching and learning is underpinned by research/scholarly activity (V3); and how the institutional context influences your teaching and learning activity (V4). You will also be expected to demonstrate relevant Core Knowledge (as in Table 5) linked to the two Areas of Activity that you explore. The activities you draw upon are likely to be quite varied and may include both formal and informal approaches to continuing professional development.

4.1.2 Differentiation of Descriptor 2

Within Descriptor 2, you need to be able to demonstrate engagement and success in all the Dimensions of Practice (of the UKPSF), including all the Areas of Activity, all Core Knowledge and all Professional Values and ensure your practice fully meets the characteristics of Descriptor 2.

The demonstration of engagement with and understanding of the Dimensions will be influenced by the subject, profession and/or discipline context in which you are working as well as by our University of Suffolk setting including its policies, regulations and strategies. You will be encouraged to articulate explicitly your evidence of subject and pedagogic research and/or scholarship, with specific regard to HE learning and teaching. You will be expected to elaborate critically on actions taken that have resulted in the enhancement of your professional practice. The activities you draw upon are likely to be wide-ranging and may include both formal and informal approaches to your continuing professional development.

4.1.3 Differentiation of Descriptor 3

If you are applying for recognition at this level, you will have gained relevant experience through a range of approaches including, for example, from mentoring, coordinating and supervising individuals and groups, such as other staff members. You will evidence the depth and sophistication of your critical understanding through sustained successes in HE teaching, as well as through mentoring and leadership of others’ teaching. You may provide evidence of your effective and significant impact on HE students, colleagues and/or on the University of Suffolk, or beyond. Any mentoring role likely have included supporting, challenging and guiding others, in enabling those others to develop themselves.

In applying for Descriptor 3, you may have developed and led substantial programmes of teaching and learning, led cross- or inter-institutional teaching and learning focused projects, provided leadership for work in discipline-based communities, or have led consultancy for major pieces of pedagogic work in subject associations and professional bodies. You may have initiated or driven change which significantly impacted on teaching and learning or the institutional culture.

4.2 General guidance on making a written submission (D1-D3)

The written submission through e-PASSPoRT, enables colleagues to make an application for Associate Fellow (D1), Fellow (D2) or Senior Fellow (D3) of the HE Academy. You will need to complete and submit all requirements for the submission: i.e. a completed application form including the two references inserted.
The application proformas (whether for D1/D2/D3) have the following sections in common:

- General information on you and your role
- An evidence grid to briefly note the range of your practices
- A statement of your philosophy for teaching and learning
- A section for other information, including to articulate on your ongoing pedagogically focused CPD activity
- A section for naming your referees, followed by sections in which you insert the two referee statements

The *evidence grid proforma* section of your submission gives you the opportunity to provide information on the range of professional activities or other experiences you have drawn upon to support your written statement. You should include a brief resume of your relevant career history and your current role.

Within your application, you need to give a brief summary of your HE teaching and learning philosophy. This is asked to encourage you to explicitly reflect upon your beliefs about good learning in HE and how your approach(es) to teaching and support of students’ learning are aligned to promote and enable good learning in your students.

In the *main sections of the application*, you will explain how you have achieved and can demonstrate the standards required for the relevant Descriptor within your recent and/or current practice. Your writing needs to align fully with the specific statements for the Descriptor to which you are applying in the UK Professional Standards Framework.

Clearly the requirements vary significantly between each Descriptor, including in the length of each section in the word counts. Naturally enough, an application for D3 needs to be far more substantive and detailed than an application for D1.

Your writing must be based on relevant practices within Higher Education. This should also draw upon your research and scholarship practices and your professional practice and be matched against the Dimensions of Practice, as detailed in Table 2 above.

Your submission should draw upon and reflect on selected examples of your practice in depth. You are not expected to give a detailed rationale of all the experiences you have listed in your evidence grid proforma, rather to be critically selective and focus on a few key examples that best enable you to evidence for the relevant Descriptor of the UKPSF.

In all applications to the e-PASSPoRT pathway, you will also be expected to explicitly outline how you maintain in good standing in relation to your academic practice and professional role including in reference to *ongoing CPD activity* which you may well have discussed with your line manager during the annual appraisal process.

All applications in the e-PASSPoRT pathway also require *two references*. These both need to be from relevant colleagues who hold their own Fellowships at least against the Descriptor to which you are applying. The referees are both required to authenticate your practice as fully aligned to the specific Descriptor for which you are applying. The Referees’ statements need both to verify that the application presents a fair and honest reflection of your practice in line with the relevant HEA Fellowship category to which you are applying. Hence, referees also need to be HEA Fellows themselves, and at least at the category of Fellowship for which you are applying. This enables any referee to authenticate your practice with full knowledge and understanding themselves of the UKPSF.
In the following section, we outline the specific requirements for each Descriptor (D1-D3), in addition to these general guidelines. Table 5 also outlines the requirements for submissions for all Descriptors (D1-D3).

4.3 Guidance for an Associate Fellow (D1) submission

In applying against Descriptor 1, you need to provide explicit evidence for at least two Areas of Activity from the UKPSF Dimensions of Practice, linking and reflecting on the appropriate Core Knowledge and Professional Values within both these areas. You can indicate how and where the aspects of the Dimensions are evidenced by using brackets at the end of each paragraph to signpost to the relevant Core Knowledge and/or Professional Values being addressed eg in the form of (K4, V1). There is likely to be overlap, and this is expected as it more accurately reflects the true and complex nature of teaching and support of students’ learning. Equally, an integrated and developmental approach to student support and evidence of engagement in scholarship in one’s pedagogic practice are fundamental for all Fellowships.

Your application will be approximately 1400 words in total, plus the two references. Both referees are required to authenticate your practice as aligned with the UKPSF and demonstrating evidence to fully meet Descriptor 1 for Associate Fellowship. If you have any concerns around either one or both your referees being fully able to authenticate your practice, the addition of (say) an observation(s) of you by the referee prior to submitting your application and prior to the referee preparing their reference is strongly recommended.

It is also likely you will include references to relevant subject-related or more generic pedagogical literature in your application. The listing of these references is not included in the word count.

Your submission for Descriptor 1 is reviewed by two appropriately experienced reviewers who each hold their own Fellowship/Senior Fellowship of the HEA. The review of your application is in advance of an e-PASSPoRT panel meeting. The panel meeting includes an external reviewer, and the panel will confirm the decision to award (or to refer) your application. In all cases, you will receive feedback within 10 working days of the panel meeting.

Table 5 below presents a summary of the requirements for each Descriptor as applied within the e-PASSPoRT CPD pathway. Figure 3 also below, presents a schematic of the review and decision-making process for meeting D1 and award of AFHEA.

4.4 Guidance for a Fellow (D2) submission

In applying for Descriptor 2, you will need to demonstrate evidence of your engagement with and understanding of all of the Areas of Activity in the Dimensions of Practice of the UKPSF and the meeting of all aspects of Descriptor 2 (D2i-vi). Therefore, you also need to link, integrate and reflect on the other Dimensions of Practice (i.e. the Core Knowledge and Professional Values) and indicate how and where these are all evidenced within your accounts for each Area of Activity.

You can do this by using brackets to reference to which specific aspect(s) of Knowledge and/or Values (or other aspects of Activity) are addressed at the end of each paragraph eg as (K4, V1, A3). There is likely to be overlap, and this is expected as it more accurately
reflects the true, integrated nature of teaching and learning; as well as the interconnections between, and developmental approaches to, student support and scholarly pedagogical practice.

An application against Descriptor 2 for Fellowship of the HEA will be approximately 3000 words, plus your two references. Both referees are required to authenticate your practice as aligned with the UKPSF and confirm you have and can demonstrate evidence to fully meet Descriptor 2. Both referees are required to authenticate your practice as aligned with the UKPSF and demonstrating evidence to fully meet Descriptor 1 for Associate Fellowship. If you have any concerns around either one or both your referees being fully able to authenticate your practice, the addition of (say) an observation(s) of you by the referee prior to submitting your application and prior to the referee preparing their reference is strongly recommended.

It is also highly likely you will include a range of explicit references to relevant subject-related or more generic pedagogical literature in your submission. References are not included in the word count.

Your submission for Descriptor 2 is reviewed by two appropriately experienced reviewers in advance of an e-PASSPoRT panel meeting. The panel meeting includes the External Reviewer and the panel will confirm the decision to award or to refer your submission. Should your application be felt to be insufficient for D2 but fully meeting D1, the panel reserve the right to, exceptionally, award D1 if this is not already held rather than to refer.

In all cases, whether award or refer, you will receive feedback within 10 working days of the panel meeting.

Table 5 below presents a summary of the requirements for each Descriptor as applied within the e-PASSPoRT CPD pathway. Figure 4 also below, presents a schematic of the review and decision-making process for meeting D2 and award of FHEA.

4.5 Guidance for a Senior Fellow (D3) submission

In applying for Descriptor 3, you will make a submission that provides a critically reflective account of your professional practice, aligned to the UKPSF, and using two case studies, including:

(a) focusing on the education, training, employment, roles and experience which have contributed to your development as a teacher, mentor, facilitator of learning and as an academic leader;

(b) referencing to relevant professional practice, research and scholarship; and

(c) demonstrating sustained leadership of teaching and learning in HE and the coordination, support and supervision, management and/or mentoring of others in relation to teaching and learning.

Reference to, and evidence in understanding of the elements of core knowledge and professional values, should be made explicit throughout the account for each of the activities you are describing. Your application for Senior Fellowship needs to explicitly address all of the Dimensions of Practice, using references to the relevant aspects at the end of each paragraph in the form as eg (V3, K2, A4).
There is likely to be overlap when demonstrating the various aspects of activity, knowledge and values, and this is fully expected as it more accurately reflects the true, integrated nature of teaching and learning. It also recognises the complexity and interconnections needed in developmental approaches to student support and in scholarly-informed pedagogical practice.

You will use the case studies to evidence you fully meet the statements specifically outlined in the UKPSF for Descriptor 3.i-vii.

An application against Descriptor 3 for Senior Fellowship of the HEA, will be approximately 6000 words, plus the two references. Both referees will be required to authenticate your practice as aligned with the UKPSF and verifying that you have demonstrated evidence to fully meet Descriptor 3 (D3i-vii) in order to be awarded the HEA Senior Fellowship.

It is also expected that you include a strong and broad range of explicit references to relevant and contemporary subject-related or more generic pedagogical literature. References are not included in the word count.

Your submission for Descriptor 3 will be reviewed by three appropriately experienced reviewers (internal and possibly external) in advance of an e-PASSPoRT panel meeting. The panel meeting includes the External Reviewer who samples across the D3 submissions for quality assurance purposes. The panel will confirm the decision to award or to refer your submission. In all cases, whether award or refer, you will receive feedback within 10 working days of the panel meeting.

Table 5 below presents a summary of the requirements for each Descriptor as applied within the e-PASSPoRT CPD pathway. Figure 5 also below, presents a schematic of the review and decision-making process for meeting D3 and award of SFHEA.
Table 5: Requirements for the e-PASSPoRT CPD pathway (D1-D3)

<table>
<thead>
<tr>
<th>Associate Fellow (D1)</th>
<th>Fellow (D2)</th>
<th>Senior Fellow (D3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application form with applicant’s confirmation the application submitted is their own work; plus 2 references (both from at least Fellows of HEA)</td>
<td>1. Application form with applicant’s confirmation the application submitted is their own work; plus 2 references (both from at least Fellows of HEA)</td>
<td>1. Application form with applicant’s confirmation the application submitted is their own work; plus 2 references (both at least Senior Fellows of HEA)</td>
</tr>
<tr>
<td>3. A submission of 1400 words demonstrating Descriptor 1 in:</td>
<td>3. A submission of 3000 words demonstrating Descriptor 2 in:</td>
<td>3. A written submission of 6,000 words providing a critically reflective account of professional practice, using 2 illustrative case studies, linked to explicitly demonstrate Descriptor 3:</td>
</tr>
<tr>
<td>a) Evidence for at least 2 of 5 areas of activity, underpinned by understanding of appropriate core knowledge and professional values in UKPSF</td>
<td>a. Evidence for all 5 areas of activity, underpinned by understanding of all core knowledge and all professional values in UKPSF</td>
<td>a. focusing on the education, training, employment, roles and experience which have contributed to development as a teacher, mentor, facilitator of learning and academic leader</td>
</tr>
<tr>
<td>b) Explicit referencing to relevant professional practice, research and scholarship</td>
<td>b. Explicit referencing to relevant professional practice, research and scholarship</td>
<td>b. reference to relevant professional practice, research and scholarship</td>
</tr>
<tr>
<td>c) Evidence of sustained and ongoing reflective engagement in CPD activities, as well as plans for future activities.</td>
<td>c. Evidence of sustained and ongoing reflective engagement in CPD activities, as well as plans for future activities.</td>
<td>c. sustained leadership of teaching and learning in HE and the coordination, support and supervision, management and/or mentoring of others in relation to teaching and learning.</td>
</tr>
<tr>
<td>4. Two supporting statements each verifying the application presents a fair and honest reflection of the participant’s practice in line with the Associate Fellowship of HEA</td>
<td>4. Two supporting statements each verifying that the application presents a fair and honest reflection of the participant’s practice in line with the Fellowship category of HEA</td>
<td>d. reference to, and evidence of understanding of, all elements of core knowledge and professional values should be made explicitly throughout the account of the activities described (UKPSF).</td>
</tr>
<tr>
<td></td>
<td>4. Two supporting statements each verifying that the application presents a fair and honest reflection of the participant’s practice in line with the Fellowship category of HEA</td>
<td>e. evidence of sustained, ongoing engagement in CPD activities, as well as plans for future activities.</td>
</tr>
<tr>
<td></td>
<td>4. Two supporting statements each verifying the application presents a fair and honest reflection of the participant’s practice in line with the Senior Fellowship category of HEA.</td>
<td>4. Two supporting statements each verifying the application presents a fair and honest reflection of the participant’s practice in line with the Senior Fellowship category of HEA.</td>
</tr>
</tbody>
</table>


4.6 References for D1-D3 submissions

We believe the preparation and submission processes in the e-PASSPoRT pathway should be open and collegial as well as developmental, being fully in accord with the guiding principles of the PASSPoRT Scheme. This includes in terms of the references of your professional practice. The function of your referees is to provide an informed, peer review of your eligibility for HEA recognition, using their direct knowledge of your work and the context in which you teach and/or support learning; and assuring that you are able to fully demonstrate relevant and sufficient evidence for the specific Descriptor to which you are applying.

All applicants within the e-PASSPoRT pathway for D1-D3 are required to submit two references, both of which must be from referees who hold at least their own Fellowship of the HEA (D2). For D1 and D2 applications, the referees can both be Fellows. For D3 applications, both referees must be at least Senior Fellows.

Referees should be experienced staff, fully familiar with the UKPSF and able to comment knowledgeably and from first-hand experience on your current role, your experience and achievements in teaching and supporting student learning, and any relevant activities recently undertaken.

Referees in this regard are expected to be able to authenticate your practice as fully meeting the Descriptor for which you are applying. The reference section of each application proforma (for D1/D2/D3 applications) requires the referee to confirm they can make this verification as an authentication of your practice.

Referees must be able to validate the claims you are making in your evidence proforma, as well as in the sections of your application, so must be someone who has witnessed your practice directly and are able to comment upon it drawing from their own engagement with, and understanding of, the UKPSF. This means you need to share your draft application with your referees, to assist them in preparing their statements and in affirming your claims. Referees’ statements are inserted directly into your application, before you submit the final version of your application.

We recommend that referees provide practical examples to support their comments wherever possible, and that references confirm your commitment to engagement with both the University of Suffolk’s policies and processes to support learning and teaching, such as the Reflective Peer Review Code of Practice; as well as your commitment to UKPSF.

It is your responsibility to:

- ensure both referees see your completed written application and that you have given them sufficient information in order to complete their references
- provide your referees with the relevant Guidance for Referees (for D1/D2/D3 and located on the e-PASSPoRT webpages – see www.uos.ac.uk/passport
- ensure your referee has the specific information on the relevant Descriptor for which you are applying
- receive the references (the panel cannot do this for you) and insert into the reference section of your application before you submit your completed application.
4.6.1 Referees for Associate Fellow or Fellow (D1 or D2)

The function of your referees is to provide an informed peer review of your eligibility, using their knowledge of your work and the context in which you teach and/or support learning. They are required to assure that you meet Descriptor 1 (D1i-vi) of the UKPSF.

If possible, referees should comment on your most recent role and responsibilities. The referees should read your submission before composing their references. Referees may also wish to refer to the D1/D2 Guidance for Referees documents for more information about the e-PASSPoRT and The Higher Education Academy and/or specifically about becoming an Associate Fellow or Fellow, as appropriate.

The references should primarily refer to your experience and achievements in teaching and learning. They might, if applicable, refer to your research record, but only insofar as this directly links with or informs your teaching. Referees need to base their references on how you meet the Dimensions of the UKPSF and Descriptor 1 (D1i-vi), or Descriptor 2 (D2i-vi), as applicable. Referees need also to draw upon direct knowledge of your work, your professional practice in teaching and supporting learning, and the context in which you work. Referees act to verify and authenticate your practice as aligned to Descriptor 1 in this regard in order that Fellowship of the HEA can be awarded.

We suggest referees use practical examples to support their comments wherever possible. For example, your referee may have been involved in (peer) observation of your teaching or support of learners, and could draw from the evidence this provided. Similarly, your referees might comment on innovative practice, or contribution to developments in teaching and learning you have made at institutional level, or contribution to national initiatives in approaches to teaching and learning within the discipline in which you are involved.

4.6.2 Referees for Senior Fellow (D3)

The function of the D3 references are to provide critical peer reviews of your knowledge and experiences, and to support and corroborate the information given in your written account of your professional practice. Where possible, the referees should comment on your most recent role and responsibilities. Referees are asked to take time to read your account of professional practice before composing their reference. Referees may also wish to refer to read the D3 Guidance for Referees document for more information about the PASSPoRT scheme, the UKPSF and The Higher Education Academy and specifically about Senior Fellowship (D3i-vii).

The D3 reference should primarily refer to your experience and achievements in teaching and learning, and should refer to your research record only insofar as this directly informs your teaching. The reference needs to be based on how you meet all dimensions of the UKPSF for teaching and supporting learning in HE and that you demonstrably evidence meeting Descriptor 3 (D3i-vii). Both referees need to draw upon direct knowledge of your work, especially in relation to your experience in organisational, leadership/and or management of specific aspects of teaching and learning provision within the context in which you work. Both referees act to authenticate your practice as aligned to meet Descriptor 3 (D3i-vii) in this regard in order that Senior Fellowship of the HEA can be awarded.
Referees should be encouraged to use practical examples to support their comments wherever possible. Similarly, they might comment on any innovative practice, mentoring, and/or contribution to developments in teaching and learning you have made at the departmental or institutional level. They might comment on your contribution to national initiatives in developing approaches to teaching and learning within the discipline in which you are involved.
5. Support for you in making your submission

5.1 How to submit your application

The process for submitting your application in all its completed parts is via the online e-PASSPoRT space on Brightspace, whether it is for D1/D2/D3. This process is explained on the PASSPoRT webpages at www.uos.ac.uk/passport. However, if you are in any doubt about how to submit, please contact the PASSPoRT Administrator, Helen Smith, who will assist you with precise details.

Whichever descriptor you choose in order to submit an application, there is support and advice available from a number of sources. In this section we outline support available in preparing, writing and submitting your application.

Firstly, Dr Christine Smith manages the whole of the PASSPoRT scheme, including the e-PASSPoRT and the PGCAP pathways. You can contact her if you have specific questions at christine.smith@uos.ac.uk. You can also contact the e-PASSPoRT Administrator, Helen Smith at h.smith4@uos.ac.uk if you have questions or concerns.

Secondly you may find it useful to attend one of the regular awareness-raising face-to-face development events or webinars, that are periodically organised by the Quality Assurance and Enhancement team. These events provide an introduction to the PASSPoRT scheme and its association with the UKPSF and HEA Fellowships. They can be helpful to attend if you are not certain about which pathway of PASSPoRT is most suited to your needs and experiences as well as which Fellowship will be most appropriate for you in your pedagogic experience and knowledge, etc. Details of forthcoming events can be found on the e-PASSPoRT area of the PASSPoRT webpages.

We are also developing an online quiz in Brightspace entitled ‘Which Fellowship?’ which is being designed to assist you in this stage of you choosing the relevant Fellowship.

Additionally, there are resources to support you on the PASSPoRT webpages and in Brightspace, including access to this Handbook. The webpages also have links to the D1-3 proformas for applications, as well as to guidance for your two referees.

In the sections below, we outline a number of key people to support you in developing your application, and other development events and resources.

5.2 Your line manager

As you start to develop your case for Fellowship, and in appraisal processes, your line manager will be able to discuss the evidence you currently hold to support your application, including any gaps in relation to the criteria for the relevant Descriptor of the UKPSF, and how you might address these in (say) the forthcoming year.

Your line manager can certainly explore how you can develop your role, your experiences and achievements in line with the School and/or institutional strategies and objectives. This might be, for example by: joining a departmental or institutional project or working group; by directly engaging in reviews, course validations and re-approvals; or taking on a mentoring role. Such activities are recognised as helpful for developing your practical experience and building evidence for your Fellowship application. Your line manager may
be an appropriate person\textsuperscript{2} to provide a reference for your application if they have their own relevant category of HEA Fellowship. You need to discuss your application with them, especially when you have gathered evidence and developed your submission.

Within PASSPoRT, we offer an annual development event for all staff holding HEA Fellowships (against D2/D3/D4) including relevant line managers. This event is centred on developing conceptual understanding of the UKPSF; supporting mentors and reviewers; and promoting procedural understanding of all aspects of the e-PASSPoRT. The annual development event enables relevant staff to engage in standardisation exercises in readiness for roles in mentoring and review activity.

5.3 A PASSPoRT Mentor

As part of the e-PASSPoRT, it is expected you will take advantage of mentorship to support you in preparing and completing your application. Experience in our own and in other HE institutions has shown this to be influential in increasing the success rate of applications.

Mentors are all School- or Professional Service-based members of staff, who have direct and successful experience of applying and achieving an HEA Fellowship themselves. We expect and encourage all staff gaining recognition through the PASSPoRT scheme in both pathways (i.e. PGCAP and CPD pathways), to go on to become mentors and potentially also to become reviewers and panel members themselves. The PASSPoRT Administrator maintains a Register of all staff with Fellowship including those who are positioned to act as mentors and reviewers, by virtue of them having attended the development event and noting mentors’ engagement in relevant CPD activity. (See also above in 5.2).

The person to take on the role as your mentor is therefore already a Fellow/Senior Fellow based in your School or professional area and actively engaged with the UKPSF. Your mentor must already hold, at least, the category of Fellowship to which you are applying. We suggest in choosing your mentor the person is also:

- someone with whom you feel confident to talk through the application process
- someone who can support you in deciding on the relevant evidence for your application
- someone who can read a draft of your application and give critical but constructive feedback
- someone who understands, remains engaged with and champions the UKPSF

For any applicant who is unable to identify a designated mentor within your own School, professional area or Partner College, the PASSPoRT Lead or Administrator can assist you to find an alternative mentor. Please contact Helen Smith (h.smith4@uos.ac.uk) or Dr Christine Smith (christine.smith@uos.ac.uk) to talk in more detail about mentorship within the PASSPoRT scheme.

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\textsuperscript{2} We are fortunate, at the University of Suffolk, that there are Deans of Schools and Heads in relevant Professional Service areas, already holding their own HEA Fellowships. This includes a Principal Fellow, Senior Fellows and Fellows of the HEA. Professor Langton, our new Vice Chancellor, is also a Principal Fellow of the HEA.
We have also produced a Mentor Guide that is accessible on the PASSPoRT webpages.

5.4 PASSPoRT guidance events and resources

PASSPoRT workshops and webinars are held periodically throughout the year (see the PASSPoRT webpages at http://www.uos.ac.uk/passport for details). These can be useful as a starting point when thinking about your application, and deciding upon the most appropriate pathway and relevant Descriptor for you in seeking HEA recognition.

In addition, PASSPoRT application writing workshops that are Descriptor-specific, are held periodically to assist you in building your application. These are collegial events and encourage networking among those attending, as a learning-focused community of practice. The PASSPoRT webpages have useful information, downloadable copies of templates and guidance for your application. See http://www.uos.ac.uk/passport for details.

5.5 Submitting your application

Once you have made the decision regarding the descriptor for which you will prepare your application within the internal e-PASSPoRT pathway, we encourage you to complete the Intention to Submit proforma. This gives the e-PASSPoRT Lead and Administrator an indication of when you are hoping to submit your application and enables us to provisionally allocate you to an appropriate panel meeting. Your expression of interest does not commit you to this panel and you may be contacted nearer the panel closing deadline to confirm your intention to submit.

Panel meetings are triannual, spread evenly across the academic year. Dates for panels and the associated relevant deadlines for submissions in the current academic year can be found on the PASSPoRT webpages at: http://www.uos.ac.uk/passport.

Once you have completed all parts of your application i.e. written your application, collected your two references and completed the evidence grid and other sections, you should contact the PASSPoRT Administrator to organise submission. The Administrator will explain how to submit online into Brightspace and acknowledge safe receipt of a complete application.

All e-PASSPoRT applications must be submitted by the deadline, normally at least 15 working days in advance of the panel meeting date. This allows the reviewers time to read and assess the applications thoroughly and thoughtfully. If you are unable to submit for a forthcoming panel, it is helpful if you let the Administrator know as soon as possible.

Panel decisions to award or to refer are notified to applicants with feedback on all applications, normally within 10 working days of the panel meeting and often much sooner.

Figures 1-2 below, provide depictions of the processes for initial assessment of submissions made to the e-PASSPoRT CPD pathway.
Overview of the initial, application processes in e-PASSPoRT CPD pathway

Annual Appraisal or CPD review → Attend e-PASSPoRT awareness event → Identify relevant Descriptor to achieve (D1/D2/D3/D4) Consider Mentor to support (D1-3)

Ready to proceed and apply? Y/N

- Yes, ready - Talk to Mentor
- Not ready – Start to gather evidence and/or extend experience aligned to UKPSF

Prepare application for relevant Descriptor (see Table 1&2: key phases)
Attend relevant e-PASSPoRT writing event
Talk to mentor and referees – including to confirm authentication of practice
Submit completed application, including two references, online.
2000 words, D1; 3000 words, D2; and 6000 words, D3

Applications
- Applies for D1 Associate Fellowship
- Applies for D2 Fellowship
- Applies for D3 Senior Fellowship

Figure 1: The initial application process for e-PASSPoRT

Figure 2: The initial processes and assessment of submissions made to e-PASSPoRT pathway

Annual Appraisal or Induction: discuss CPD needs/goals with Line Manager

Identify relevant Descriptor to achieve and/or take the ‘Which Fellowship?’ quiz in Brightspace

Not ready?

- Identify and talk to Mentor
- Prepare application for submission
- Discuss with Mentor and Referees

Application not complete?

Application is complete and goes forward to review

D1 for AFHEA
D2 for FHEA
D3 for SFHEA

e-PASSPoRT administrator scans application for completeness and confirms safe receipt
6 The e-PASSPoRT review and decision making processes

Once a written submission for the e-PASSPoRT pathway has successfully been through checks for completeness with the PASSPoRT Administrator, the application is forwarded to appropriate reviewers to assess the application.

6.1 Review process for Descriptor 1 and Descriptor 2

For D1 and D2 submissions, two reviewers (who are themselves either Fellows/Senior Fellows/Principal Fellows) assess the submission for sufficiency against the relevant Descriptor (D1 or D2). Each reviewer completes a e-PASSPoRT review proforma for every review undertaken and returns this to the PASSPoRT administrator as quickly as possible and in advance of a panel meeting.

For D1 and D2 applications, if both reviewers feel the submission is acceptable, the panel meeting acts to ratify the reviewers’ decision. The panel instigates notification to the applicant of the decision to award and provides feedback, derived from the reviewers’ proformas.

If reviewers do not find the submission sufficient and therefore not acceptable to award, the applicant is informed and provided with feedback, for example on the areas requiring further work and/or aspects in the submission that were insufficient. If there is a split decision between the two reviewers on whether to award or to refer, an additional reviewer is sought. The majority decision will determine whether the submission is accepted or referred, and the appropriate follow-on actions will be instigated.

If the decision is to refer, you will be informed of the type of referral being made. We use the terms R1, R2 and R3 to distinguish between referrals, in terms of their significance. A ‘R1’ referral is for minor modifications, such as amending one section of the application to provide more detail, such as when reviewers feel the information provided is too limited. In this case, we will suggest a timeframe for you to amend and re-submit, followed by review by the panel chair and External Reviewer and chair’s action. If a ‘R2’ referral is made, this signals there is more work needed on the application, and likely in more than one section. In this case you are encouraged to work further on the application to develop specific aspects further but will always be given precise and exact feedback on what actions are needed. In this case, we ask you to resubmit the amended application, normally to the next panel and it will go through the full review process again. ‘R3’ will only be used in the case of an application that is considered not appropriate for that category of Fellowship or one that falls seriously short of relevant evidence for the Descriptor. Working with a mentor means we have little likelihood to ever use R3. The guidance available to applicants not least in the support given by mentors, has always precluded the use of the R3 referral.

With submissions for D2, exceptionally it may be determined the submission is not appropriate for Descriptor 2, but is acceptable for Award at D1, often due to the insufficiency in evidence for all areas of activity in the UKPSF. The applicant will be informed of this decision and given feedback and advised on whether to accept this or choose to re-submit their D2 submission following action on the feedback provided.
In addition, the External Reviewer samples across the applications for D1 and D2 as part of the quality assurance processes of the e-PASSPoRT scheme, and in alignment with the University of Suffolk’s External Examiner policy. The External Reviewer may also act as the third reviewer in cases of a split decision.

The review and decision-making processes for D1 and D2 are depicted in Figures 3 and 4 below and outlined briefly also in Tables 6 and 7 below.

**Figure 3: Descriptor 1 (AFHEA) review and decision-making process**

![Diagram of review and decision-making processes](image-url)
6.2 Review process for Descriptor 3 (SFHEA)

For D3 applications for Senior Fellowships, three appropriate reviewers (i.e. who are Senior Fellows/Principal Fellows themselves) assess the submission for sufficiency against Descriptor 3. At least 25% of all applications for D3 across the three panels held annually, are reviewed by the External Reviewer. Each reviewer completes a review proforma for each review undertaken and returns this to the PASSPoRT administrator as quickly as possible and in advance of the panel meeting.

For D3, if all three reviewers suggest a submission is acceptable, the panel meeting acts to ratify the reviewers’ decision. The panel lead notifies the applicant of the decision to award, providing feedback derived from the three reviewers’ proformas.

If there is a split decision between the three reviewers with two accepting for award, the External Reviewer will also review the application. The decision will be based on the reviewers’ assessments. The appropriate follow-on actions will be instigated, as depicted in Figure 5.

If two or more reviewers do not find the submission acceptable to award, the applicant is informed and provided with feedback, for example on the areas requiring further work and/or aspects in the submission that were insufficient. If a submission is regarded as
borderline, reviewers retain the option to ask the External Reviewer to assess the application.

The review and decision-making processes are depicted in Figure 5 and outlined briefly also in Tables 6 and 7 below.

**Figure 5: Descriptor 3 (SFHEA) review and decision-making processes**

*Review and decision-making processes in e-PASSPoRT pathway for D3 (SFHEA)*

- **Written application of 6000 words + 2 references from Fellows (D3 or above)**
- **Application accessed in e-PASSPoRT online space by 3 approved reviewers, all SF/PF. External Reviewer samples D3 applications as part of QA processes (at least 25%) ahead of panel and makes final decision in panel to A/R if needed**

**External Reviewer also reviews such split reviews**

- **All 3 reviewers assess as sufficient for D3**
- **2 reviewers assess as sufficient for D3**
- **1 reviewer assesses NOT meeting sufficiency level for D3**

**OR**

- **PASSPoRT panel approves review assessments**
- **Decision = Award D3/SFHEA**

**OR**

- **1 reviewer assesses as sufficient for D3**
- **2 reviewers assess as NOT meeting sufficiency level for D3**

**OR**

- **All reviewers assess as NOT meeting sufficiency level for D3**

**Panel approves review assessments**

**Decision = Refer with feedback (R1/R2/R3)**
## Key phases 1-3 and associated actions in e-PASSPoRT pathway for an application

<table>
<thead>
<tr>
<th>e-PASSPoRT CPD pathway: phases 1-3</th>
<th>Activities associated to engagement with and understanding of the UKPSF</th>
<th>Relevant resources eg on PASSPoRT webpages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant considers applying for HEA Fellowship against D1/D2/D3/D4 of the UKPSF</td>
<td>Discusses with line manager eg in annual appraisal Accesses e-PASSPoRT online learning environment to find relevant resources and to determine appropriate Descriptor (1, 2, 3 or 4) for the application. Contacts PASSPoRT scheme lead and/or PASSPoRT administratorto notify of intention OR applies to HEA for Principal Fellowship (D4).</td>
<td>e-PASSPoRT Applicants’ Handbook e-PASSPoRT ‘Which Fellowship?’ online quiz e-PASSPoRT register of intent proforma</td>
</tr>
<tr>
<td>2. Participant attends a PASSPoRT awareness event (D1-D3) led by e-PASSPoRT lead</td>
<td>General introduction to the e-PASSPoRT scheme, including: (i) Overview of the UKPSF and Descriptors (D1, D2 and D3) (ii) Discussion of relevant evidence for meeting for D1, D2, or D3 (iii) Support in preparing an application and the mentor’s role. (iv) Finding an approved mentor and contacting the mentor. (v) Authentication of practice including eg via Reflective Peer Review (RPR) scheme, plus references (vi) Importance of critical reflection and scholarly approach to practice. (vii) Identifying two referees with current understanding and engagement with UKPSF, and relevant own Fellowships</td>
<td>e-PASSPoRT Applicants’ Handbook PASSPoRT Mentor Guide RPR Code of Practice e-PASSPoRT Guidance for referees (D1-D3) See also Table 3.1 below re Mentor</td>
</tr>
<tr>
<td>3. Participant commences/continues writing the application (D1, D2 or D3)</td>
<td>Discussion(s) with mentor and/or with PASSPoRT lead Gather and critically reflects on evidence aligned to relevant Descriptor (including citations to eg publications, journals, books, websites) Relevant referees are selected and alerted who both can authenticate practice Referees read PASSPoRT Guidance for Referees</td>
<td>e-PASSPoRT Applicants’ Handbook PASSPoRT Mentor Guide RPR Code of Practice E-PASSPoRT application proforma (D1, D2, or D3) Guidance for referees (D1/D2/D3)</td>
</tr>
</tbody>
</table>
Table 7: Key phases 4-5 for an applicant in applying in the e-PASSPoRT

### Key phases 4-5 and associated actions in e-PASSPoRT pathway for an application

<table>
<thead>
<tr>
<th>e-PASSPoRT pathway: 4-5</th>
<th>Activities associated to engagement with and understanding of the UKPSF</th>
<th>Relevant resources eg PASSPoRT webpages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Participant attends e-PASSPoRT ‘Writing Your Fellowship Application’ event for D1, D2 or D3</strong></td>
<td>Reprise of the e-PASSPoRT scheme, with overview of relevant Descriptor (D1, D2 or D3) and its requirements including D1=2000; D2=3000; or D3=6000 word counts; specific aspects of Descriptor Discussion of appropriate evidence and writing reflectively, including importance of a scholarly and critical approach Reprise of referees’ role: understanding UKPSF &amp; own Fellowships Submission online and review processes fully outlined <strong>D3 Event:</strong> Distinctive aspects for Descriptor 3 around leadership and continuing professional learning and development, including appropriate research and scholarly activity and the leadership, management and administration of academic provision and support in leading others’ in teaching and support of learning</td>
<td>Access to e-PASSPoRT Applicants’ Handbook. e-PASSPoRT application proforma (D1/2/3). Guidance for e-PASSPoRT referees (D1, D2, or D3) Deadlines for PASSPoRT submissions and dates for panel meetings</td>
</tr>
<tr>
<td><strong>5. Participant finalises and submits online the e-PASSPoRT application (D1, D2 or D3)</strong></td>
<td>Relevant sections of the application proforma are completed with two references inserted into the application proforma Applicant undertakes a final review of the full application in line with eg critical reflection, explicit engagement with scholarly practice, word count limits, appropriate presentation of any citations including to eg publications, journals, books, websites) and against aspects of relevant Descriptor (1/2/3) Applicant submits the completed proforma via e-PASSPoRT online. Administrator receipt, scans proforma for completeness</td>
<td>e-PASSPoRT Applicants’ Handbook Guidance for referees Deadlines for PASSPoRT submissions and dates for panel meetings Relevant flow charts in Applicants’ Handbook (D1-D3)</td>
</tr>
</tbody>
</table>
6.3 The e-PASSPoRT panel meeting

The e-PASSPoRT panel meeting is intended to receive the reviews of individual claims made against the UKPSF descriptors and standards, for D1-D3. The panel acts to make awards based on the reviewers’ assessment and to assure all processes have been followed correctly, in line with the e-PASSPoRT Terms of Reference (which can be found on the PASSPoRT webpages).

The External Reviewer acts in review and decision-making processes to ensure that the standards for the e-PASSPoRT and award of Fellowships are at the appropriate level and comparable with those of other higher education institutions. The External Reviewer assures that participant performance is judged against these and that the review/assessment processes measure participant achievement against the relevant Descriptor of the UKPSF, and are fair and fairly operated. The External Reviewer is required to hold Senior/Principal Fellowship of the HEA. Bridget Middlemas of Roehampton University has been appointed as the External Reviewer for the e-PASSPoRT scheme commencing from 2018/19. Bridget is also the External Examiner for the PGCAP, so has oversight across and involvement directly with the two main accredited pathways to HEA Fellowship at the University of Suffolk. Bridget is a Principal Fellow of the HEA.

The panel ensures the appropriate level of scrutiny occurs for all applications. At the panel meeting, submission reviews will be discussed in a consistent way and assure that criteria have been applied with equity, relevant to the relevant Descriptor. The panel decision, including feedback on the submission, is notified to each applicant, normally within 10 working days of the panel meeting.

The panel also seek to identify specific examples of good, innovative and creative practice from the submissions received, to both celebrate and to disseminate more broadly eg at the University Learning and Teaching Days; and at the e-PASSPoRT annual development event.

Additionally the panel meeting has a role in supporting the promotion of the PASSPoRT scheme across the institution, and acts to ensure the quality, standards and key principles of the PASSPoRT Scheme are upheld, through annual monitoring and review.

A panel meeting consists of:

(a) The e-PASSPoRT Lead (Chair and SFHEA)
(b) The External Reviewer (Principal Fellow – Bridget Middlemas)
(c) Head of Quality Enhancement (FHEA)
(d) Internal reviewers who have assessed the submissions (F/SF/PF of the HEA)
(e) The e-PASSPoRT Administrator to keep notes of the meeting

The terms of reference for panels, including information on review processes, are detailed in the e-PASSPoRT Terms of Reference document. The document explains reviewers’ roles, panel members’ roles and responsibilities, and the terms of reference. The terms of reference document is accessible on the e-PASSPoRT area of the webpages at:
http://www.uos.ac.uk/passport
6.4 Training of reviewers, panel members and mentors

All mentors, reviewers, and panel members i.e. reviewers attending the panel, have been recognised as a Fellow, Senior Fellow or Principal Fellow of the HEA, so are fully familiar and have direct understanding and engagement with the UKPSF, as well as being fully attuned to the requirements for the descriptors.

All mentors are required to undertake an induction for mentors. Mentors, reviewers and panel members, including the External Reviewer, are required to attend an annual PASSPoRT development event. At the development event, all participants are required to report on their own pedagogically-focused CPD activity. This is required before colleagues are able to participate as a mentor, reviewer or in a panel meeting.

We regard the participation of mentors and reviewers in both the development event and their own CPD activity as valuable in promoting experiential learning for self-reflection and equally identifiable as evidence of their engagement in continuing professional development.

6.5 Record keeping

The e-PASSPoRT Administrator and Lead maintain appropriate and secure records for the e-PASSPoRT pathway and its participants, in accord with University of Suffolk policy and processes. The Administrator maintains records of all completed ‘intentions to submit’ proformas and of all full submissions made within the e-PASSPoRT pathway. The administrator also receives all completed review proformas and these are confidential documents, also stored securely for safekeeping and used in evaluation and annual monitoring processes. Notes are taken in panel meetings and all paperwork used and shared within the panel meeting is received by the administrator at the close of the meeting and stored securely. This is used in evaluation and annual monitoring processes.

The Scheme is subject to annual monitoring processes, which feed into the University’s Annual Academic Report compiled by the Quality Assurance and Enhancement team. The External Reviewer produces an annual report. Additionally, the Scheme Lead presents an annual CPD review report to the Higher Education Academy and produces a full monitoring and evaluation report that is presented annually to the University’s Learning, and Teaching Committee (LTAC) at its October meeting.

In 2015, when the Scheme commenced, information was gathered for a detailed evaluation. This included commissioning one of our external reviewers to conduct an external evaluation of the Scheme. In addition, we gather feedback from participants and from reviewers on an annual basis, to refine and enhance the scheme.

6.6 Identification of good practice

Reviewers and panel members are encouraged to identify examples of good, innovative and creative practice in submissions for dissemination purposes across the University of Suffolk. Reviewers are encouraged to note such examples on the review proforma. The PASSPoRT Lead also draws from these examples in annual reporting, as well as at the annual Learning and Teaching Days.
7. Encouraging participants to maintain in good standing

The guiding principles of the e-PASSPoRT pathway, as outlined in Section 2.1 above, are designed to identify responsibilities for both the institution and for the individual members of University or Partner College staff, including commitment to an ongoing engagement in continuing professional development (CPD).

The PASSPoRT guiding principles have resonance with the HEA’s Code of Practice. The Code establishes a set of principles and expectations for individuals gaining HEA Fellowship. It has been developed as a response to sector requests for guidance on the notion of remaining in good standing. The HEA defines ‘remaining in good standing’ as "continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF". The expectation that Fellows remain in good standing is implicit in the UKPSF. The University of Suffolk (as a subscriber) is expected to embed this within its CPD provision, and individual members of University or Partner College staff recognised as Fellows are expected to embed this within their own practice.

The HEA Code of Practice

In our professional practice, as Fellows we will:

1. Act with respect, integrity and honesty.
2. Monitor and review regularly our work in order to maintain good standing.
3. Engage in appropriate activities to remain up to date with knowledge of learning and teaching, subject matter and assessment.
4. Be open to and conscientious in considering feedback from appraisals, peer and student observations.

For the benefit of learners, as Fellows we will:

1. Demonstrate our respect for learners by paying due regard to the way we conduct ourselves in our professional lives.
2. Be fair and impartial in our engagement with learners.
3. Encourage the free exchange of ideas between ourselves and learners.

For the benefit of colleagues, as Fellows we will:

1. Show due respect for the opinions of colleagues in the exchange of constructive criticism and ideas.
2. Support and actively assist in the professional development of colleagues to ensure the maintenance and enhancement of good practice and to protect learners from poor practice.
3. Be aware and take account of, the educational goals, policies, standards and regulations of our employing institution and beyond.
7.1 Accreditation and good standing

The HEA, in accrediting CPD frameworks such as the e-PASSPoRT, gives the responsibility for ensuring Fellows remain in good standing to the University, in the same way it does for the award of Fellowship. We monitor this at the University of Suffolk through our recognition processes in PASSPoRT, as well as through alignment of PASSPoRT with University policies and processes, including in particular the annual appraisal; the reflective peer review code of practice; and the University of Suffolk’s Learning, Teaching and Assessment Strategy and it strategic priorities. We can also achieve this by keeping a close alignment in our own individual practices as HE academic practitioners with the UKPSF.

It is also important that our Scheme in all aspects, resources and processes remains current with HEA policy and guidance.

7.2 CPD credit for participants in HEA professional development opportunities

The HEA suggests on its website that it will identify how all of its activities, including those jointly badged with other organisations, contribute to professional development and relate to the UKPSF. This will also promote the value of Fellowship to participants. HEA is also exploring how CPD credit could be allocated.


For further information on remaining in good standing as a HEA Fellow, we suggest you visit HEA webpages at: https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf/good-standing.

7.3 Quality Assurance and the HEA

For quality assurance purposes, the HEA can request all documentation relating to an award of HEA Fellowship made through an accredited programme (eg full application, completed review proformas, committee minutes, etc.). The University of Suffolk is required to maintain an archive of written applications, outcomes and feedback to applicants for a period of three years.

The HEA requires that all participants must be informed about these requirements and upon request to be provided with access to their own personal data during this time, although the right of internal reviewers to remain anonymous will be protected. The University of Suffolk is responsible for ensuring ethical storage of the data during the archive period and for disposal of sensitive data in line with the institutional data storage policy, after the three-year archive period.
8 Appeal and Complaints

Appeals or complaints concerning the e-PASSPoRT can be made according to the University of Suffolk’s standard policies. Please also refer to the e-PASSPoRT Terms of Reference.

The Appeals Procedure for e-PASSPoRT is intended to allow a participant in this pathway to HEA recognition, to complain about a referral of their application, or circumstances relating to this. We take such complaints seriously and the Appeals Procedure is designed to enable any appeal to be investigated and considered fully.

Complaints are subject to the University of Suffolk’s Complaints and Staff Grievance policy, which is designed to ensure that participants applying via the e-PASSPoRT have a full opportunity to raise individually any matters of concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Complaints will be dealt with promptly and fairly. Where a complaint is upheld, an appropriate remedy will be offered, within the bounds of what is reasonable and practicable for the Institution to provide.

We recommend in the first instance if you wish to discuss a matter of appeal or complaint to first approach the e-PASSPoRT Lead, Dr Christine Smith (christine.smith@uos.ac.uk) or alternatively to contact the Head of Quality Assurance and Enhancement, Dr Mark Lyne (m.lyne@uos.ac.uk).
Appendix 1: The UK Professional Standards Framework

https://www.heacademy.ac.uk/uk_professional_standards_framework.pdf