A Guide to Completing Your ASPIRE Application Form
We are pleased that you are considering applying for a Fellowship, and would encourage you to provide us with engaging evidence that you can fulfil all of the criteria relevant to the level of Fellowship for which you are applying. Colleagues in a wide variety of roles contribute richly to our students’ learning experiences at the University of Exeter, whether on taught programmes, research degrees or extra-curricular courses, and we look forward to hearing about your own, individual practices, achievements and values.

When you submit your application, whether in written or spoken form, the panel will be looking, above all, for evidence that you have a track record of working successfully and effectively in an education-related role. We want also to hear about the ways in which you have developed yourself in that role - whether through peer review, student feedback, attendance of teaching-related sessions and events, reading education-related literature or through any other method. We want to have a sense of your professional values as someone who teaches and/or supports students' learning; what interests you about teaching? What, for you, does teaching in a research-led university add to your role? What excites you about your own subject discipline, and how do you share that with your students? Finally, we need you to provide two references which support explicitly your claim for Fellowship.

We look forward to receiving your application. If you have any questions relating to the ASPIRE Fellowship Scheme, please contact Clare Shimmin (c.l.shimmin@exeter.ac.uk).

A note from the ASPIRE Accreditation Panel…
The Application Process

Attend a Guidance Workshop and visit ASPIRE webpage or ELE page

Select your chosen Fellowship tier and application route

Submit a ‘Registration of Interest’ form to c.l.shimmin@exeter.ac.uk, 1 month before the panel convenes

Download the application form from the ASPIRE webpage and discuss your application with your AL/Line Manager

Complete the application form

Download the ‘Guidance for Referees’ from the ASPIRE webpage and give this, as well as a copy of your application form/overview of your presentation to your referees

Collect your references and submit them to c.l.shimmin@exeter.ac.uk alongside your completed application form 2 weeks before the Panel convenes

Oral application route: Attend the Accreditation Panel

Written application route: Await feedback from the Accreditation Panel
To become an ASPIRE Associate Fellow, you will provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.

<table>
<thead>
<tr>
<th>Description</th>
<th>Typical role/career stage</th>
<th>Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</td>
<td>Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)</td>
<td>Undertaking (sometimes limited) teaching and/or mentoring responsibilities as a team member within an established programme</td>
</tr>
<tr>
<td>- Successful engagement with at least two of the five Areas of Activity</td>
<td>- Staff new to teaching (including those with part-time academic responsibilities)</td>
<td>- Assisting in assessment-related activities and undertaking, (possibly under supervision), specified assessment tasks</td>
</tr>
<tr>
<td>- Successful engagement in appropriate teaching and practices related to these Areas of Activity</td>
<td>- Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)</td>
<td>- Providing constructive feedback (formative and summative) to students as part of teaching duties</td>
</tr>
<tr>
<td>- Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td>- Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities</td>
<td>- Contributing to skills development of learners/students, e.g. introducing the use of techniques and/or equipment</td>
</tr>
<tr>
<td>- A commitment to appropriate Professional Values in facilitating others’ learning</td>
<td>- Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio</td>
<td>- Contributing to the development of learners in relation to e.g. professional codes of conduct</td>
</tr>
<tr>
<td>- Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
<td></td>
<td>- Developing teaching and learning materials, resources, methods and approaches</td>
</tr>
<tr>
<td>- Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</td>
<td></td>
<td>- Using a range of technologies to support the learning of others and one’s own professional development in relation to teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Critically evaluating the support offered to learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishing an initial appreciation and knowledge of HE quality assurance processes, including the role of external examiners</td>
</tr>
</tbody>
</table>
Fellowship

To become an ASPIRE Fellow, you will provide clear evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. You will need to have worked for at least three years (full time equivalent) in a role which involves teaching and/or supporting learning in a higher education context.

<table>
<thead>
<tr>
<th>Description</th>
<th>Typical role/career stage</th>
<th>Typical Activities</th>
</tr>
</thead>
</table>
| Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: |早期职业学术人员 | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
| - Successful engagement across all five Areas of Activity                  | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Academic-related and/or support staff holding substantive teaching and learning responsibilities  
   - Experienced academics relatively new to UK higher education  
   - Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings  
   - Academics and/or other individuals working in relevant roles in higher education and who have demonstrated that they are qualified to teach through, for example, the successful completion of an HEA accredited PG Certificate in Higher Education or equivalent qualification. |
| - Appropriate knowledge and understanding across all aspects of Core Knowledge | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
| - A commitment to all the Professional Values                               | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
| - Successful engagement in appropriate teaching practices related to the Areas of Activity | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
| - Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
| - Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | Experienced early career academics                                                       | - Identifying the learning needs of students and gauging appropriate learning outcomes  
   - Ensuring that content, methods of delivery and learning materials are appropriate for defined learning outcomes  
   - Developing appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)  
   - Selecting and utilizing relevant technologies to enhance approaches to learning, teaching and assessment  
   - Selecting and utilizing relevant assessment instruments and criteria for both formative and summative assessment  
   - Providing critical and constructive feedback and guidance to learners  
   - Supervising the work of students (teaching and/or research related)  
   - Seeking to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback  
   - Participating in teaching-related observations and mentoring activities to improve professional practice  
   - Engaging in internal quality assurance processes and, through training and development opportunities, consolidating their understanding of the role of external examiners as part of formal quality assurance processes. |
To become an ASPIRE Senior Fellow, you will provide clear evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams.

<table>
<thead>
<tr>
<th>Description</th>
<th>Typical role/career stage</th>
<th>Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a thorough understanding of effective approaches to teaching</td>
<td>Experienced staff able</td>
<td>- Demonstrating leadership in the design, delivery and evaluation of a range of programmes of study (sometimes for entirely new courses) at various levels</td>
</tr>
<tr>
<td>and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>to demonstrate, impact and</td>
<td>- Designing and utilizing innovative teaching approaches and materials, incorporating the use of technology where appropriate</td>
</tr>
<tr>
<td>- Successful engagement across all five Areas of Activity</td>
<td>influence through, for</td>
<td>- Incorporating learning from scholarship and research into teaching and evaluating its effectiveness.</td>
</tr>
<tr>
<td>- Appropriate knowledge and understanding across all aspects of Core</td>
<td>example, responsibility</td>
<td>- Ensuring that course design and delivery complies with relevant quality standards and regulations</td>
</tr>
<tr>
<td>Knowledge</td>
<td>for leading, managing or</td>
<td>- Exercising appropriate operational leadership within own institutional setting (e.g. in developing and/or leading local policy implementation, participating in relevant committees; participating in peer review of programme validation and subject review)</td>
</tr>
<tr>
<td>- A commitment to all the Professional Values</td>
<td>organising programmes,</td>
<td>- Undertaking academic responsibilities in an external service capacity beyond one’s own institution (e.g. external examining responsibilities, serving scholarly and professional societies, reviewing and providing feedback as a peer reviewer for e.g. pedagogically focused research journals and grant awarding bodies)</td>
</tr>
<tr>
<td>- Successful engagement in appropriate teaching practices related to the</td>
<td>subjects and/or disciplinary areas</td>
<td>- Demonstrating effective practice as an external examiner, including, as appropriate, contributing to reviews of internal quality assurance processes at e.g. disciplinary and/or institutional levels in light of both internal and external examiner experience.</td>
</tr>
<tr>
<td>Areas of Activity</td>
<td>Experienced subject</td>
<td></td>
</tr>
<tr>
<td>- Successful incorporation of subject and pedagogic research and/or</td>
<td>mentors and staff who</td>
<td></td>
</tr>
<tr>
<td>scholarship within the above activities, as part of an integrated approach</td>
<td>support those new to</td>
<td></td>
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<tr>
<td>to academic practice</td>
<td>teaching</td>
<td></td>
</tr>
<tr>
<td>- Successful engagement in continuing professional development in relation</td>
<td>Experienced staff with</td>
<td></td>
</tr>
<tr>
<td>to teaching, learning, assessment, scholarship and, as appropriate, related</td>
<td>departmental and/or wider</td>
<td></td>
</tr>
<tr>
<td>academic or professional practices</td>
<td>teaching and learning</td>
<td></td>
</tr>
<tr>
<td>- Successful co-ordination, support, supervision, management and/or</td>
<td>advisory responsibilities</td>
<td></td>
</tr>
<tr>
<td>mentoring of others (whether individuals and/or teams) in relation to</td>
<td>within an institution</td>
<td></td>
</tr>
<tr>
<td>teaching and learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Principal Fellowship

To become an ASPIRE Principal Fellow, you will be a highly experienced academic, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings.

<table>
<thead>
<tr>
<th>Description</th>
<th>Typical role/career stage</th>
<th>Typical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td></td>
<td>Demonstrating active strategic leadership in relation to the management of change and innovation, often with a particular focus around teaching and learning — whether cross institutionally, nationally or internationally</td>
</tr>
<tr>
<td>- Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments</td>
<td>- Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</td>
<td>- Making a significant and sustained leadership contribution within her/his own institution to teaching and learning developments (e.g. initiating and/or leading policy developments; participating in (and often chairing) programme evaluation, discipline/subject review and other audit-related activity), including where appropriate reviews of quality assurance and quality enhancement processes</td>
</tr>
<tr>
<td>- Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings</td>
<td>- Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning</td>
<td>- Acting in an external service capacity (e.g. in relation to consultancy/professional advice, external examining; institutional reviews, programme and/or subject evaluations; contributions to scholarly and professional societies)</td>
</tr>
<tr>
<td>- Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning</td>
<td>- Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
<td>- Achieving national and/or international recognition through contributions to policy developments, publication and the presentation of novel ideas (e.g. via conference keynotes) in areas related to teaching related developments, including pedagogic innovation, applied (e.g. educational, pedagogic) research and scholarship.</td>
</tr>
<tr>
<td>- Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Completing the ASPIRE Application Form

Completing Section One

*This section must be completed by applicants following both written and oral presentation application routes.*

- You will need to provide background information which can be used to confirm that you have had the time and opportunity to demonstrate a sustained track record.
  - Please note that applicants with less than 3 years (full-time equivalent) experience in a teaching-related role within higher education can only be considered for an Associate Fellowship.

- Mention any qualifications and awards you have already obtained - refer to any programmes, courses or teaching awards which carry formal credit or certification and relate directly to the UK Professional Standards Framework.
This section must be completed by applicants following both written and oral presentation application routes.

- This section draws together the professional and developmental activities you have undertaken that are relevant to this application.
  - You may be able to use the record of developmental activity compiled during the PDR process.
- You will need to provide examples of 10-12 developmental activities and map them against the appropriate Areas of Activity, Core Knowledge and Professional Values found within the UK Professional Standards Framework.
  - Applicants for Associate Fellowship must demonstrate that they can satisfy:
    - At least two of the UKPSF Areas of Activity criteria.
    - At least parts 2 and 3 of the UKPSF Core Knowledge criteria.
    - All parts of the UKPSF Professional Values criteria.
  - Applicants for all other tiers of fellowship must demonstrate that they can satisfy all UKPSF criteria.
- Each activity listed should be no more than 2 brief sentences.
- Applicants are not required to provide hard/electronic copies as evidence for this application; simply list the evidence and make it available to the Accreditation Panel if requested to do so.

### Exemplar

<table>
<thead>
<tr>
<th>Activity</th>
<th>AA</th>
<th>CK</th>
<th>PV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and development of two Roadshows for Academic Schools</td>
<td>AA5</td>
<td>CK6</td>
<td>PV1-3</td>
</tr>
<tr>
<td>Higher Education Academy (HEA) Annual Conference</td>
<td>AA5</td>
<td>CK1-5</td>
<td>PV3</td>
</tr>
<tr>
<td>South West Education Developers Forum (SWEDF); dissemination of good practice events between education developers from 6 south west universities</td>
<td>AA5</td>
<td>CK6</td>
<td>PV1</td>
</tr>
<tr>
<td>Society for Research into Higher Education (SRHE) Annual Conference</td>
<td>AA5</td>
<td>CK1-5</td>
<td>PV3</td>
</tr>
</tbody>
</table>
## UK Professional Standards Framework

### Section A – Areas of Activity

<table>
<thead>
<tr>
<th>Area of Activity</th>
<th>Activity could include:</th>
<th>Evidence might include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Design and plan learning activities and/or programmes of study</strong></td>
<td>Engagement in a variety of learning activities – at a variety of levels e.g. - micro: individual/one to one or small group sessions - meso: module sessions; course or programme level - macro: policy, HEI, professional body level</td>
<td>- Session plans - Module or programme materials - Major curriculum design/developments - Use of individual’s learning materials by others (e.g. within/beyond own institution) - Mapping against benchmarks / regulatory criteria</td>
</tr>
<tr>
<td><strong>2. Teach and/or support learning</strong></td>
<td>Engagement in appropriate teaching and learning strategies including: - use of a range of teaching approaches and modes of delivery - use of relevant assessment approaches with a variety of groups - selection based on educational evidence and values</td>
<td>- Peer assessment of teaching or teaching observations - Student feedback/evaluations - Reflective diary - Learning outcomes-related indicators (e.g. relevant session plans/module materials) - Material from online teaching</td>
</tr>
<tr>
<td><strong>3. Assess and give feedback to learners</strong></td>
<td>Engagement with appropriate assessment strategies including: - use of assessments relevant to learning outcomes - appropriate assessments for the student profile - engagement in formal quality assurance processes relating to assessment - selection and use of appropriate feedback mechanisms</td>
<td>- Appropriately targeted assessment tasks - Student evaluations - Peer reviews - Observation feedback - Learning materials - Moderation documents - External examiner activity - Innovative approaches to assessment and feedback - Student responses to feedback</td>
</tr>
<tr>
<td><strong>4. Develop effective learning environments and approaches to student support and guidance</strong></td>
<td>Engagement with: - different media and technologies, both physical and virtual - different kinds of learners e.g. international, culturally diverse, special needs home-based, full-time, part-time, etc. - different modes of learning e.g. distance-based, blended, work/practice-based etc.</td>
<td>- Reflective logs - Peer review - Formal and informal/unsolicited feedback from students and colleagues - Observations of teaching/learning activities - Evidence from electronic for a e.g. blogs and discussion boards</td>
</tr>
<tr>
<td><strong>5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</strong></td>
<td>Engagement in: - self-reflective practice - proactive planning - participation in a range of activities to extend professional learning - successful involvement in/completion of relevant teaching-related qualification(s).</td>
<td>- Portfolios related to academic/professional development - Reflective logs - CPD records for formal institutional schemes - Involvement in professional education activities - Exemplars of proactive changes in teaching/supporting learning based on own new learning. - Evidence of changes in practice following engagement with initial and/or continuing professional development</td>
</tr>
</tbody>
</table>
## Section B – Core Knowledge

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Core Knowledge &amp; Understanding could include:</th>
<th>Evidence might include:</th>
</tr>
</thead>
</table>
| 1. The subject material | - Academic or practice-based knowledge appropriate to the unit of study. | - Qualifications  
- The range and level of subject focused teaching  
- Publications, including electronic, with subject focus  
- Participation in subject associations |
| 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme | - Knowledge and understanding of a range of teaching methods and approaches  
- Appreciation of criteria for selecting and using appropriate approaches to facilitate learning  
- Familiarity with literature (both generic and, as appropriate, discipline focused) in relation to theories of teaching | - Formal assessment  
- Self reflective logs  
- Peer review  
- Student evaluations  
- Pedagogically based publications |
| 3. How students learn, both generally and within their subject/disciplinary area(s) | - Familiarity with literature (both generic and, as appropriate, discipline focused) in relation to theories of learning | - Formal assessment  
- Reflective logs  
- Publications on teaching and learning |
| 4. The use and value of appropriate learning technologies | - A range of technologies to enhance learning, including current innovations which support a diversity of learners, including those with visual and/or hearing impairments  
- The effectiveness of technologies for individual contexts | - Accounts of use  
- Reflective logs  
- Materials and resources demonstrating the use |
| 5. Methods for evaluating the effectiveness of teaching | - Range of evaluation techniques  
- Understanding of rationales for choice and ways of using evaluation outcomes | - Resources developed for evaluation  
- Meta-analyses of student feedback (including NSS)  
- Accounts of the use of evaluation outcomes  
- Accounts of the impact of development(s) |
| 6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | - Knowledge and understanding of the implications of building a quality culture, for example, at session, module and course levels, within academic and/or practice-based settings. | - Involvement in review and validation processes  
- External examiner activity |
## UK Professional Standards Framework

### Section C – Professional Values

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Demonstrated by, for example</th>
<th>Evidenced through, for example</th>
</tr>
</thead>
</table>
| **1. Respect individual learners and diverse learning communities** | - The use of learner-centred and co-learning approaches to teaching where appropriate  
- A concern for individual progress and achievement  
- Sensitivity to a range of background factors (e.g. cultural, ethnic, socio-economic) that may impact on learning  
- Knowledge of relevant legislation in relation to e.g. disability, equality and diversity  
- The promotion and facilitation of student responsibility and autonomy  
- Modelling discourse(s) about and evaluating the discipline/subject area  
- Curriculum developments reflecting the above as/where appropriate | - Peer and student feedback  
- Design of teaching materials |
| **2. Promote participation in higher education and equality of opportunity for learners** | - Knowledge of the widening participation agenda and an understanding of its implications for personal, professional practice  
- Knowledge of in-reach and out-reach initiatives in, for example, schools and partner colleges  
- Curriculum developments reflecting the above | - Teaching and learning philosophies, strategies and methods  
- Teaching session/programme materials and resources  
- Organisation and approach taken to tutorial support |
| **3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development** | - Teaching which is clearly informed by subject research  
- Teaching which is informed by research and scholarship in subject pedagogy  
- Teaching which is demonstrably fit for purpose  
- Knowledge and use of subject pedagogy literature  
- Curriculum developments reflecting the above | - Online logs, blogs, and discussion boards  
- Evaluations/reflections of the above |
| **4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice** | - | - |
You will need to provide four examples of your ‘success and effectiveness’ as evidence of your suitability for the relevant level of fellowship.

- Examples should be based around the ‘Typical activities’ for the fellowship level for which you’re applying.
- For each of the four examples you select to demonstrate your performance of typical activities appropriate to the relevant tier of fellowship you should:
  - Describe what you have been involved in doing and explain why this evidence is appropriate for a Fellowship application.
  - Evaluate the success/effectiveness of the activity (this should be a critical and reflective self-analysis).
  - Provide evidence of good and sustained student and colleague/peer feedback on the success/effectiveness of the activity.
  - Provide evidence of any scholarly activity/research associated with the activity (if appropriate).

- Examples should be no more than 500 words in length.

Design and planning of learning activities and/or programmes of study:

I like to plan a module—undergraduate or postgraduate—as a journey, and I use the concept of a road map that guides the learner. However, from the outset I am concerned to ensure that learners make this journey their own. The first requirement is the marking out of the staging points: for example, in an MA module I’ve called ‘The Poetry of Events,’ the staging points are four central principles of story-telling: The Map of Desire, The Evocation of Feelings, Dramatic DNA, and Rising Scale of Action. We stop at each for two or three weeks, but from that base the learners explore for themselves. With the road map, learners can see where they are, where they’ve been, and where they’re going. The logic of the journey gives them the confidence to explore on their own at each stopping point.

This road map is delivered as hard copy prior to the commencement of the module and is available online. It makes for a reference point, just like the map in the glovebox of a car. As far as the hard copy is concerned, it is something to be annotated, to be scribbled on, to make into the learner’s own thing.

The human mind is a machine that likes to operate visually, and it likes to engage with a logical structure, and this gives momentum to the learning journey as well as a sense of achievement, of covering ground, with a specific end in sight. At the same time, with explorative tasks set around the stopping points, the journey is their own, not one that’s been overly prescribed.

In setting learners off to make their own explorations, I ask them to think first of all about the view—Just as Dickens controls our mind’s eye so effectively, I ask them to think about the horse and carriage cutting along the side of the hill, before they move in to the sweat on the horse’s flank, and the anxious rubbing of the woman’s fingers inside the carriage. The broad view demands that they set the context, and allows learners to see the wood for the trees. For instance, in the module we call ‘The Nature of Story,’ we first talk about the broad spectrum of story-telling, from the dramatic end of the spectrum to the poetic end, and this is something we can point to, like the spectrum of light, with its different colours. Individual learners will then identify the point(s) that they, as writers, wish to explore on the spectrum. In this way they are not just receptacles of knowledge (although one pours all one knows into them), but rather they are energised by their own desire to learn.

In addition, as Director of the MA in Creative Writing, I led the re-organisation of the curriculum. We decided that each of the three CW tutors offered discipline-specific skills, (poetry, prose fiction, and dramatic writing) and that each of us should compose a stream of learning experience, in which the learners who described themselves as poets, or prose writers or dramatists could either stick to their stream, or jump from one to another. In this way, the predominant ambition among MA Creative Writing students— to complete a long piece of work in a particular form— could be realised, while catering also for the learner at an earlier stage, who doesn’t yet know which form is most suited to his or her talents.
Exemplar (Application for Fellowship)
Example provided by Mr Sam North, Lecturer, English

Integration of scholarship, research and professional activities with teaching and supporting learning:

I am a novelist; my research area is the writing of fiction, especially in its more dramatic forms. I have published eight novels and written one film and one television film. I have twenty years of industry experience working in publishing and in film and television production and my ambition is to bring the practices and the values that I have gained during this time and share them with learners in the university. In addition, industry contacts can, in themselves, create successful outcomes – one of my students has just achieved a two-book deal with Bloomsbury as a result of my introducing her to a senior literary agent. This kind of success is inspiring to the entire cohort.

To bring my research practices and my values into the class room, I am writing a PhD (contracted by Gylphi Arts and Humanities Publishers as a text book) centred on the pedagogy of creative writing. I am calling it ‘Five Analogies.’ The first analogy I am calling ‘The Burn,’ which explores the importance of writerly motivations; next comes The Alchemist, which examines how fiction makes the ordinary golden; following that is The Invasion, which deconstructs the relationship between an author (the commander) and his or her readership (the army whom he/she asks to follow him/her). Then comes the Donkey’s Head, which investigates the blindness of authorship, and last of all comes The Constant Gardener, which exposes the art of re-writing. These five analogies make a series of pictures out of the concepts which underpin the creation of fictional stories. They demonstrate best practice, and they are composed with an eye on the scholarship of learning.

A further example of how I choose to integrate research into my teaching practice is the development of what I’ve come to call ‘upstream research.’ If, for example, a student wishes to write a fictional composition about racial tension in the American South, I ask them to take the key words - race, tension, American South – and to come up with a research menu under each word. This done, I ask them to follow the research ‘upstream’. They might have come across Harper Lee – so I’d ask them to make a new list – of Harper Lee’s influences, the texts that were influential to her. This might lead them – upstream - to her friendship with Truman Capote ... what were the values/structures/techniques that they shared? In this way a ‘river system’ of research is created - gratifying and scholarly and complete.

A new excitement will be the replacement of our old WebCT on-line resource to the new system, Moodle. We’re all undergoing training for the development of this resource. Like the rest of the Academy, we are excited by the prospect of creating new methods of assessment, and new methods of team working, with peers creating on-line groups. I am currently working on a game/learning hybrid, an idea for the narrative of learning designed as a game, with different levels which are then achieved before the next level opens up, making use of gaming’s exciting reward/punishment structures.

Exemplar (Application for Senior Fellowship)

Incorporating learning from scholarship and research into teaching/supporting learning and evaluating its effectiveness

I would like to offer four examples of how scholarly activity and engagement with pedagogical research have enhanced my practice, supported students’ learning and influenced developments in an academic College. Firstly, my interest in the use of PowerPoint as a disputably effective learning tool prompted me to attend symposia and papers at conferences where this is explored. Ian Kinchin’s SRHE conference paper on knowledge structures, networks and chains led to my development of a workshop called ‘Active learning with PowerPoint’. This session, which has received excellent feedback, offers a critique of PowerPoint based on research found in journals such as ‘Teaching in Higher Education and the British Education Research Journal.

I include ways of introducing interactivity into lectures, such as games, short discussions, revision and note-taking activities and an introduction to voting technology, based on research done at UBC. This workshop has now been incorporated into educational seminars within academic schools. Secondly, my interest in peer review led me to attend a SEDA event – ‘Beyond peer observation of teaching’. Discussion with a colleague indicated a synergy between this and a SEDA conference about communities of practice. The outcome of our combined creative energies was the development of a masters level module for the Postgraduate Certificate in Academic Practice programme which contributes to full HEA Fellowship, called ‘Creating Effective Learning’. This draws on the principles of dialogue within communities of practice and has since been validated by the University.

Thirdly, I lead the LTHE team in developing an online resource for supporting our participants’ engagement with educational literature and research. By working closely with members of the Library and Research Support team, senior academic developers and educational technologists, we were able to develop a searchable database of resources and readings within the VLE, which now includes 136 separate items including links to ebooks and online journals, identifiable by a keyword search, author, title or type. The database has received excellent feedback from participants on the course and the assignments received from the first two cohorts with access to the database has shown an increase in the amount of referencing and an improvement in the level and depth of engagement with HE scholarship and research.

Fourthly, the introduction of lecture capture technology in the Business School, which is one of the Colleges for whom I am an Education Link Adviser, prompted a request from the School to provide a research-informed rationale for this technology. Working with a colleague who is an educational technologist we co-wrote a fully referenced paper, exploring the advantages and limitations of this technology, together with practical recommendations for its implementation. Our paper drew from the pedagogic research and literature about lecture capture and also from the findings of a major JISC-funded project, ‘Integrate’ and the institutional ‘Students as Agents of Change’ project in which students act as co-producers of action research. This paper has been used to inform strategy for lecture capture through the Business School Education Strategy Group and has received positive feedback from the Director of Education and School Manager.
HEA consultancy: UKNPS review

Over the last ten years I have been involved in major initiatives co-ordinated by the HEA – the Supporting New Academic Staff (SNAS project) was initiated and led by me and continues to offer web based resources to colleagues through the HEA website (http://www.heacademy.ac.uk/ourwork/supportingindividuals/newacademics/snas ).

This was a ‘community led’ project which brought together colleagues from HEIs who run LTHE programmes with subject centre staff who could provide resources for the programmes. Underpinning the website was a philosophy of staff development which suggested that while training for teaching can be done through a central programme, the programme only really makes sense when the ideas are reflected on in a disciplinary context. The support for the resource and the feedback from users was very encouraging and many new lecturers/GTAs use the resource bank for their written assignments (AA4-5; CK 2-4;PV1). My personal professional development was considerably enhanced by taking leadership of this project. I discovered how challenging it is working to deadlines with colleagues from so many different institutions and it gave me an insight into how to work strategically at a national level (AA5; CK6 PV4).

Most recently I was a member of a group led by the HEA to review the National Professional Standards Framework. The group met three times during which it became clear that the review was taking place at a time of considerable upheaval in the HE Academy. The group had to be very supportive but also quite firm about the expectation the sector has of the framework and I found that I was taking a lead in many of these debates (CK6 PV3).

Following this work the framework has been revised and has been out for consultation. The revised (draft) framework owes a great deal to the thinking of the group which suggested, for example, that the levels of fellowship associated with the NPS be extended (from 2 to 4) and that the definitions of evidence and activities be revised to be more inclusive. There were suggestions we made which have not been included – an interesting lesson in the politics of HE policy formation (AA1).

The close understanding I have of the emerging framework allowed me to apply successfully on behalf of Exeter for a place in the pilot cohort of HEIs to take forward the new standards in an institutional Professional Standards Framework.

Whilst it is not yet possible to determine the impact this will have on Exeter – especially on the experience of staff (who will be able to link the NPS to their career development) and students (who should benefit from having trained teaching staff) there is already some evidence that student are expecting staff and PG students to be properly trained for their academic teaching careers (the Education Strategy recently published by the Guild requires this).

These activities are clear evidence of my involvement in continuing professional development for myself and others (AAS) and the need to develop appropriate approaches to evaluating teaching (CK5) and to enhancing the academic and professional ‘quality culture’ (CK6).
You will need to prepare a 20 minute presentation (in whatever format you wish) based around the ‘Typical activities’ for the fellowship level for which you are applying.

- Describe what you have been involved in doing and explain why this evidence is appropriate for a Fellowship application
- Evaluate the success/effectiveness of the activity (this should be a critical and reflective self-analysis)
- Provide evidence of good and sustained student and colleague/peer feedback on the success/effectiveness of the activity
- Provide evidence of any scholarly activity/research associated with the activity (if appropriate).
- You should ensure your presentation refers to the criteria relating to Areas of Activity, Core Knowledge and Professional Values of the UK Professional Standards Framework.

The assessment panel will ask you to retire for a few minutes while they consider the evidence from your presentation and your referees and this will then be followed by a 10 minute question and answer dialogue with you about any aspect of the evidence.

It would be useful if you could provide the panel with a handout, e.g. PowerPoint slides, to assist them during this phase.
Completing Section Four

This section must be completed by applicants following both written and oral presentation routes.

- Your application must be accompanied by two references from people who are in a position to comment on your professional achievements in relation to teaching and/or supporting students’ learning in the higher education sector.

- At least one of your referees must be an internal colleague, and it is helpful if at least one has undertaken a review of your teaching and learning work in your role.

- Please make sure that your referees have seen your written application form or, in the case of an oral presentation, that you have given them sufficient information to enable them to validate and support your case.

- You will need to provide your referees with the ‘Guidance Notes for Referees’ and with the criteria for the level of fellowship for which you are applying.
  - Your referee will need to provide comments based on their knowledge of your work and on how you meet the criteria which are used by the Exeter ASPIRE accreditation panel.
  - The reference should primarily refer to your experience and achievements in learning, teaching, assessment and student support.
  - They will need to provide practical examples to support your comments where possible and include reference to innovative practices, contributions at College or institutional level and any national initiatives in which you have been involved.

- Please note that it is your responsibility to collect the references. The Panel cannot do this for you.
  - If collecting the reference electronically, please ensure that the reference has been electronically signed.

- Referees should be made aware that the Panel may wish to contact them concerning the reference that they have provided.
The ASPIRE Accreditation Panel will convene on the following dates:

- 30th November 2011
- 15th December 2011
- 26th January 2012
- 29th March 2012
- 24th May 2012
- 28th June 2012

Registrations of Interest forms to be received by Clare Shimmin **1 month** in advance of the Panel date.

Applications *(including the written portion of the application form for those following the oral presentation route)* and references to be received by Clare Shimmin **2 weeks** in advance of the Panel date.

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**Key Contacts**

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<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Shimmin</td>
<td>Quality &amp; Enhancement Officer</td>
<td><a href="mailto:C.L.Shimmin@exeter.ac.uk">C.L.Shimmin@exeter.ac.uk</a></td>
<td>5726</td>
</tr>
<tr>
<td>Dr Dilly Fung</td>
<td>Head of Academic Development</td>
<td><a href="mailto:D.Fung@exeter.ac.uk">D.Fung@exeter.ac.uk</a></td>
<td></td>
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Additional documents relating to the ASPIRE Fellowship Scheme, including application forms, are available to download at:

[http://www.exeter.ac.uk/staff/development/teach/aspire/](http://www.exeter.ac.uk/staff/development/teach/aspire/)

You may also like to visit the ASPIRE ELE page, which contains a selection of case studies and key readings that may support you in preparing your application.