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| **1. The Review process**  |
| You will be provided with up to three applications to assess and will be allocated to a Panel; for D1, this will be with one other colleague (others may participate for developmental or quality assurance purposes).You should firstly independently assess the application, considering the Areas of Activity, Core Knowledge and Professional Values, as appropriate for this category, as set out overleaf. Using the Review form, select Award, Award Pending Condition (APC) or Refer for each Descriptor and, considering all of the Descriptors together, select an overall decision. You may also wish to make your own notes on why you have reached this decision, to discuss with other Panel members. |
| One colleague will act as Lead Reviewer for the Panel and is responsible for arranging and facilitating any discussions about the application (face-to-face, email, phone-call). The Panel should agree an overall decision; if the Panel is unable to agree a decision, the Lead Reviewer will raise this with EDS, stating the area(s) of concern. The Convenor will discuss the application with EDS colleagues, reach a decision and advise the Panel of this. The Lead Reviewer will complete and return the Panel’s completed Review form to EDS, by the required date, and this should include any comments/feedback for the candidate that the Panel have agreed on.  |
| Whether as a Lead reviewer or Panel member, your feedback on the review process, the overall standard of applications or any suggestions for enhancement to the PSF scheme is always welcome and will be taken forward to our Advisory Board, which meets twice each year. You may pass any comments to the Lead Reviewer, who can return with the completed Review forms, or do contact us directly at psf@bcu.ac.uk. If you would like to attend the Advisory Board, do let us know. It would be useful if you could highlight any application, or part of an application, that is seen as excellent, in order that we can liaise with the applicant for potential future use of their application as an example for colleagues.   |
| EDS will advise candidates of the Panel’s decision and attach the completed Review form. If the decision is APC, the applicant will be advised to review the dimension(s) judged as requiring more evidence to achieve Award and to prepare for a professional dialogue with one or more Panel members; the Panel may agree that this can be conducted by one Panel member only. It is the candidate’s responsibility to contact the Panel Lead to arrange a date for this dialogue, to allow the Panel to return their decision by the agreed APC date.In the case of both Refer and APC, candidates are advised to contact their Faculty/School Lead (Fellowship) for advice, although EDS may contact one of more Panel members to clarify any feedback on the Review form, should the candidate request this.  |

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| **2. Reviewing applications** |
| You should judge applications in relation to these UKPSF Descriptors for D1:I. Successful engagement with at least two of the five Areas of ActivityII. Successful engagement in appropriate teaching practices related to the Areas of Activity III. Appropriate Core Knowledge and understanding of at least K1 and K2IV. A commitment to appropriate Professional Values in facilitating others’ learningV. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activitiesVI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |
| **Making your judgement** |
| D1.I and 1.II are closely linked and an application should provide evidence of successful engagement with at least two Areas of Activity, providing brief descriptions of specific examples of when and how the candidate engaged with the Areas selected, drawn from recent practice. Candidates should provide at least two examples of engagement for each Area selected and clearly indicate their personal contribution to any activity examples given. The depth of coverage will vary according to the candidate’s context and role, so sections won’t necessarily be of the same length, but the two Areas must be adequately addressed. If you ‘Refer’ any Area of Activity then this is an automatic overall Refer for the application; if other Panel member’s judgement differs, then a joint decision must be negotiated.The evidence for successful engagement with the two Areas of Activity should be reflective and structured around the other Dimensions of Framework - the Core Knowledge and Professional Values - not just with the Areas of Activity.D1.III - The reflection should include the candidate’s approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of the chosen Core Knowledge, particularly K1 and K2. If some elements are dealt with in more depth and others more superficially then compensation is acceptable.D1.V - AFHEA candidates will unlikely to be undertaking pedagogic research with a view to publication in peer reviewed journals, but they should provide evidence of having accessed and utilised external advice and guidance based on educational scholarship. For example they might provide evidence of K1 and 2 through reference to reading and using research on their subject material, and adopting techniques derived from educational literature on HE teaching. D1.VI - No candidate should gain AFHEA unless they have clearly and explicitly evidenced a real and practical commitment to professional development. Evidence for this Descriptor is likely to be found in the A5 section – CPD review and action plan – although there may be evidence of engagement with professional development in the APP. D1.IV - Professional Values underpin all of the professional activity of teaching and supporting learning and the candidate needs to provide evidence of their commitment to the values throughout their application. The professional values adopted will appropriately link with the chosen Areas of Activity.  |
| **Completing the Review form** |
| Insert the candidate’s name, the names of all Panel members and date the decision was agreed. For ‘Overall decision’ insert Award, APC or Refer, as appropriate:Award: all criteria have been met; comment if there are substantial strengths which it would be good to share with the applicantAPC: one or more Dimensions require clarification before a final decision can be made. The candidate will be invited to consider Reviewers’ feedback and prepare to justify how they have met the requirements of the Dimension(s). This process is carried out via dialogue with one or more members of the Panel and lasts no longer than 20 minutes. It is the candidate’s responsibility to contact the Lead reviewer to arrange this dialogue and the EDS will advise the date by which the dialogue should take place. The Lead Reviewer should advise EDS of the final decision, no later than one week of the dialogue taking place.Refer: one or more Dimensions were insufficiently covered. The candidate will be directed to use Reviewers’ feedback in preparing for a re-submission and should therefore indicate what the applicant needs to do to achieve Award. Please name the Review form ‘NAME\_CATEGORY\_DECISION’ e.g. ‘SMITH\_D1\_REFER’ and return the form to psf@bcu.ac.uk, by the agreed date.  |

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| **Dimensions of practice – at least two Areas of Activity and at least K1 and K2, as well as appropriate Professional Values must be evident.**  | Some reviewers find it helpful to use this as a ‘marking grid’, for ✓ or their notes, to support the Panel discussion. This is optional, for your own use only – there is no requirement to complete this.  |
| **Areas of Activity** |
| A1 Design and plan learning activities and/or programmes of study |  |
| A2 Teach and/or support learning |  |
| A3 Assess and give feedback to learners |  |
| A4 Develop effective learning environments and approaches to student support and guidance |  |
| A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  |
| **Core Knowledge** |  |
| K1 The subject material |  |
| K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme |  |
| K3 How students learn, both generally and within their subject/disciplinary area(s) |  |
| K4 The use and value of appropriate learning technologies |  |
| K5 Methods for evaluating the effectiveness of teaching |  |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  |
| **Professional Values** |  |
| V1 Respect individual learners and diverse learning communities |  |
| V2 Promote participation in higher education and equality of opportunity for learners |  |
| V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |  |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |