UCL

UCL Arena Open

Guidance for Applicants

For Associate Fellowship, Fellowship and Senior Fellowship

UCL Arena

Contents

For more information about UCL Arena Open, please email **arena.open@ucl.ac.uk**

1. Introduction

Welcome to UCL Arena

UCL Arena is a welcoming space for all staff who teach or support students' learning at UCL. It provides opportunities for you to engage in dialogue with colleagues about all aspects of education in our research-rich environment. It also gives you the option of applying for nationally recognised awards for teaching in higher education, because UCL Arena is accredited by the Higher Education Academy (HEA).

Please note that if you're a Postgraduate Teaching Assistant (PGTA), separate information is available for you on the UCL Arena website or from **arena.one@ucl.ac.uk**.

If you're a member of teaching staff on probation, you will be invited to participate in the Academic Practice Pathway (UCL Arena Two). Please visit the UCL Arena website or email **arena.two@ucl.ac.uk** for more information.

This UCL Arena Open Guidance is for all other staff who teach or support students' learning at UCL.

UCL Arena Open Guidance for Applicants

This document will guide you through the process of preparing to apply for an award (Associate Fellowship, Fellowship or Senior Fellowship of the Higher Education Academy) under the UCL Arena Open scheme. It also gives advice on developing and submitting your application.

Please come to an 'Initial Guidance' session and 'Developing your Application' sessions. This will help you to make a successful application.

If you have any questions about UCL Arena, please email **arena.open@ucl.ac.uk.**

A member of the UCL Arena team will get back to you as soon as possible.

Principal Fellowship

Do you have considerable experience of strategic leadership in higher education (5+ years)? Has your work had an impact nationally and/or internationally? Please email **arena.open@ucl.ac.uk** to find out more about applying for Principal Fellowship.

2. UCL Arena Open at a glance

What is UCL Arena?

UCL Arena is a continuing professional development scheme, accredited by the Higher Education Academy (HEA), which focuses on advancing research-based education for all students. It gives you the chance to gain both a UCL Arena Fellowship and the corresponding HEA Fellowship at one of three levels – Associate Fellowship, Fellowship or Senior Fellowship – on the basis of your successful experience of teaching and/or supporting students' learning.

How does UCL Arena Open work?

You can apply for a fellowship when you have engaged with UCL Arena events and/or other developmental activities. Applications can be written or oral/multimedia. They are assessed by an internal panel of academic and professional assessors with an external reviewer. In your application, you need to make the case to the UCL assessment panel that you have engaged successfully with the dimensions of the UK Professional Standards Framework (UKPSF). The application is not lengthy. It is made up of five sections: personal information; developmental activities you have undertaken and how these have informed your practice; three 500-word case studies for Associate Fellowship, Descriptor 1 (D1), four 600-word case studies for Fellowship, Descriptor 2 (D2), and four 750-1,000 word case studies for Senior Fellowship, Descriptor 3 (D3). Alternatively you can opt for a recorded presentation which you upload to the Arena Open Moodle. You also need supporting references, and an undertaking: 'Staying in Good Standing with your Professional Development'. This requires electronic signature only, although brief examples of future plans for development are welcomed.

Why has UCL Arena been introduced?

As shown in UCL's strategic plan, *UCL 2034: The next 20 years*, the integration of education with research is growing in importance at UCL, and the quality of students' learning is a key priority. If you're enabling students to learn, you are entitled to benefit personally from developmental opportunities and gain recognition for your experience and expertise. UCL Arena/HEA Fellowships also meet the Higher Education Statistics Agency (HESA) requirements for the publication of data on the HE teaching qualifications of staff.

What are the benefits of applying?

The awards are respected both nationally and internationally. By gaining a UCL Arena Fellowship and the corresponding HEA Fellowship, you will be entitled to use the post-nominal letters AFHEA, FHEA or SFHEA. Many Russell Group universities are now offering similar accredited schemes, as HEA Fellowship is recognised as a standard qualification for all staff who teach or support students' learning in higher education.

Helen Chatterjee, MBE

Senior Lecturer in Biology, UCL Biosciences (GEE) and Head of Research and Teaching in UCL Museums and Public Engagement

Senior Fellow

At a research-intensive institution, you are always busy combining research with your teaching, so it can seem that there's not enough time for professional development. However, UCL Arena is a way to develop your teaching and gain recognition while building on work you've already done.

To pick out the four 750-word case studies required, I found it helpful to chat to people who have already done it and the UCL Arena team. I included research I'd done on object-based learning, a Moodle course I developed, the revamp of our degrees and making changes to student assessments.

It doesn't take you very long to write, and it's endorsed by the Provost. It gets you to think about the value of teaching, your students and helps raise the profile of your discipline and your degree at UCL.

3. Choosing the right category of Fellowship

Which is the right Fellowship option for you?

The different Fellowship options are not based on job titles. You should select the most appropriate Fellowship depending on your experience and the nature of your role in teaching and/or supporting student learning.

Summaries of role requirements are:

Associate Fellowship (Descriptor 1)

This is awarded to individuals able to provide clear evidence of success and effectiveness in relation to their professional roles, which will include some teaching and/or learning support responsibilities (sometimes but not always with support from more experienced teachers or mentors).

Fellowship (Descriptor 2)

A Fellowship is awarded to individuals able to provide clear evidence of broadly based success and effectiveness in their substantive teaching and learning support role(s). Applicants must have around three years of full time equivalent (FTE) experience of working in higher education in a role which involves teaching, research supervision and/or learning support.

Senior Fellowship (Descriptor 3)

A Senior Fellowship is awarded to those who can demonstrate a sustained record of success in relation to effective leadership, organization and/or management of aspects of learning and teaching.

If you're still unsure which category is right for you, please turn to the detailed 'Descriptor' for each category in Appendix 1 pages 21-23.

You can also discuss the options with a colleague who is a Fellow of the HEA or with a member of the UCL Arena team via **arena.open@ucl.ac.uk**.

4. Working towards a Fellowship award

A typical application process, step by step

1. Attend a UCL Arena Initial Guidance workshop (www.ucl.ac.uk/arena/open/sessions), where you will hear about different options and also about the programme of developmental events available.

2. Select the appropriate Fellowship category (see Section 3 above and Appendix 1).

3. Consider your options for developing your own approaches to teaching or learning support based on your experience, so that you can demonstrate in your application that you are committed to developing your professionalism in this area. This might involve attending selected UCL Arena events, reading literature relevant to teaching in your subject area, going to conferences and workshops, analysing student feedback, and engaging with peer observation of teaching.

4. Where possible, discuss your application with a senior colleague in your department and/ or your line manager. The UCL Arena team may also be able to put you in touch with appropriate colleagues through our 'UCL Arena mentoring scheme': please email **arena.open@ucl.ac.uk** if you think you would find this helpful.

5. Decide on two people you can ask to write a reference in support of your application. Approach them and let them know you will send them a copy of your application and of the guidelines before they need to write the reference (see 8).

6. Using the UCL Arena Application Template (available on www.ucl.ac.uk/arena/open), begin to draft your application and ask a colleague to give you some feedback. Please attend a UCL Arena 'Developing Your Application' workshop. Decide whether your application will be fully written, or will include an oral presentation or multi-media element to replace the case studies.

7. Confirm your intention to apply at least four weeks ahead of the submission deadline. Visit the UCL Arena Open Moodle, select your fellowship category and 'Confirm your plans to apply'.

8. Ensure that your referees receive the UCL Arena Guidelines for referees on Moodle.

9. Send your referees your written application and/or an outline of your presentation so that they can write their reference. This is an open reference, and should be pasted into your Application Template.

10. Check finally that your application addresses all the relevant Areas of Activity, Core Knowledge and Professional Values of the UKPSF, and shows that you have been working effectively in your teaching-related role. For Senior Fellowship, ensure that you have emphasised your sustained success in an education-related leadership or coordination role. You need to provide evidence of at least three years of influence and impact on the teaching practices of others. Submit by the deadline (dates are available on the UCL Arena Open webpage www.ucl.ac.uk/arena/open/submission_dates).

Understanding how your Fellowship application will be assessed

When you apply, you're making a claim to your peers at UCL that you have been teaching and/or supporting students' learning successfully within the higher education sector. Your application, whether you choose to write case studies or create an oral or multimedia presentation, tells the analytical story of how you have taken a professional approach to your role and developed in order to provide the best possible learning opportunities for your students. The aim is not to show that everything has always been perfect, but that you have worked to enhance your practice over time. Draw on evidence of effectiveness such as student feedback or comments made during peer dialogue about teaching.

Each application is assessed specifically against these Dimensions of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education:

Areas of Activity		Core Knowledge		Professional Values	
A1	Design and plan learning activities and/or programmes of study	K1	The subject material	V1	Respect individual learners and diverse learning communities
A2	Teach and/or support learning	K2	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2	Promote participation in higher education and equality of opportunities for learners
A3	Assess and give feedback to learners	K3	How students learn, both generally and within their subject/disciplinary area(s)	V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4	Develop effective learning environments and approaches to student support and guidance	K4	The use and value of appropriate learning technologies	V4	Acknowledge the wider context in which higher education operates, recognizing the implications for professional practice
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluations of professional practice	K5	Methods for evaluating the effectiveness of teaching		Please note that if you're applying for **Associate Fellowship** you must demonstrate that you can satisfy **at least two** of the UKPSF Areas of Activity; understanding of **at least K1 and K2** in Core Knowledge; and a commitment to the relevant Professional Values.
		K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		If you're applying for **Fellowship or Senior Fellowship**, you must show that you can demonstrate **successful engagement with all of the UKPSF Dimensions listed above**, and also the particular characteristics of the relevant Descriptor for your category of Fellowship: that is, **Descriptor 2 for Fellowship** or **Descriptor 3 for Senior Fellowship**. Guidance on how to demonstrate the Dimensions is available in Appendix 2 pages 24-27.

5. Developing yourself and your role

The UCL Arena scheme can offer you much more than the simple recognition of the experience and expertise you already have. It is designed to encourage you to reflect on your role and consider how to continue to develop areas of expertise.

As research into learning in higher education advances, the scheme will enable you to keep in touch with cutting-edge university pedagogy. The UCL Arena team will also help you to contribute your own work to the UCL Teaching and Learning Portal, apply for UCL education-related grants and participate in the UCL Teaching and Learning Conference.

You can also share your innovative approaches with colleagues at a UCL Arena Exchange Seminar. To apply please complete this form: www.ucl.ac.uk/arena/events/seminar-proposal-form

You can develop your teaching through participating in Connected Curriculum development work and write about it in your fellowship application. See http://www.ucl.ac.uk/teaching-learning/strategic_priorities/connected-curriculum. Disseminate your approaches on the UCL Teaching and Learning Portal: http://www.ucl.ac.uk/teaching-learning.

As indicated above, when you apply for a UCL Arena Fellowship, you will need to show that you take your own professional development seriously. Outlined below are four approaches that should be described in your application.

5.1 Peer dialogue and review

Both within and across professional areas of expertise, peer review has the potential to contribute to the effectiveness of our work – and to the success of applications for a UCL Arena/HEA Fellowship.

There is extensive support for networking at UCL. Opportunities to communicate with colleagues, both formally and informally, online and in person, can lead to good working relationships. These can be formed with UCL colleagues in your Faculty or department, or externally in your professional field.

Peer review and collaboration can lead to creative approaches to solving many different teaching challenges. Examples of work that you might explore include:

- Designing new programmes

- The redesign of current modules

- Supervising doctoral students

- Expanding learning resources

- Integrating student research into the curriculum

- Exploiting the potential of e-learning to extend the learning space

- Devising ways of providing feedback to students

- Introducing assessment methods that are closer to professional practice.

Collaboration and supportive engagement with peers can be included in your application as evidence of continuing professional development (CPD).

You are also likely to be involved in more formalised peer dialogue, such as through the Peer Dialogue scheme. Acting on feedback from colleagues and giving helpful feedback is strong evidence of your professionalism in the UCL Arena scheme.

5.2   Feedback from students

A professional approach to teaching includes consideration of feedback from learners. Evaluation data, both quantitative and qualitative, are helpful, and there are always opportunities to collect feedback, even if your work does not involve traditional credit-bearing teaching.

Feedback often reflects the learner experience at a particular moment and may therefore include comments that do not represent students' overall view of quality. It is nevertheless useful to adopt a dispassionate and analytical approach to studying feedback and planning how to act on it.

You can also collect feedback informally during programmes when you can still make adjustments that will benefit current students. You can use 'clickers' (personal response systems), index cards or Post-it notes to find out what is helping students to learn and what might improve their learning.

Focus groups are a good way of exploring how you could develop learning and support systems, where appropriate. You may also be in a position to make good use of feedback from staff-student committees, from external examiners' reports and from Internal Quality Review (IQR) reports.

If you engage with efforts to improve the quality of the student experience, whatever your discipline or role, you can draw on this work as evidence of your professional development in your application for Fellowship.

5.3   Conferences, workshops and other events

Professional development involves much more than participating in events. However, they can help you to keep in touch with new approaches to learning and teaching at UCL and beyond.

There should be opportunities for away days in your departments or faculties, and planning development with others in your own discipline can be valuable. The stimulus of meeting colleagues from other disciplines is also much appreciated at UCL events.

As part of the UCL Arena Seminar programme, developmental seminars will be held regularly, addressing all aspects of academic practice in relation to teaching and learning.

The UCL Arena events programme, which includes lunchtime and other sessions, can help you to stay up-to-date with the latest research into university pedagogy and current good practice. Academic and other staff from across the university lead Arena events.

If you would like to lead a session, please fill in the proposal form. Please look at the proposal form for futher details. This form is available at: www.ucl.ac.uk/arena/events/seminar-proposal-form

You can email **arena.open@ucl.ac.uk** for additional information.

5.4   Literature on higher education

A working knowledge of some literature and the ability to search for relevant resources is an essential part of academic work on university teaching. Staying up to date with current research enables you to select evidence-based approaches to apply.

The examples you include to illustrate your engagement with the areas of activity in the UKPSF should include references to literature. The aim is to show how the research has informed your practice, perhaps through workshops or events where the literature has been discussed.

Where to find resources

*   You can access resources and research relating to aspects of teaching and student support in higher education here (https://www.heacademy.ac.uk/resources).

*   The government-funded Teaching and Learning Research Programme (TLRP) has documented the results of research into student learning. The project data is available at www.tlrp.org/pub/documents/UKHEfinal.pdf

*   You can access a wide range of books on higher education at the Institute of Education (IoE) Library.

*   If you use Google Scholar within UCL, you can gain direct access to a selection of journal articles and other online resources. You can refine your search using advanced search options.

You may also find the following useful as part of your professional development:

Appraisal
Appraisals and other meetings with senior colleagues can provide useful opportunities for you to review your teaching (or teaching and learning support), record your achievements – including awards gained through the UCL Arena scheme - and plan further development. They also offer you the chance to discuss how you could work towards the next category of Fellowship, where appropriate.

Opportunities for role development
Your senior colleague or line manager may be able to suggest how you can develop your role, for example, by leading on learning and teaching initiatives and joining education-related committees. This will help you to gain experience and build evidence for your Fellowship application. She or he may also inform you about specific UCL institutional or subject-based networks, events, or activities that would strengthen your application. UCL also provides a range of opportunities and events relating to academic practice.

Coaching and mentoring
UCL has coaching and mentoring systems in place. Mentoring new teachers is beneficial for both mentor and mentee. Heads of departments (or equivalent) and senior colleagues involved in mentoring play an important role in supporting the development of teaching at UCL.

If you work as a mentor you will be able to draw on this as evidence of a leadership role in education. If you are supported by a mentor, you will be able to describe the benefits of the process to illustrate your reflection on guidance and your learning as a teacher.

You may find UCL's uMentor site a useful resource. For more information, please visit **www.ucl.ac.uk/hr/od/coaching/**

UCL Arena roles
UCL Arena has a pool of assessors and a mentoring scheme. If you would be interested in applying for a role as an assessor or as a mentor, please send a mail to **arena.open@ucl.ac.uk** and we will tell you if you qualify to apply.

Matt Lechner

Speciality Trainee in Otolaryngology at UCLH and Honorary Lecturer at UCL

Fellow

For me, the Fellowship with the Higher Education Academy has been about more than just gaining a qualification. It has also given me access to resources that I've found really helpful as a lecturer.

I'm currently teaching on the MSc Cancer programme. By having a MyAcademy account with HEA and the continuous support from UCL Arena, I can see all of the upcoming teaching conferences and get quick access to lots of guidance documents. I think the idea is that UCL Arena encourages people to continue with their development and commit to life-long learning in education.

I would definitely recommend this programme to anyone who is enthusiastic about teaching and who is looking for an effective and innovative way to reflect on and further advance one's teaching skills.

6. Completing your application

6.1   Getting started with your application

• The application should be a single document created using the UCL Arena Application Template - www.ucl.ac.uk/arena/open.

• Please save the document with your name and the descriptor for the relevant level of Fellowship, for example, if Mohammed Smith were applying for Senior Fellowship, he would save his file as Mohammed_Smith_D3. (Associate Fellowship is D1 and Fellowship D2.)

Your application will consist of five sections:

1. Background information on your qualifications.

2. An outline of the developmental activities you have engaged with in order to improve the effectiveness of your teaching/learning support role(s) (see Section 5).

3. A substantive written, oral or multimedia representation to the assessment panel of your successful engagement with your teaching/ learning support role(s).

4. Two supporting references, including at least one from a member of staff at UCL.

5. An assurance that you will 'stay in good standing' by continuing to develop as a teacher in higher education.

6.2   Notes on the template sections

Template Section One - Background information

•   Part one includes general information about your role, length of employment and a brief record of teaching and qualifications.

Template Section Two - Examples of professional development activities

•   An example of a completed Section 2 is included on page 14.

•   This section comprises brief descriptions of activities you have undertaken to continue to develop professionally in relation to your teaching/student support role. These activities should be mapped against the appropriate UKPSF Areas of Activity, Core Knowledge and Professional Values (see example on page 14). Activities often relate to several Dimensions of the UKPSF simultaneously.

•   This section is to be completed by all applicants, including those who have chosen oral/multimedia options. Around 12 activities suitable for your chosen Fellowship option are typically necessary to meet all the criteria. You needn't provide detailed information here, but it may sometimes be requested by the Pool of Assessors. Be sure to mention how the activity you have undertaken has impacted on your teaching.

Developmental activities should include:

•   Engaging in peer dialogue and review

•   Acting on feedback from students

•   Participating in selected UCL Arena seminars and workshops, and/or with subject-specific events which focus on education

•   Reading the literature on higher education and applying it to your practice

Other examples are:

•   Development of a subject-based programme of study, a module or a CPD short course

•   Development of effective ways of assessing and giving feedback to student learning

•   Engagement with quality assurance procedures, for example Internal Quality Review, Annual Programme Monitoring, responding to or giving External Examiner feedback

•   Enhancing your approaches to personal tutoring and/or doctoral supervision

•   Contributing to conferences, workshops and other events at UCL or elsewhere

•   Involvement with strategy groups and committees

•   Pedagogic research projects and publications

Template Section Two - Professional Development Activities (continued)

Below is one example of what a completed Section 2 might look like for a Fellowship application (your own activities may be very different). **Maximum word count per activity: 75**

Year and Activity	Area of Activity	Core Knowledge	Professional Values
2014 – Attended a session on Threshold Concepts and Troublesome Knowledge. This activity helped me reflect on my teaching approach, find better ways of identifying key learning points for students at different levels of the curriculum and introduce more peer supported learning.	A1-A5	K5, K6	V3
2011 – 2014 – Review papers and posters as part of the Scientific Programme Committee of conferences and workshops organised by international and national universities. This activity keeps me updated on the emerging theories and studies related to my field. In addition, by giving feedback, it lets me help peers and students improve their work while reflecting on my own work as well.	A2, A3, A5	K1	V3, V4
2013 – Received and acted on peer-support and feedback through UCL's annual Peer Observation of Teaching scheme. This activity helped me reflect on my teaching approach and identified aspects of improvement in relation to involving students more actively in their learning.	A5	K5, K6	
2013 – Attended UCL Arena workshop on emerging themes in higher education. This activity helped me engage in peer dialogue and expand my learning about the higher education system.	A1-A5	K2, K5	V4
2013 – Delivered internal seminar to peers and colleagues, and received peer observations and feedback. This activity helped me reflect on my research activities and ways in which I could improve communication and presentation skills.	A1-A5	K1, K2	V4
2012-2013 – Acted as external examiner of undergraduate design students' projects, provided feedback, guidance and support. This activity allowed me to assess and provide feedback to students and reflect on my supervision approach.	A2, A3	K1, K3	V1, V3, V4

Template Section Three

This section provides the Panel of Assessors with evidence of your attainment of the UKPSF Dimensions (see appendix).

Written option

Section Three for this option takes the form of short case studies. You are asked to write case studies, using aspects of your work which are illustrative of your success in relation to teaching and/or supporting students' learning or, if you are applying for Senior Fellowship, your leadership/coordination of one or more aspects of education.

The length of the four case studies depends on the level of fellowship applied for: three case studies of 500 words for Associate Fellow, four case studies of 600 words for Fellow, and four case studies of 750-1000 words for Senior Fellow.

It will be helpful to you and to the Pool of Assessors if you follow the steps outlined below:

1. **Describe** the context of your case study, what you have done and provide a rationale for your choice in relation to your Fellowship application.

2. **Evaluate** the outcome of the activity. This should be a critical and reflective analysis. Detail how you have learnt from the solution of any teaching dilemmas and unexpected outcomes.

3. **Provide evidence** of student and colleague or peer feedback on the case you are describing.

4. **Summarise** any scholarly activity or research related to your case study.

5. **Refer** to literature on teaching, learning and/or assessment which has informed your approach teaching and helping students to learn.

6. **Include** examples of your awareness of the importance of enhancing the quality of teaching within the framework of institutional quality assurance (for example, Internal Quality Review and Annual Programme Monitoring).

Please also include a word count of each case study. If you write more than 10% over or below the word count for any case study, you will be asked to resubmit.

Additional advice on completing this section:

- Learning is unpredictable so it is natural that approaches may not always be successful. Accounts of how you have introduced new learning or assessment activities, evaluated them and modified them as necessary are highly valued because they show that you consider your teaching carefully. Ultimately, though, please highlight the effective outcomes of your approaches in helping students to learn.

- As you write, consider the Fellowship option you have selected.

  - **Associate Fellowship** is awarded to applicants who can provide evidence of effective teaching or support of learning.

  - **Fellowship** requires evidence of a broad understanding of specific aspects of effective teaching, learning support methods and student learning in your case studies.

  - **Senior Fellowship** is for experienced staff who can show that their sustained leadership has had an impact on the development of teaching through departmental and wider teaching and learning support advisory responsibilities.

- Ensure that the rationale behind your choice of cases is clear. Include an account of the impetus behind the introduction of any new approaches, for example, decisions based on the literature, your interpretation of institutional strategy, participation in conferences or workshops, or discussions with colleagues.

- You should also include evidence that your work has been successful. This could be course evaluation data, improvements in National Student Survey scores, external examiner feedback, student feedback or comments from colleagues.

- You should refer to the UKPSF Dimensions in your case studies by adding the appropriate letter and number (see appendix).

Example of a Case Study for a Fellowship application

Your role and examples may be very different – this is for illustrative purposes only.

[In] 2010–13 I undertook a considerable amount of teaching for the School of … and the Faculty of … (A1-A4; K1-K3). [Name of university] is traditional in its approach to teaching and courses are dependent upon teacher-focused strategies set within the context of lectures, small-group tutorials and essay-based assessment. Essays remain the primary focus of learning and for many students the mere acquisition of discursive information is often thought to be sufficient to pass exams. However, while it was clear in discussions with the students that they were familiar with the relevant scholarship, they were less confident in evaluating and engaging with the evidence upon which this was based. In other words, they were only engaging in 'surface learning'. It was clear to me, therefore, that essay-writing alone was insufficient for encouraging the sort of conceptual change that Biggs (2012) advocates, which would lead to 'deep' learning (Marton and Säljö 1976). This is problematic as "familiarity with the diverse sources of evidence used by archaeologists" (QAA 2007, 6) is a key benchmark for HE archaeology (K1, K6). I was therefore keen for students to build their knowledge through more active learning (Bonwell and Eison 1991) beyond simply reading and evaluating facts from the set literature (K2-K3).

To this end I sought to implement more 'active learning' within the framework of tutorial sessions. Active learning instructional strategies involve students "in doing things and thinking about the things that they are doing" (Bonwell and Eison 1991) and can be fostered through critical and creative thinking, stimulating small group discussion, peer instruction and through the giving and receiving of feedback.

To this end, for paper FHS4 (urbanism in archaeology), rather than set essays on the development of medieval towns, I asked students to produce a PowerPoint presentation that integrated a range of sources including maps,

photographs, graphs and other visual media (K4), to use actively in a presentation to explain the topic to their tutorial group (K2; V3). This form of 'peer instruction' (Mazur 1997) meant that rather than me leading the discussion, students were encouraged to ask each other questions (A4). I found that although students were able to engage in peer assessment in this way they still wanted written feedback to refer to and reflect upon later. This demonstrated to me the way in which the students still needed to feel supported in what they were doing and required the input of the teacher in such approaches. Therefore, I made notes throughout their presentations and forwarded them to students in the days following the presentations (A3).

Students responded enthusiastically to this exercise. It was clear that not only did the approach encourage a deeper engagement with, and understanding of, source materials, but the PowerPoint format also led several to think more explicitly about the structure and presentation of their arguments. Some were distracted by the design of their presentations rather than content, while others remained overly-reliant upon text, rather than image-led presentations that would facilitate questioning and engagement. I learnt that I needed to adjust my written instructions with examples at the beginning of the term in order to ensure a focus on critical and active thinking, rather than passive reporting. I realize too from Arena sessions on inclusive learning that providing information in advance can facilitate equal learning opportunities, which is particularly important when the format of sessions is altered from students' expectations, as it was in this case.

Overall, students seemed to find these classes more memorable than those based on essay assignments alone, as was reflected in their choice of answering exam questions about Medieval towns at the end of the year.

Template Section Three (continued)

Oral/multimedia presentation option

An oral/multimedia presentation option is available as an alternative to the written version of part three. It takes the form of a presentation - maximum time: 15 mins for Associate Fellow, 20 mins for Fellow, and 30 for Senior Fellow - in any format (PowerPoint,Prezi, a lecture with a handout or a 'flipped lecture' and recorded discussion). If you provide a handout, the word limit is 500 words. You can perfect your oral presentation in your own time then record it and upload it to the UCL Arena oral/multimedia presentations submissions box on the UCL Arena Open Moodle for the appropriate Descriptor (Associate Fellow, Fellow, or Senior Fellow).

You can decide on the content of your presentation by referring to the UKPSF information in the Appendix and following the general advice for 'making a claim for Fellowship'.

Support on content is available from the UCL Arena Open Team at 'developing your application' sessions. Technical advice and support will be provided by a designated member of the e-learning environments team for each submission deadline.

Please submit Sections 1, 2, 4 and 5 of your application to the Submissions Inbox on Moodle to meet your chosen deadline.

The Panel advises you to ensure that your presentation:

1. describes your activities in relation to the appropriate Dimensions of the **UKPSF**. Specify which Areas of Activity, Core Knowledge and Professional Values correspond to each part of your presentation. If you are applying for Senior Fellowship, ensure that your main focus is upon your effective role as a leader or coordinator of one or more aspects of education or student support at UCL.

2. analyses and evaluates the success and effectiveness of the activities. Provide an honest account of how you have learnt from experience, including both approaches that have gone well and others that you may have modified and developed. Show that you have considered how to help students to learn/ supported teaching and adjusted to changing circumstances.

3. provides evidence in the form of feedback from peers, colleagues or students. Show that you have achieved success and designed effective activities.

4. refers to some education-related scholarship. Explain how your work has been informed in some way by scholarly activity or research into teaching and learning in higher education. If you have disseminated your own work in a journal, on the Teaching and Learning Portal, at a conference, or at an away day or similar, include a brief overview.

The assessors will consider how far your presentation provides evidence that you have attained the appropriate UKPSF Dimensions.

Please study the previous section of this guidance, as the advice to applicants who select the written option is also relevant. Please consider that your referees need sections 1-3 in good time. Your referees will need to know about the topics you will cover in your presentation before they can write the reference and preferably view your recorded presentation.

Template Section Four - Referees

Applicants for all levels of Fellowship require two references. These should be from referees who are able to comment on your professional achievements in relation to teaching and/or supporting student learning in higher education.

Referees need to provide:

1. comments on the basis of their knowledge of your work and how you meet the UCL Arena assessment criteria.

2. examples to support your evidence, referring to innovation, faculty or institutional contributions and any national initiatives you have been involved in.

At least one of your referees must work at UCL and preferably have reviewed or appraised your teaching and learning.

Please send referees the 'UCL Pro-forma for Referees' available on the UCL Arena Open Moodle.

Referees need to read your application in order to support your claim for professional recognition. If you decide to select the oral presentation option, referees need to view your presentation so that they can validate and support your case.

It is your responsibility to collect the references, which should be signed (electronically if applicable).

Please inform the referees that they may be contacted regarding the reference they have provided and ensure that they receive the guidance for referees, available at www.ucl.ac.uk/arena/open.

Please mail this guidance to your referees at least three weeks before the submission deadline.

Further learning

When awarding professional recognition in the form of Fellowships, the HEA requires that you continue to undertake developmental (CPD) activities, whether formal or informal, in relation to your teaching or student support-related role. This is in line with Area of Activity 5 and Professional Value 3 of the UKPSF (see Appendix 1 pages 21-23). UCL also asks that you engage with at least three developmental opportunities each year, which can then be referred to in the appraisal process. You will be asked to indicate your willingness to engage with future CPD opportunities appropriate for the scope and level of your role as part of the application.

Final steps

*   Submission deadlines are provided on the UCL Arena website (www.ucl.ac.uk/arena/submission_dates).

*   Submission is through Turnitin on the UCL Arena Open Moodle. Plagiarism is unacceptable

*   Please submit to the inbox for your chosen Descriptor – 1 for Associate Fellowship, 2 for Fellowship and 3 for Senior Fellowship.

*   Please also ensure you complete the cover page included in the application template at the front of your application and include your references.

7. Application: assessment and feedback

Two members of a pool of assessors if you are applying for Associate Fellowship or Fellowship, and three if your application is for Senior Fellowship will read your work. All assessors take part in a harmonisation meeting at which they ensure that they have a shared understanding of how the assessment criteria are applied. When reading applications, they look for evidence that each applicant has met the criteria for the Fellowship option they have selected (see Appendix 1 pages 21-23). A demonstration of the intention to continue to develop professionally and keep in touch with advances in higher education is also important. A Recognition Panel meets to confirm the award of fellowships. UCL Arena has an External Reviewer, who monitors the consistency of judgements.

You will be informed of the outcome of your application within a week of the panel meeting, and receive written feedback.

Feedback with suggestions for dissemination and further work is supplied to applicants who have met the criteria.

Those who have not met the criteria will receive detailed feedback which explains what they need to do to meet the criteria in a future submission. Applicants will also have the opportunity to meet members of the UCL Arena Open Team for guidance on making a new submission.

Successful applicants will receive both a UCL Arena Fellowship certificate and a certificate from the HEA.

HEA Fellowships entitle you to use the appropriate post-nominal letters, AFHEA, FHEA, or SFHEA.

Pei-Sze Chow

**Third-year PhD candidate,
UCL Scandinavian Studies**

Associate Fellow

While studying for my PhD in Scandinavian film, I've also taken on some undergraduate teaching on European cinemas. I've found that gaining the title of Associate Fellow has definitely helped with applications for most teaching positions. For course conveners it's assurance that I possess the necessary knowledge and skills to design a variety of learning activities and to teach effectively in any setting.

My advice to others applying for Associate Fellowship is to get as much teaching experience as possible. Any kind of activity where you are demonstrating your knowledge, such as giving presentations or talks, or activities where you are helping someone to learn, such as mentoring, can be really helpful and relevant experience to build on.

APPENDIX 1. UCL Arena Fellowship descriptors

UCL Arena Associate Fellowship Descriptor 1

The table below relates to the Dimensions of the **UK Professional Standards Framework** for teaching and supporting learning in higher education, Descriptor 1, Associate Fellow.

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

UCL Arena Fellowship Descriptor 2

The table below relates to the Dimensions of the **UK Professional Standards Framework** for teaching and supporting learning in higher education, Descriptor 2, Fellow.

Description	Indicative role/Career stage	Activities
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: • Successful engagement across all five Areas of Activity • Appropriate knowledge and understanding across all aspects of Core Knowledge • A commitment to all the Professional Values • Successful engagement in appropriate teaching practices related to the Areas of Activity • Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice • Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Early career academics, 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.	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 utilising relevant technologies to enhance approaches to learning, teaching and assessment Selecting and utilising 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.

UCL Arena Senior Fellowship Descriptor 3

The table below relates to the Dimensions of the **UK Professional Standards Framework** for teaching and supporting learning in higher education, Descriptor 3, Senior Fellow.

Description	Indicative role/Career stage	Activities
Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of: • Successful engagement across all five Areas of Activity • Appropriate knowledge and understanding across all aspects of Core Knowledge • A commitment to all the Professional Values • Successful engagement in appropriate teaching practices related to the Areas of Activity • Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice • Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	Experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas Experienced subject mentors and staff who support those new to teaching Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution	Demonstrating leadership in the design, delivery and evaluation of a range of programmes of study (sometimes for entirely new courses) at various levels Designing and utilising innovative teaching approaches and materials, incorporating the use of technology where appropriate Incorporating learning from scholarship and research into teaching and evaluating its effectiveness Ensuring that course design and delivery complies with relevant quality standards and regulations 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) 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) 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

APPENDIX 2. UKPSF Dimensions of Practice with HEA Guidance

The framework identifies the separate component parts of teaching and supporting learning roles. However, in practice, when carrying out teaching and learning support roles, all of the Dimensions will be manifested in varying degrees. The diagram in the framework document (see page 14) is intended to illustrate the interactive nature of the three Dimensions.

Areas of Activity

How could I evidence my engagement with the Areas of Activity?

Evidencing Area of Activity A1: Design and plan learning activities and/or programmes of study

The extent of the learning which applicants design and plan naturally varies depending on their role. Applicants for Associate Fellowship would probably provide examples of learning activities. The evidence of designing and planning learning activities would range from module design to a whole programme of study for Fellow. The design should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions.

Evidencing Area of Activity A2: Teach and/or support learning

In demonstrating the activities of teaching and supporting learning the evidence should demonstrate an increasing awareness of different approaches to and methods of teaching and supporting learning as well as a growing ability to choose the most appropriate approach for the achievement of curriculum aims.

Evidencing Area of Activity A3: Assess and give feedback to learners

Applications should include evidence of an understanding of the importance of assessment and feedback and of assessment criteria for making informed, formative and summative judgments about work. Applicants will indicate their awareness of the role of feedback to students in supporting learning through activities such as tutorials, work placements, observations and/or practical work. There will be an increasing emphasis on the use of feedback and feed-forward approaches to improve learning and develop learner autonomy as applicants gain experience.

Evidencing Area of Activity A4: Develop effective learning environments and approaches to student support and guidance

The definition of 'learning environments' has been widely contested and is open to diverse interpretation. Individual practitioners work beyond the local physical environment of the classroom, the laboratory, studio or work place or the distance learning or electronic learning environment. They take the nature of the learning environment, the learning culture being developed, the nature and extent of the support infrastructures into account and are able to distinguish between academic and pastoral interventions. Individuals also take the range of environments available to students into account as well as how they are enabled to access, understand and utilise them.

Evidencing Area of Activity A5: Engage in continuing professional developments in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

The framework provides a powerful means of articulating the varied aspects of diverse roles and the potential for development in all areas of the teaching and supporting learning endeavour. This Area of Activity is concerned with enhancement and comprises three elements integral to teaching and supporting learning roles. Whilst the three elements might be viewed holistically it is important the elements are understood and demonstrated to ensure successful integration.

The elements are:

• Continuing professional development in subjects/disciplines and their pedagogy

• Incorporating research and scholarship

• The evaluation of (one's own) professional practices.

Evidence could appropriately focus on the question: How might an individual demonstrate that they have become a better teacher through continuing professional development, research and the evaluation of their teaching and learning-related practices?

Core Knowledge

How should I evidence my understanding of the appropriate Core Knowledge?

The dimension of Core Knowledge is most easily evidenced through the Areas of Activity. For example, designing and planning a learning activity (Area of Activity 1) successfully would be determined by the use of appropriate teaching and learning methods (Core Knowledge 2), an understanding of how the particular students learn (Core Knowledge 3) and the use of appropriate learning technologies (Core Knowledge 4). Linking the Core Knowledge to Areas of Activity provides greater coherence and depth to the evidence and more accurately reflects the reality of practice.

Evidencing Core Knowledge K1: The subject material

This area is effectively evidenced with reference to the Areas of Activity or 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. This would normally make reference to the distinctive nature, or culture, of the discipline and the particular expectations of teaching; the issues or challenges arising from the context in which teaching takes place, and the appropriate methods of delivering the subject at different levels (e.g. first year undergraduate to master's level).

Evidencing Core Knowledge K2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

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

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

How students learn might be evidenced through demonstrating how an understanding of the characteristics of different learners (such as mature students, recent school leavers or workplace learners) impacts on how their needs might be met in the context of learning, how this might reflect on the learning environment, teaching approaches and practices. Reference could be made to different theories of, or approaches to, learning and how these are evidenced by the use of different strategies for teaching and supporting learning. This might relate specifically to the nature of the subject (Core Knowledge 1).

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

Evidence needs to demonstrate how and why specific technologies, of all types and ages, are used appropriately to support learning. Evidence will address what the learning and teaching needs are and why a particular technology is used to address them. Evidence is likely to be linked to other areas of Core Knowledge, for example; how and why technology is used within a specific discipline, professional or vocational areas; for specific groups of learners; in specific learning contexts or environments.

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

An essential part of work in higher education is ensuring the effectiveness of teaching practices. This focuses on the methods (formal or informal) employed to gather information and data about the impact of teaching, how they are used and the impact of their use on developing practice.

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

Quality assurance and quality enhancement are deeply embedded in higher education through procedures such as programme validation, monitoring and review. These processes shape academic practice and are implicit in what individuals do. Key to evidencing this area is how

an individual might demonstrate engagement with feedback to enhance practice and the student learning experience. This might include an account of how they seek opportunities to obtain feedback other than relying on the institutional procedures already in place. For those working outside higher education institutional policies and practices, they will need to evidence a personal interest, understanding and commitment to quality assurance and enhancement procedures established and embedded within their practice. This will include knowledge and understanding of the quality assurance frameworks at a national level and how these are manifested at an institutional level.

Professional Values

How should I evidence my commitment to the Professional Values?

The focus of Professional Values is the integrity of the individual practitioner. How they are manifested is likely to be different if the individual has the identity of an academic (working within an academic discipline) as compared to a professional (working in a professional or vocational area). Much will depend on the context and nature of their work.

Professional values are often considered implicit within professional practice; there are, however, few assurances that this is the case. The UKPSF articulates how the professional values should explicitly underpin teaching and support learning in higher education; it requires the explicit demonstration of 'a commitment to all the professional values'.

As with the other Dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the Professional Values overlap and are integrated in individual and institutional practice. For example, the Professional Values impact on the Core Knowledge and the Areas of Activity by shaping the activity and the understanding and knowledge in an almost unconscious way. Evidencing the Professional Values takes place in a setting which itself reflects values through the institutional mission and culture, although this may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence.

Evidence of commitment to the Professional Values in practice will be demonstrably linked to the level of regard for institutional/organisational values and how these influence teaching and learning, and to the adoption and communication of positive attitudes and behaviours. In the process of programme accreditation, this will be demonstrated through exploring the ways the institutional processes (such as promotion and developmental review or appraisal) reflect the Professional Values. This could be through the alignment of the UKPSF Professional Values in institutional/organisational statements related to their own values.

Evidencing Professional Value 1: Respect individual learners and diverse learning communities

This focuses on the way teaching and supporting learning incorporate activities, actions and approaches that respect individual learners. It depicts the ways we 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. The practitioner needs to be able to demonstrate that they value and can work effectively with and within these diverse communities.

Evidencing Professional Value 2: Promote participation in higher education and equality of opportunity for learners

The focus here is on providing evidence of how a commitment to participation in Higher Education and equality of opportunity for learners underpins practice related to teaching and supporting learning. There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity.

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

This focuses on the use of evidence informed approaches, the ability to draw on and contribute to many sources of evidence and to use them to inform teaching and learning practice. It is about using the outcomes from research, scholarship and professional development to make principled, informed and considered judgements which enhance practice and the learning experience. This value advocates the importance of direct professional involvement in enquiry (in teaching and learning) to support the individual's own professional development and to enhance their teaching or learning support activities. Evidence might include consideration and application of the findings from studies, reading, personal enquiry of (for example) teaching,

learning, learners, the subject, the environment etc to enhance practice and the student learning experience. Using one's own discipline-based research to enhance the curriculum should be informed by reading or research about curriculum design, the nature of the subject itself and the learners in order to provide a rationale for the design of the curriculum and its delivery.

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

This is concerned with being alert to the issues that may impact on institutional missions and/ or which might have an influence on curriculum design and/or personal and collective professional practice. This might, for example, include how an individual has responded to the current demands of the Disability Discrimination Act, the employment agenda or the widening access and participation agenda. Current agendas include sustainability (the practice of sustainability and education for sustainability) and student engagement.

Notes