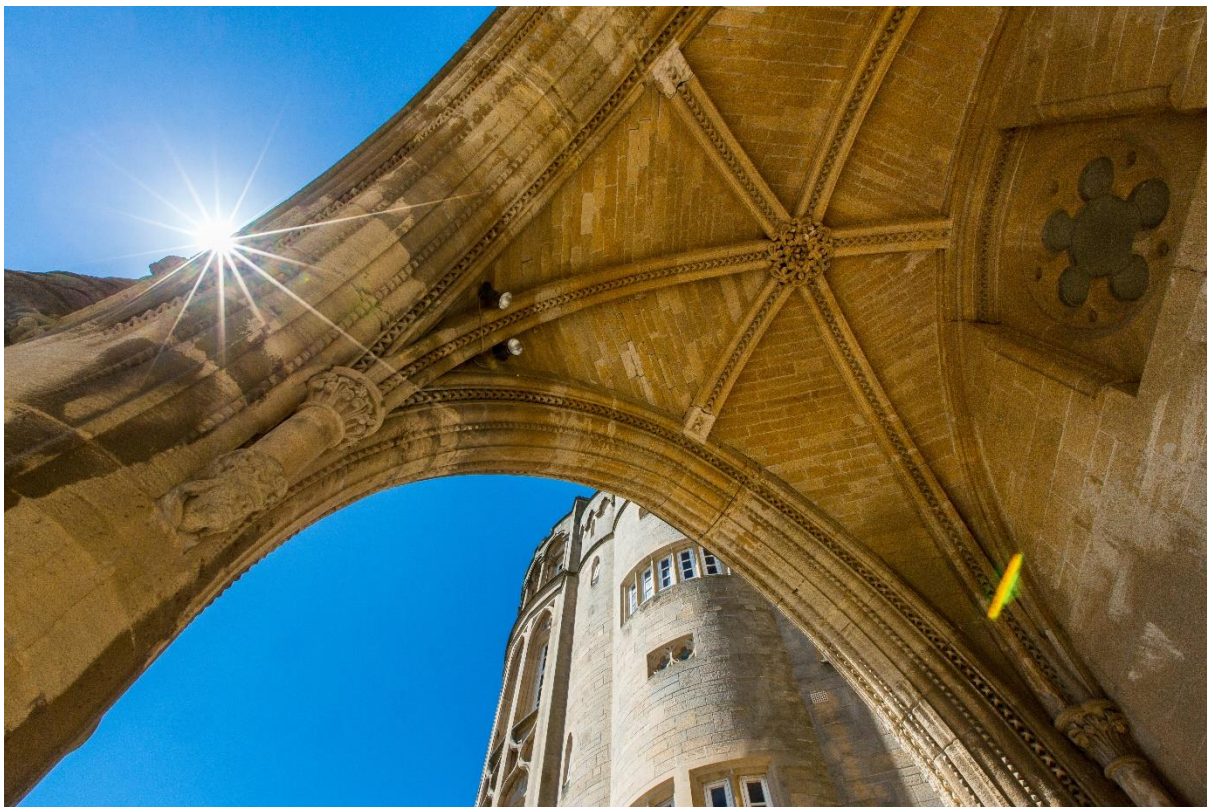


Aberystwyth University
Recognition of Continuing Professional Development
in Teaching and Supporting Learning in Higher Education (ARCHE)

ARCHE

Scheme Handbook



Learning and Teaching Enhancement Unit

Revised August 2022

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Introduction

The ARCHE programme is a means by which Aberystwyth University (AU) staff can apply for Fellowship of the Higher Education Academy (awarded by Advance HE). University staff may apply through the ARCHE scheme for Associate Fellow (AFHEA), Fellow (FHEA), or Senior Fellow (SFHEA) status. There is no application fee for AU staff who apply through ARCHE. If you wish to apply for Principal Fellow (PFHEA), you must apply directly through Advance HE and pay the requisite fee.

Staff teaching on AU franchise provision are also able to apply through the ARCHE scheme. These staff can attend training provided by the LTEU as well as access all the online resources supporting the scheme. Please note that successful applicants from any partner institution that are not an Advance HE member will need to pay an additional fee due for fellowship. For details see the [Advance HE fees page](#) (fee charged can be seen under the **Accredited Provision (individual from a non-subscribing institution)** column).

The scheme is managed by the Learning and Teaching Enhancement Unit ([LTEU](#)) at Aberystwyth University. For more information, please email felstaff@aber.ac.uk.

Several routes to fellowship are available. All of them are based on the UK Professional Standards Framework ([UKPSF](#)) for teaching and supporting learning in higher education. The routes are mapped below:

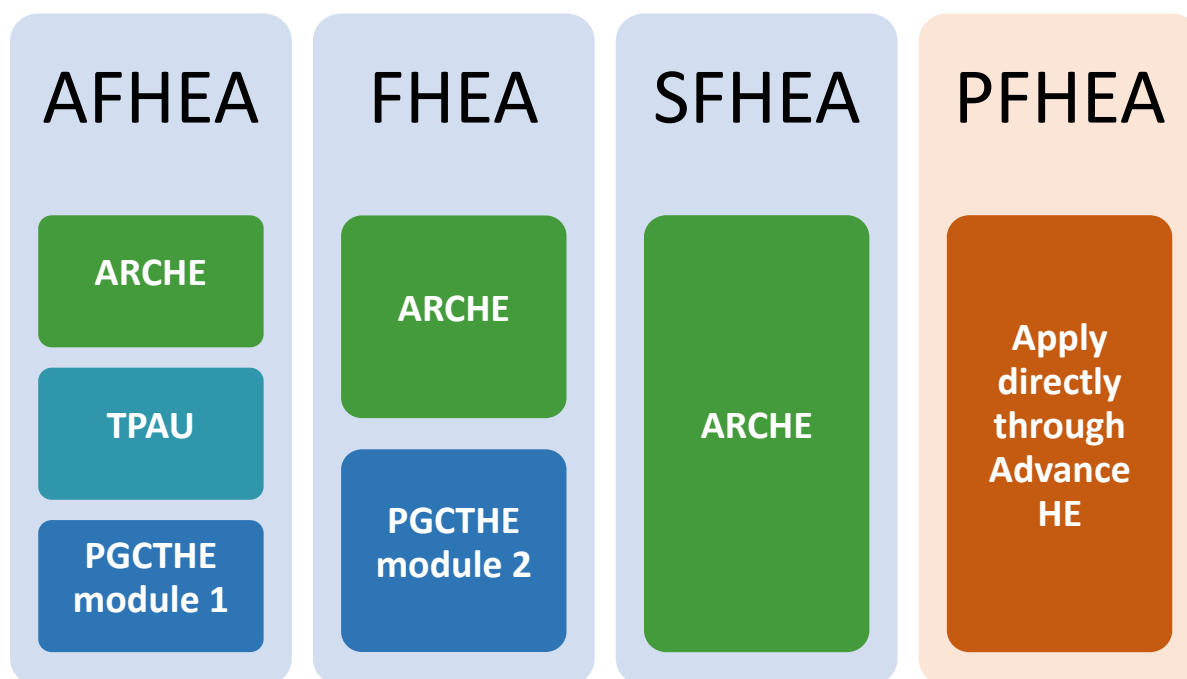


Figure 1: Routes to fellowship

These three schemes (ARCHE, TPAU, and PGCTHE) together with other activities that are also explicitly aligned to the UKPSF, such as stand-alone CPD workshops and events, form the overall CPD Framework for Aberystwyth University.

ARCHE Experiential Application

Advance HE has accredited an experiential application route for Aberystwyth University, called ARCHE. This allows us to issue Associate Fellowship, Fellowship and Senior Fellowship awards (D1-D3) based on the submission of a portfolio of evidence. For detail on each, have a look at the section below, **Which category should you apply for?**

This handbook is intended primarily to support applicants through the ARCHE experiential application.

Postgraduate Certificate in Teaching in HE (PGCTHE)

The PGCTHE is a two-year accredited study scheme comprised of two one-year modules. The learning outcomes of the scheme have been designed around the UKPSF; and the scheme has been accredited by the HEA and Advance HE since 2005. Participants who complete module 1 are awarded AFHEA status, while those who complete the full Postgraduate Certificate are awarded FHEA status.

For more information, please see the [PGCTHE webpage](#).

Teaching for Postgraduates at Aberystwyth University (TPAU)

In 2016, Advance HE accredited the TPAU scheme. This one-year programme is designed for postgraduate students who teach, academic staff who currently have a small teaching role, and support staff who directly support student learning. Participants who complete TPAU successfully are awarded AFHEA status. Upon attaining AFHEA status, participants who have the appropriate range of practice can apply to join the PGCTHE, moving directly into the second module.

For more information, please see the [TPAU webpage](#).

UKPSF

The framework was originally proposed in a Parliamentary white paper, 'The Future of Higher Education' (2003), and was developed in consultation with Universities UK, the Standing Conference of Principals (SCOP), and the UK HE funding bodies. It underwent review in 2011.

As stated on their website, Advance HE manages and leads the 'development of the UK Professional Standards Framework (UKPSF), a nationally-recognised framework for benchmarking success within HE teaching and learning support'.

Quality of teaching is crucial for student success in learning. The framework encourages staff to engage in a professional and scholarly approach to their teaching and teaching-related activities. The UKPSF provides a structure and benchmark against which staff can plan, record, and reflect on their continuing professional development (CPD) activities. The UKPSF is of direct relevance to both academic staff and those who support student learning.

With Descriptors 3 and 4, the UKPSF is also relevant to senior staff in their roles as programme leaders, mentors of other staff, and strategic managers.

Essential guidance

Before applying, you **must** read the following two documents in detail in conjunction with this handbook, as we will not repeat all of the contents here.

- [UKPSF 2011](#) – provides a full listing of the dimensions and descriptors, and can be downloaded in English or Welsh from the Advance HE website.
- [Dimensions of the Framework](#) – gives you expanded guidance with examples to show how you can evidence each of the dimensions at each category.

Overview of the framework

The framework consists of Descriptors for each category of Fellowship and 15 Dimensions of Practice grouped into three clusters, as follows:

- **Dimensions of Practice**
 - **Areas of Activity** – things that you do in your practice
 - **Core Knowledge** – what you need to know in order to do the activities well
 - **Professional Values** – principles that underpin your practice
- **Descriptors** – key characteristics that must be evidenced at each category of Fellowship
 - D1 Associate Fellow
 - D2 Fellow
 - D3 Senior Fellow
 - D4 Principal Fellow

The Dimensions of Practice are listed below:

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

Benefits of attaining Fellowship

By attaining one of the four categories of Fellowship of the HEA, you gain a qualification you can use to progress your career in higher education. The fellowship award is an internationally valued badge of professional recognition that attests to your commitment to the quality of teaching and learning support.

All routes to fellowship include a reflective process that will help you to identify the strengths in your practice and skills you can develop further. Engagement with CPD and educational scholarship also comprise key elements at each category of fellowship. This ensures that your practice is well-grounded in established pedagogical theory and practice. As Advance HE states on their website:

By aligning your practice to the UKPSF you show that you are committed to improving the quality of your teaching and supporting of learning to enhance the learning experience of your students.

At the institutional level, this nationally-recognised framework for benchmarking success provides external evidence that the university is committed to enhancing the student experience, and that our teaching meets recognised standards of excellence and good practice.

Which category should you apply for?

The Descriptors cover the full range of teaching and supporting learning roles in higher education. To choose the right Descriptor or category for you, consider the types of activities you are engaged in. Sometimes this will be related to the role you hold, but you should also think about the range of work you do. First, have a look at the descriptions and scenarios for each Descriptor to decide which category is right for you.

You can also make use of the [Fellowship Category Tool](#) provided by Advance HE to help you (please note that this is provided by Advance HE and is not currently available in Welsh).

Then, read the sections on preparing and submitting your application.

D1 Associate Fellow

This category is intended to relate to staff whose role in teaching and/or supporting learning is focused on at least two, but not all, of the Areas of Activity. You are expected to possess appropriate Core Knowledge (at least K1 and K2) and be committed to appropriate Professional Values. It may be the case that you undertake your role with the assistance of more experienced teachers or mentors. Each Descriptor is accompanied by suggestions for typical job roles covered by that descriptor. An example role for D1 is an early career researcher with some teaching responsibility.

The scenarios below give examples of roles that would be appropriate for D1 Associate Fellow.

Scenario 1: Hannah is a Reader in an academic department. She spends most of her time in research but also supervises a number of PhD students. She can evidence two of the Areas of Activity through her research supervision. She is keen to develop her supervision skills further to help her students achieve their potential, so she engages with CPD in respect to her role as postgraduate supervisor. She has a sound basis for evidencing Core Knowledge dimensions K1 and K2. She recognises all four Professional Values and uses them to underpin her practice.

Scenario 2: George is a postgraduate research student who is keen to become a lecturer in future. He has been asked to contribute to teaching in his department. Although he doesn't design assessments, he does help with marking. Similarly, he doesn't plan the overall teaching of the module, but he does lead seminar sessions within the given structure of the model. He undertakes CPD relevant to learning and teaching, and is able to evidence Core Knowledge dimensions K1 and K2. He also uses the four Professional Values to inform his practice.

D2 Fellow

This category is intended to relate to staff with a more substantive teaching and supporting learning role(s) covering all the Areas of Activity, Core Knowledge and Professional Values.

Scenario 1: Rob has been a Lecturer for the past three years. During this time, he has changed his teaching approach to incorporate more experiential learning. In doing so, he has aligned the learning outcomes and assessment to reflect the employability skills students will need in the workplace. He designed the Blackboard presence for his modules to encourage interaction and experimentation. In the process, he investigated relevant pedagogical literature and undertook CPD to make sure that the changes he implemented were based on sound evidence and established good practice.

Scenario 2: Catrin has worked in the Careers Service for five years. She works with students both individually and in groups to encourage them to develop employability skills. She and her colleagues have developed online training materials to help students develop a sense of professional identity and identify the skills they will need to succeed in gaining employment. Student skills are assessed and feedback is given both in the online environment and also through individual consultation. She creates a safe environment for students to practice interviewing skills. To ensure that she keeps her own knowledge up to date, she regularly attends workshops on learning and teaching, applying lessons learned from CPD to her practice in advising students through the Careers Service.

D3 Senior Fellow

This category brings in a strong educational leadership (which may not necessarily be managerial) dimension. The main focus at this category is the impact of your practice on the teaching of others.

D3 Scenario 1: Jack's role is to support staff in developing students' academic skills. His philosophy is that academic skills are only meaningful to students when they are purposeful and integrated with the other elements of study. In his application for SFHEA, he can draw upon examples where he worked with course teams to identify appropriate skills for the discipline and related job market, and then provided guidance for embedding those skills into the curriculum. He mentors staff in exploring the options so that they can make an informed choice about developing students' academic skills.

D3 Scenario 2: Maddie has been a Senior Lecturer for several years. She has led course teams in redesigning modules and study schemes, which gave her the opportunity to support her colleagues in applying evidence-based, current approaches to active learning and formative feedback in their teaching. She has also had several opportunities to mentor new colleagues during that time. This has included peer observations of teaching and discussions in which she helps her mentees to develop their practice in accord with sound pedagogical principles. Feedback from staff she has mentored provided evidence for her Senior Fellow application.

Preparing your application

You can download all forms and guidance materials from our Blackboard **ARCHE Submissions** Organisation. Please contact the ARCHE team at felstaff@aber.ac.uk and let us know which category of fellowship you would like to attain. If you aren't sure about which level to apply for, we can give you information to help you decide. You can also use the [Fellowship Category Tool](#).

Anyone making an enquiry about fellowship will be added to the ARCHE Submissions Blackboard Organisation. You will find this under your 'My Organisations' list when you login to Blackboard.

The Blackboard course contains useful resources to help you with your application, including guides to the UKPSF, guidance for support staff interested in applying, and resources for those interested in applying for SFHEA.

You will also be invited to an ARCHE Applicant Training session (usually two or three months before each submission date). Dates of these sessions will also be advertised on the [LTEU website](#) and the [course booking page](#). LTEU staff are also available for individual consultations throughout the year.

Each application will require different elements. These are provided in more detail below, and this checklist gives you a brief overview:

Item	AFHEA (D1)	FHEA (D2)	SFHEA (D3)
Application maximum total word count	1500 words	3000 words	6000 words
Personal details	✓	✓	✓
Reflective account of practice	1500 words	3000 words	3000 words
Two (2) case studies	N/A	N/A	2 x 1500 words
Reference list	✓	✓	✓
CPD undertaken	2-3 years	2-3 years	3-5 years
CPD plan	✓	✓	✓
Teaching observation reports (on your own teaching) or referee statements	1 teaching observation or 1 referee statement	1 teaching observation and 1 referee statement	2 referee statements

Email Statement of Support from Head of Department or line manager (send to fellows@aber.ac.uk)	✓	✓	✓
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ARCHE policy on reading application drafts

If you have a specific question about applying for Fellowship, the ARCHE team is always happy to help. Please note that we are **not** able to read and give feedback on an application draft prior to submission, however. It is not feasible for the team to do this for everyone, and thus it would be unfair to provide this service for only some applicants and not others.

Welsh and English

From 1 April 2018, Aberystwyth University is required to conform with the [Welsh Language Standards](#) which have replaced the Welsh Language Scheme. We welcome applications in Welsh or English, as you prefer. Applications through the medium of Welsh will be reviewed by Welsh-speaking reviewers.

Referee statements

Please give your referees a draft of your completed application form, so that they can comment on it. The form directs them to look at both the UKPSF and the expanded Dimensions of the Framework document for details. Your referees should complete the ARCHE Referee Form and return it to you for inclusion in your application.

Your referees are welcome to contact the ARCHE team at felstaff@aber.ac.uk with any queries.

Statement of Support from your Head of Department

The statement of support from your Head of Department is a short email (sent to felstaff@aber.ac.uk) to confirm that your Head of Department is aware of your application, and they support it. If your Head of Department is also one of your referees, there is no need for a separate supporting email.

Citing sources

In the Reference List section of the application form, provide full references for all sources cited anywhere in application. Please use Harvard or [APA](#) style.

Reflective account of practice – all categories

To apply for any category of fellowship, you will need to write a reflective account of practice, showing how you have developed your practice and deepened your understanding of the pedagogic principles involved in learning and teaching in higher education.

Depending on your discipline and prior experience, this may be the first time for you to do this type of writing. The key to writing a successful reflective account for your application is:

- **Focus on development** – Show how your understanding and practice have changed over time through evidence-based activities such as CPD, readings in pedagogical literature, and experience. Select a few key turning points to discuss in detail.
- **Map your account against the UKPSF** – Identify which parts of the framework apply to your educational practice by including ‘tags’ to identify the relevant dimensions where appropriate. See our Blackboard course for examples.
- **Map to the Descriptor** for the relevant category (see pages 19-21) - make sure that your application covers all the criteria listed. This is particularly of note for SFHEA applicants, who must ensure that they address D3.7.

Please note that a purely descriptive approach that merely lists your activities without any reflection will not pass.

So, what do we mean by reflection, in the context of your application for fellowship?

You can conceive of reflection as the story of your learning journey in connection with teaching in higher education. How has your teaching philosophy developed? What pedagogical principles is your philosophy based on? Identify key turning points where you deepened your understanding and developed your practice. These could be based on CPD, pedagogical literature, teaching experiences, peer observations of your own teaching, your observations of others, formal and informal discussions about teaching methodology with colleagues or your mentor, and more.

What were your prior assumptions and knowledge? How and why did they change? Were there any ‘critical incidents’ that challenged your assumptions and led you to change your mental model about how teaching works? You can find useful discussions in articles by Chris Argyris on double-loop learning, a process in which mental models are challenged and restructured. The process of unpicking your own assumptions and challenging them, based on evidence, is central to this type of reflection.

Development of your educational practice is an ongoing process. In your reflective account, include some discussion of what you wish to do in future.

You may structure the account as you wish, but make sure that you **provide sufficient evidence** and cover each of the bullet points on the application form for your desired category.

We strongly urge you to tag your reflective account with dimensions of the UKPSF framework where they apply. Please see our Blackboard course for extracts from successful applications that demonstrate how to do this type of tagging. We encourage you attend our ARCHE training session, where you will work through extracts from successful applications, to demonstrate how to map or ‘tag’ your account against the UKPSF dimensions. The extract below illustrates how to tag your account:

In reflecting on my teaching delivery itself, when I first started lecturing, I used a script and through peer-observation I was encouraged to break free from it. **(K2, A5)** This year is the first year that I have just used slides for guidance and it has been a

liberating and rewarding experience, allowing me to develop closer interaction and engagement with my students, thus enhancing the active teaching experience.

You can find guidance specific to each category in the sections below.

Applying for D1 Associate Fellow

To apply for Associate Fellow, you must provide the completed application form, a report from one observation of your teaching, or one referee statement using the form provided. The application form includes a Reflective Account of Practice, a list of CPD undertaken and planned, and a reference list.

Teaching observations: If you include a teaching observation as part of your application, please arrange for one teaching observation in which a colleague observes your teaching and provides feedback. For your convenience, we have provided a form in this handbook and through the ARCHE Blackboard Organisation. If your department uses a different teaching observation form, you may use that or you may use the TPAU teaching observation form, as you wish.

A reflective response to the observation forms part of the Reflective Account of Practice in the application. Please upload the original teaching observation form through Blackboard as supplementary material to provide background evidence for your reflection.

Reflective account of practice: Write a reflective account of your practice relevant to learning and teaching at higher education level, covering the past 2-3 years. Tell how you have developed your teaching or educational practice at HE level. Reference the relevant dimensions of practice for each example, ensuring that you cover the following UKPSF dimensions: **at least two of the five Areas of Activity, at least K1 and K2 within Core Knowledge, and appropriate Professional Values.**

Use in-text citations, and list the full references in Section 4 under **Reference List.**

In the Reflective Account of Practice, you must do the following things:

- If you have chosen to include a teaching observation, reflect on feedback from an observation of your teaching/educational practice (upload the observation form showing feedback from the observer in the Referee Statement and Supplementary Documents submission link in Blackboard) (D1.1)
- Critically reflect on how your teaching philosophy has developed, including explicit reference to professional values (D1.3, D1.4)
- Show engagement with effective learning and teaching practices (D1.2)
- Cite pedagogical literature and show how it has informed your practice (D1.5)
- Reflect on key CPD sessions you have taken and show how they have informed your practice (D1.6)

Applying for D2 Fellow

To apply for Fellow, you must provide the completed application form, a report from one observation of your teaching, and one referee statement using the forms provided. The application form includes a Reflective Account of Practice, a list of CPD undertaken and planned, and a reference list.

Teaching observations: Please arrange a teaching observation in which a colleague observes your teaching and provides feedback. For your convenience, we have provided a form in this handbook and through the ARCHE Blackboard Organisation. If your department uses a different teaching observation form, you may use that or you may use the TPAU teaching observation form, as you wish.

A reflective response to the observation forms part of the Reflective Account of Practice in the application. Please upload the original teaching observation form through Blackboard as supplementary material to provide background evidence for your reflection.

Reflective account of practice: Write a reflective account of your practice relevant to learning and teaching at higher education level, covering the past 2-3 years. Tell how you have developed your teaching or educational practice at HE level. Reference the relevant dimensions of practice for each example, **ensuring that you cover all 15 of the UKPSF dimensions (Areas of Activity, Core Knowledge, and Professional Values)**.

Use in-text citations, and list the full references in Section 4 under **Reference List**.

In the reflective account of practice, you must do the following things:

- Reflect on feedback from the observation of your teaching/educational practice (upload the observation form showing feedback from the observers in the Referee Statements and Supplementary Documents submission link in Blackboard) (D2.1)
- Critically reflect on how your teaching philosophy has developed, including explicit reference to professional values (D2.2, D2.3)
- Show engagement with effective learning and teaching practices (D2.4)
- Cite pedagogical literature and show how it has informed your practice (D2.5)
- Reflect on key CPD sessions you have taken and show how they have informed your practice (D2.6)

Applying for D3 Senior Fellow

To apply for Senior Fellow, you must provide the completed application form and two referee statements using the forms provided. The application form includes a Reflective Account of Practice, two case studies, a list of CPD undertaken and planned, and a reference list. **Note that for Senior Fellow, descriptor 3.7 must be evidenced throughout the claim:**

3.7 Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

Reflective account of practice: Write a reflective account of your practice relevant to learning and teaching at higher education level, covering the past 3-5 years. Reference the relevant dimensions of practice for each example, **ensuring that you cover all 15 of the UKPSF dimensions (Areas of Activity, Core Knowledge, and Professional Values).**

Explain your approach to mentoring colleagues and leading change in teaching. Include reflections on your practice and how you have judged its effectiveness. Use in-text citations, and list the full references in Section 4 under **Reference List**.

In this section, you must do the following things:

- Provide evidence of your impact on the teaching practice of others (D3.7)
- Critically reflect how your teaching philosophy has developed (D3.2, D3.3)
- Show engagement with effective learning and teaching practices (D3.1, D3.4)
- Cite pedagogical literature and show how it has informed your practice (D3.5)
- Reflect on key CPD sessions you have undertaken and how it has informed your practice (D3.6)

Case studies: For your case studies, select two different activities or areas of your practice and go into depth to show how you have had an impact on the teaching practice of others. Include supporting evidence, e.g. comments from colleagues you have either mentored or supported in course teams. **Each case study should evidence D3.7 and D3.6** as well as other applicable components of descriptor 3. As with the Reflective Account of Practice, use in-text citations and include the full references in Section 4 under **Reference List**.

There is no fixed format for your case studies. Discussing topics such as 'What did I learn?' and 'Where next?' is a good way to demonstrate reflection. The following sections have been used in successful applications, and may serve as a useful starting point for you:

- What did you do?
- Why did you do it (what were the drivers for introduction)?
- How did you do it (include evidence)?
- What impact did it have?
- What did you learn?
- What will you do next?

Submitting your application

Six weeks before each submission deadline, the ARCHE Team will email to ask you if you plan to submit for the deadline. Please reply to this email, even if you aren't going to submit, as it helps us to plan the number of reviewers we need.

Your application is submitted through Blackboard using Turnitin and Blackboard Assignment. Your submission must be your own work, citing and including references where appropriate (see above Citing Sources). Turnitin Originality Reports are generated for each submission.

If you aren't sure how to submit online, please take a look at guidance on [Turnitin](#) and [Blackboard Assignment](#).

Each submission has a deadline time and date, and you are required to submit your application by this time. The submission link will be available six weeks before each deadline.

There are three steps in submitting:

- **Main application** – Upload the main application form through the Main Application Turnitin link in the Blackboard Organisation.
- **Supporting material** – Upload supporting material such as teaching observation forms and referee statements through the Referee Statement and Supplementary Documents Blackboard Assignment link in the Blackboard Organisation.
- **Departmental statement of support** – Ask your head of department or line manager to email their statement of support directly to felstaff@aber.ac.uk.

Review and decision process

There are several steps to the review and decision process. It will normally take about 10 or 11 weeks from the submission deadline to results being sent to you.

1. **Submission** – You will submit your application form and all supporting materials through Blackboard.
2. **Reviewing** – The ARCHE Team sends all application materials to trained and experienced reviewers within AU. Applications for AFHEA and FHEA are sent to two reviewers, while applications for SFHEA are sent to three reviewers. All reviewers hold at least FHEA. All SFHEA applications are reviewed by SFHEA holders. The reviewers evaluate your application against the UKPSF Descriptors for the relevant category of fellowship (see below). For Senior Fellow, they pay particular attention to how well descriptor 3.7 has been evidenced throughout the claim. They first evaluate your application individually, and then discuss the results jointly to fill in a joint Review form with feedback and scoring on each descriptor as well as a decision to Accept or Refer your application. See the sections on Criteria below for details.
3. **Panel** – The ARCHE Team then forwards a sample of the joint review forms together with all of the application materials to members of the ARCHE Panel. The Panel meets and discusses this sample to ensure that reviewing has been applied consistently. The panel follows the same processes as a university exam board. The

role of the external examiner is to ensure that quality procedures are followed correctly.

4. **Feedback and results** – Once the Panel has approved the decision, the ARCHE Team anonymises the joint Review form and uploads it to the Blackboard course where you can download and read your feedback and scores. The Team contacts each applicant to let you know the result and where to find the feedback. For referred applications, the Team gives you detailed instructions on how to re-apply successfully, based on the reviewer’s and panel’s comments (also see below **Error! Reference source not found.**).
5. **Fellowship award** – After the panel has agreed on the decisions, the ARCHE Team enters details into the Advance HE’s database for all of the successful applications. Panel minutes are reported to the Academic Enhancement Committee (AEC). Only successful applicants are named in the HEA reporting and AEC minutes.
6. **Receiving your certificate** – Once they have processed your details, Advance HE contacts all successful applicants directly with instructions on how to download your certificate from their website.

Criteria for D1 Associate Fellow

Reviewers for D1 Associate Fellow applications will evaluate your application on the descriptors for this category:

- I. Successful engagement with at least two Areas of Activity
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of at least K1 and K2
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

They will also ensure that you have covered all of the essential elements of the application process:

- If a reference is submitted, does the referee broadly corroborate the candidate's account?
- If a teaching observation is submitted, has the applicant reflected on feedback from an observation of their teaching/educational practice?
- Has the applicant provided the teaching observation form from the observation above, showing feedback from the observer?
- Have they critically reflected on how their teaching philosophy has developed, including explicit reference to professional values?
- Have they shown engagement with effective learning and teaching practices?
- Have they cited pedagogical literature to show how it has informed practice?
- Have they reflected on key CPD sessions to show how they have informed practice?

Criteria for D2 Fellow

Reviewers for D2 Fellow applications will evaluate your application on the descriptors for this category:

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

They will also ensure that you have covered all of the essential elements of the application process:

- Does the referee broadly corroborate the candidate's account?
- Has the applicant reflected on feedback from an observation of their teaching/educational practice?
- Has the applicant provided the teaching observation form from the observation above, showing feedback from the observer?
- Have they critically reflected on how their teaching philosophy has developed, including explicit reference to professional values?
- Have they shown engagement with effective learning and teaching practices?
- Have they cited pedagogical literature to show how it has informed practice?
- Have they reflected on key CPD sessions to show how they have informed practice?

Criteria for D3 Senior Fellow

Reviewers for D3 Senior Fellow applications will evaluate your application on the descriptors for this category:

- I. Successful engagement across all five Areas of Activity.
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
- VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

They will also ensure that you have covered all of the essential elements of the application process:

- Do the referees broadly corroborate the candidate's account?
- Has the applicant provided evidence of their impact on the teaching practice of others?
- Have they critically reflected on how their teaching philosophy has developed, including explicit reference to professional values?
- Have they shown engagement with effective learning and teaching processes?
- Have they cited pedagogical literature to show how it has informed practice?
- Have they reflected on key CPD sessions to show how they have informed practice?

ARCHE Panel and quality assurance

The ARCHE Panel meets twice each year to validate fellowship awards given through ARCHE direct application route as well as through the PGCTHE and TPAU programmes. The Panel members are:

- **Chair:** A senior member of staff with in-depth experience of the UKPSF
- LTEU Manager
- ARCHE Coordinator
- PGCTHE Coordinator
- TPAU Coordinator
- One or two Aberystwyth academic teaching staff with senior fellowships
- External examiner from another UK university, who holds a senior or principal fellowship and is involved in operating a similar recognition scheme

Representatives from Advance HE may also sometimes be invited to attend for QA purposes. Where Welsh medium applications have been made, the lead reviewer will be invited to attend.

All reviewers and panel members have been trained and are well-versed in the UKPSF. The ARCHE Coordinator evaluates the quality of the reviews submitted, contacting reviewers where appropriate.

Referrals and appeals

The decision of the panel is final. If your application has been referred, the ARCHE Team will provide you with feedback from the reviewers on the Panel Outcome and a Feedback form with action points for re-submissions. You will also be offered a one-to-one consultation with the ARCHE Team. You can then resubmit at the next most appropriate deadline.

The resubmission must include a completed resubmission cover sheet, indicating how you have addressed the recommendations of the reviewers and panel. Referred submissions are reviewed by the original reviewers as far as is possible and the outcomes recorded on the Panel Outcomes and Feedback forms. All re-submissions are included in the sample of applications sent to the External Examiner.

You may resubmit a maximum of two times. Following this, if an applicant wishes to apply again, they should submit a new, full submission. See below for a diagram of the referral process.

In the event that an applicant wishes to appeal, the appeal can only be made on the basis of failures in the process and not in the decisions themselves. Any appeal will be received by the panel. Appeals must be received within two weeks of notification of the referral decision. If you wish to appeal, please contact felstaff@aber.ac.uk.

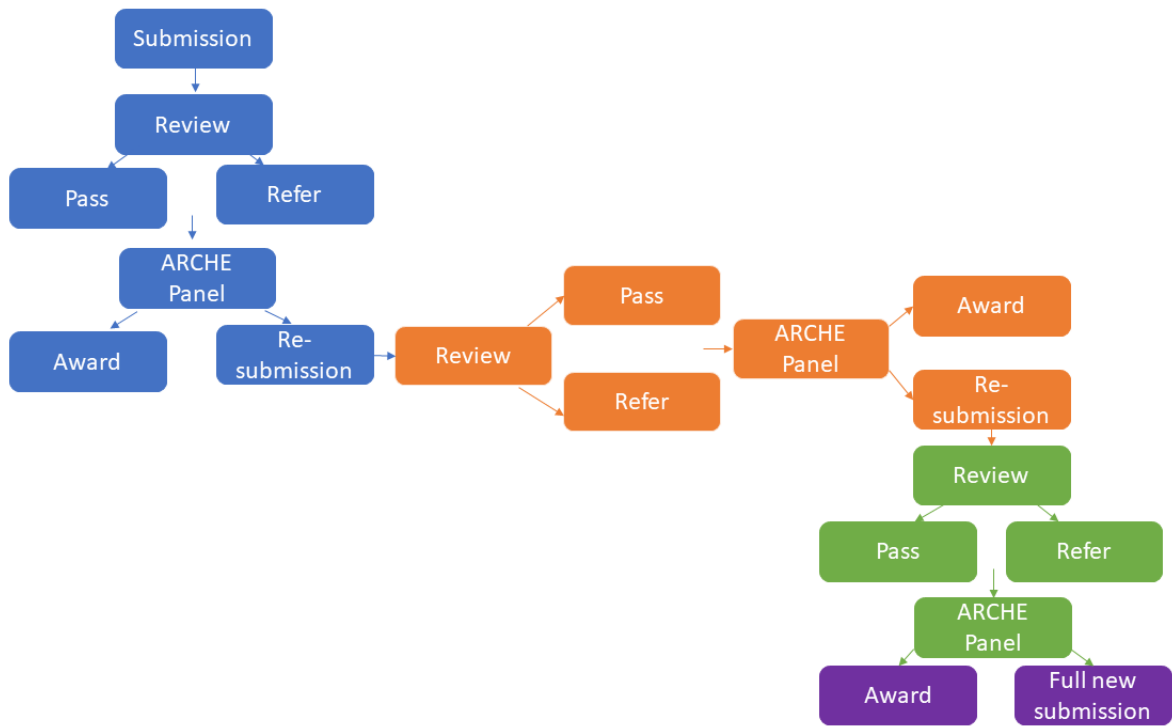


Figure 2: Submission and re-submission process

Next Steps

Update your ABW record

We encourage all fellowship holders to record their category on their Aber People record (see instructions on the [LTEU blog](#)). This ensures that the university has up-to-date information on the number of fellowship holders employed.

Fellowship Code of Practice

All staff who have been awarded any level of fellowship should ensure that they read the [Fellowship Code of Practice](#). This includes the requirement to remain within good standing, defined by Advance HE as 'continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF'. You can do this through a range of activities including continuing to take part in CPD, developing and reflecting on your teaching /learning support, and taking part in departmental or university initiatives relating to learning and teaching.

SFHEA and reviewing activities

If you are successful in gaining SFHEA, we will ask you to take part in the reviewing process. Full training and support are offered by the LTEU. We understand that there are times when this may not be possible, but there is an expectation that SFHEA holders will regular engage in reviewing and reviewer training.

Reading list and resources

Please see the [Aspire reading list for PDM0530](#) (Module 2 of the PGCTHE programme) for a categorised bibliography of pedagogical literature. The core texts below are resource collections in themselves and serve as useful starting points for any literature search.

Fry, H., Ketteridge, S., & Marshall, S. (2015). *A handbook for teaching and learning in higher education: Enhancing academic practice* (Fourth ed.).

Kahn, P., & Anderson, L. (2019). *Developing your teaching: Towards excellence* (Second ed., Effective teaching in higher education).

Pokorny, H., & Warren, D. (2016). *Enhancing teaching practice in higher education*.

Other useful sources include the following:

- Advance HE, [UKPSF](#)
- Advance HE, [Dimensions of the framework](#)

Appendix – Peer observation of teaching form

ARCHE applicants are welcome use this form, another form used in their own department, or the TPAU teaching observations form as you wish.

The information in this form is private and shared only between the observer and the person observed unless both agree to share it more widely. The university only keeps a record that the observation took place, including date, names, module code if applicable, and department.

Pre-observation information – completed by person observed

Name of lecturer / person being observed	Date
Name of observer	Location
Module code	Start time Finish time
Type of session (lecture / seminar / practical, etc)	Number of students
What learning outcomes and aims do you hope to achieve for students in this session?	
What teaching techniques will you use during this session? Include the pedagogical justification for your choices.	
What areas would you like to receive advice and feedback on?	

Observation form – completed by observer

Structure of session (Indicate the time point when the activity changed or an event occurred. If desired, you may make detailed notes on a separate piece of paper and write just the highlights here.)

Clarity of presentation (e.g. Could students read the PowerPoint easily from the back of the room? Could students hear the lecturer's voice clearly? Did the lecturer give clear explanations of difficult concepts? Did the lecturer use a suitable pace of speaking? Etc.)

Student response (e.g. How interactive was the session? How did students respond to the learning activities and/or lecture? Did the lecturer make adjustments based on the students' responses? Roughly, how many students engaged actively in the teaching session? Etc.)

Online course (Look at the module in Blackboard or other online platform. How well is it organised? Is it easy to find materials? Are they well presented? Etc.)

Suggestions and areas for future focus

Strongest aspects of this teaching session

Areas of good practice to share with colleagues

Post-observation reflections – completed by person observed

Which aspects of the observation did you find most useful?

What changes will you make to your teaching in future?

Lecturer signature and date

Observer signature and date