



Advancing Educational Practice

Programme Handbook 2025-26



UNIVERSITY OF
CAMBRIDGE

Cambridge Centre for
Teaching and Learning

Introduction to the Advancing Educational Practice Programme

Overview

The Advancing Educational Practice Programme enables you to extend your understanding of teaching and learning and to develop your practice as an educator at Cambridge. You will explore theories of learning, develop a personal philosophy of teaching and learning, and inquire into approaches to curriculum design, feedback and assessment. The programme is accredited by Advance HE and, if you successfully complete all elements of the programme, you will become a Fellow of the Higher Education Academy.

We will welcome you into a community of educators from various disciplines who are interested in furthering their understanding of teaching and learning and building an effective educational practice. The programme is designed to allow you to explore aspects of your practice with peers and programme tutors.

The Advancing Educational Practice Programme is organised into a series of workshop sessions, each of which has directed reading alongside formative assignments, and professional development exercises that run between sessions.

Who is it for?

This programme is primarily designed for Cambridge educators with substantive teaching and learning support responsibilities. This may include lecturers in the early stages of their career, College Teaching Officers, and early career researchers with substantial teaching responsibilities. It may also include academics on the Teaching and Scholarship Academic Career Pathways, or academic-related and/or support staff with substantive teaching or learning support roles.

Appendix 1 contains a table with examples of the educational roles and practices typical of someone who would qualify for the Description 2 category, Fellow of the HEA. Please consult this table before applying for the Advancing Educational Practice Programme. For FHEA, you will have an integrated approach to teaching and the support of learning in which you provide the structure and direction of course / learning design. Someone working in the D2 category, for example, would be responsible for designing a module or course, learning and teaching activities, assessment and learning outcomes; and/or selecting and developing appropriate teaching approaches and materials for different teaching scenarios (undergraduate supervisions, seminars, lectures). A Fellow of the HEA would also draw from pedagogic research and scholarship in their educational practice, and show a commitment to continuing professional development in relation to teaching, learning and assessment.

Programme aims

The Advancing Educational Practice Programme aims to:

- enable you to critically evaluate teaching, the support of learning, and assessment methods in your subject, drawing on influential theories of learning and curriculum design and on relevant educational literature
- inspire and support you to become reflective practitioners and to articulate your own understanding of teaching, learning, assessment and feedback practices (your 'philosophy of teaching') based on evidence-based practice
- offer a scholarly, evidence-based, practice related approach to professional development in learning and teaching
- support you to pursue your own investigations into and evaluations of your teaching in order to improve your own practice
- help you make a successful application for FHEA

Eligibility and admissions

We welcome applications from University of Cambridge teaching and/or academic-related staff who have recently taken up a permanent contract or a fixed-term contract with teaching or learning support responsibilities that are sufficient to satisfy the programme work. See Appendix 1 for a description of the typical roles and educational practices for Descriptor 2 Fellow of the Higher Education Academy.

All applicants must complete an application form. We make decisions on the basis of whether, at the time of your application, you have the necessary breadth and depth of teaching experience and responsibility that will allow you to achieve the programme learning outcomes and make a successful application for FHEA.

How long does it take to complete the programme?

The Advancing Educational Practice Programme lasts ten months and runs from September to July each academic year. There is an initial introductory session followed by five further sessions, between September and June, as well as teaching observations and tutorials. Participants are expected to submit their final assessed work by July.

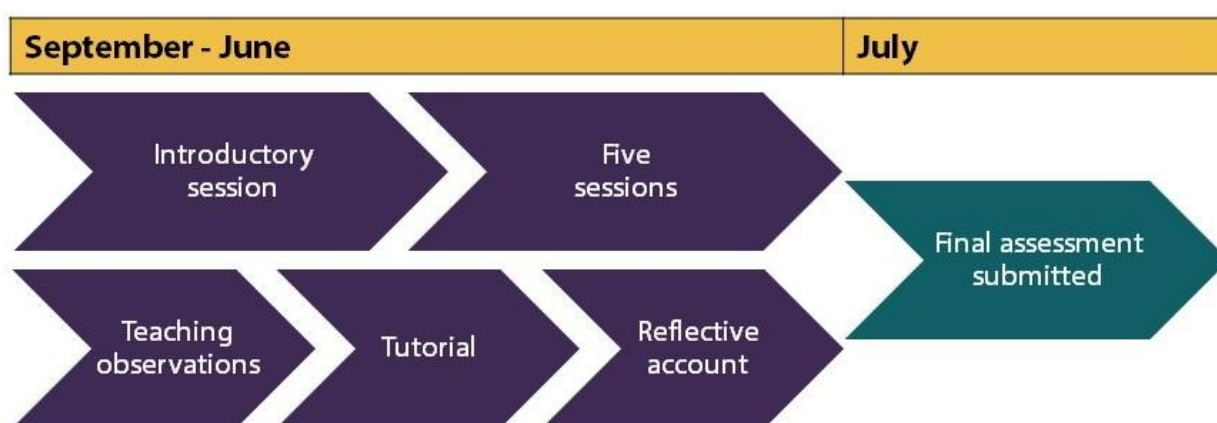


Figure 1 An overview of the Advancing Educational Practice Programme timeline

The Advancing Educational Practice Programme and Fellowship of the HEA

The Advancing Educational Practice Programme has been specifically designed to align with the Professional Standards Framework (PSF), Descriptor 2. Successful completion of the programme, which includes writing a Reflective Account of Practice (RAP), leads to the award of Fellowship of the Higher Education Academy (FHEA). FHEA is typically seen as equating to a teaching qualification for experienced staff working within higher education.

The Professional Standards Framework

The Professional Standards Framework (PSF) is a globally recognised framework for benchmarking effective teaching and learning support within higher education. Developed by the Higher Education Academy (HEA) (now part of Advance

HE), the PSF describes the areas of activity that HE practitioners may be involved in, the core knowledge that is needed to undertake this activity effectively, and the professional values that would underpin an individual's educational practice (the 'Dimensions' of the PSF).

The PSF recognises the diversity of roles in HE educational practice and therefore has four descriptors: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. The Advancing Educational Practice Programme has been designed using Descriptor 2 of the PSF -- Fellow of the Higher Education Academy (FHEA). Fellows are individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions of the PSF. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

D2.1	Use of all five Professional Values
D2.2	Application of all five forms of Core Knowledge
D2.3	Effective and inclusive practice in all five Areas of Activity

Figure 2 PSF Descriptor 2

Professional Values

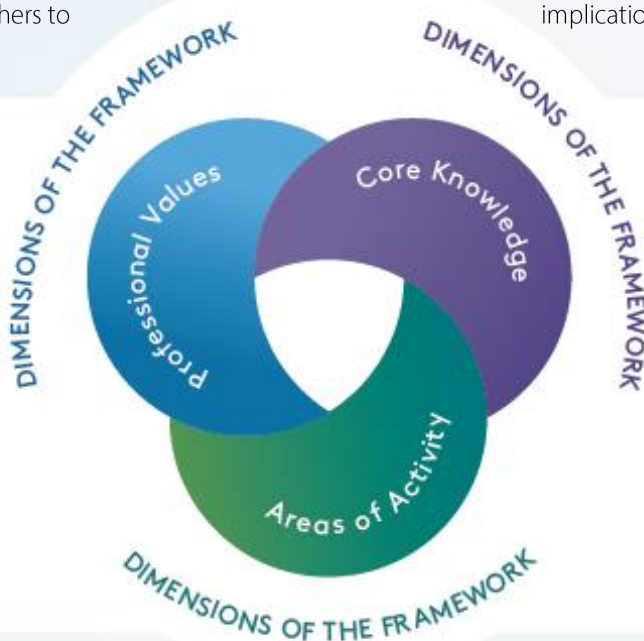
In your context, show how you:

- V1** respect individual learners and diverse groups of learners
- V2** promote engagement in learning and equity of opportunity for all to reach their potential
- V3** use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4** respond to the wider context in which higher education operates, recognising implications for practice
- V5** collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

- K1** how learners learn, generally and within specific subjects
- K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3** critical evaluation as a basis for effective practice
- K4** appropriate use of digital and/or other technologies, and resources for learning
- K5** requirements for quality assurance and enhancement, and their implications for practice



Areas of Activity **In your context, demonstrate that you:**

- | | | |
|---|---|--|
| A1 design and plan learning activities and/or programmes | A3 assess and give feedback for learning | A5 enhance practice through own continuing professional development |
| A2 teach and/or support learning through appropriate approaches and environments | A4 support and guide learners | |

Figure 3 The PSF Dimensions of the Framework

Programme structure and learning outcomes

Session 1

Introduction to the Advancing Educational Practice Programme

OVERVIEW

In this initial session, participants will be introduced to the Professional Standards Framework and explore how the development of their educational practice in the Advancing Educational Practice Programme maps to the Framework. The induction will also focus on two key elements that inform the programme: 1) how

to become a critically reflective practitioner; and 2) how to investigate and evaluate teaching practice and to produce evidence of the effectiveness of one's practice.

Participants will write an opening reflective statement on their existing teaching and learning practices and a brief case study which showcases an example of their effectiveness as a teacher.

INTENDED LEARNING OUTCOMES

By the end of this session, you should be able to:

- Discuss the Professional Standards Framework
- Begin to use critical reflective practice in your teaching development
- Understand some methods for evaluating your teaching practice

Mapping to the PSF:

The major dimensions addressed in the session are K3, K5, V4, V5

Session 2

The educational environment: how students learn

OVERVIEW

This session introduces the main learning theories informing pedagogy in Higher Education. Participants consider what makes students learn effectively, both generally and in their own disciplines, and reflect on their own teaching and what they do to support effective

learning. They also explore approaches to assessing students' learning and the learning environment. Participants will be expected to complete a reflective assignment on learning theories and how they influence their own approaches to designing teaching and learning activities.

INTENDED LEARNING OUTCOMES

By the end of this session, you should be able to:

- Consider characteristics of effective learning from personal and discipline specific perspectives
- Discuss key features of selected theories of learning, and their implications for teaching and learning
- Critically consider how theories of learning might inform your own practice
- Discuss teaching strategies that seek to encourage deeper and active approaches to learning
- Apply theories of learning in designing teaching and learning activities

Mapping to the PSF:

The major dimensions addressed in the session are A1, A2, A4, K1, K2, K4, V1

Session 3

Developing your teaching philosophy

OVERVIEW

In this session, participants begin to take a scholarly approach to developing their teaching philosophy and to mapping this onto the Professional Standards Framework. They will critically reflect on the predominant teaching and learning methods in their disciplines. They will also evaluate these methods and their own practice against the key educational principles of inclusive teaching and learning. Participants will

be expected to produce a draft teaching philosophy in which they present reflections on their changing teaching and learning practices as informed by key educational principles, by an evidence-based approach to mapping their practice against the PSF, and by reflection on practice. As an addendum to this teaching philosophy, they will also conduct a literature review of 3-4 references of teaching and learning in their discipline.

INTENDED LEARNING OUTCOMES

By the end of this session, you should be able to:

- Critically reflect on a range of teaching and learning methods used in your discipline
- Discuss how/whether these approaches foster active or deep learning among students
- Critically evaluate your own practice informed by research on and principles of inclusive teaching and learning
- Articulate how you are developing your personal philosophy, drawing on the PSF, engagement with reading assignments and reflections on educational practice

Mapping to the PSF:

The major dimensions addressed in the session are A1, A2, A4, A5, K1, K2, K4, V1, V3, V5

Session 4

The outcomes of learning: what do we want our students to learn?

OVERVIEW

This session introduces constructive alignment, learning outcomes and other learning and curriculum design theories to help participants deepen their understanding of and develop practical approaches for designing well-structured and inclusive learning environments.

This session also highlights the links between high quality formative feedback, assessment for learning and student achievement of learning outcomes. Participants will produce a reflective description of their current approaches to course design and to feedback and assessing for learning. They will receive constructive feedback from their peers on this assignment.

INTENDED LEARNING OUTCOMES

By the end of this session, you should be able to:

- Critically evaluate the principles of 'constructive alignment' and alternative approaches to course / curriculum design
- Identify key features of effective learning environments, drawing on readings and the PSF
- Describe the characteristics of high-quality feedback
- Evaluate the role of formative feedback in ensuring that students understand and reach learning outcomes
- Reflect on approaches to curriculum design

Mapping to the PSF:

The major dimensions addressed in the session are A1, A2, A4, A3, K1, K2, K4, K5, V1, V2, V5

Session 5

Course design: assessment, teaching and learning

OVERVIEW

This session further explores constructive alignment and theories of course design along with a focus on the links between assessment and feedback. Participants explore key principles

to make assessment fair and effective for learning, different methods of assessment (self, peer, group), and the benefits of diversifying assessment tasks. Participants will have an assignment related to assessment design.

Intended Learning Outcomes

By the end of this session, you should be able to:

- Critically evaluate the links between teaching and learning activities and assessment
- Explain the difference between summative and formative assessment and discuss their purpose in course design
- Be able to recognise and apply key inclusive assessment principles to make assessment fair and more effective for learning
- Critically evaluate how respect for individual learners and diverse learning communities can be addressed at the level of course design
- Plan an evaluation strategy to support ongoing course redesign
- Critically appraise your own and your peers' draft course designs, drawing on your personal philosophy, educational research and scholarship, and the PSF

Mapping to the PSF:

The major dimensions addressed in the session are A1, A3, K1, K3, K5, V1, V3, V4, V5

Professional development exercises: peer and tutor teaching observations

OVERVIEW

In this formative and reflective exercise, participants will have their teaching observed by a peer on the programme and by their tutor, who will both provide feedback on their teaching practice. Participants will also observe a peer teaching and provide feedback to them. This exercise is self-directed with participants themselves arranging the observations. The tutor's observation will be followed by a tutorial

during which participants will receive oral and written feedback, discuss their teaching practice and begin to consider how they will continue professional development beyond the programme. Following the tutorial, participants will produce a written reflective account on the observation and the tutorial, and they will also make a plan for or critically reflect on their current practice of eliciting feedback from students and assessing the progress of their students' learning.

INTENDED LEARNING OUTCOMES

By the end of these exercises, you should be able to:

- Constructively appraise your own and others' teaching practice
- Critically investigate how you elicit feedback from students and practice different approaches to assessing for learning
- Develop teaching and learning practice that is informed by reflection and evidence-based educational principles

Mapping to the PSF:

The major dimensions addressed in the session are A1, A2, A4, A5, K2, K3, K5, V3, V5

Session 6

Your 'Reflective Account of Practice'

OVERVIEW

This final session will support participants in completing the Advancing Educational Practice Programme's final assessment, a Reflective Account of Practice (RAP), which is structured around the five Areas of Activity required for Advance HE's Descriptor 2 (Fellowship of the Higher Education Academy):

- A1 – Design and plan learning activities and/or programmes
- A2 – Teach and/or support learning through appropriate approaches and environments
- A3 – Assess and give feedback for learning
- A4 – Support and guide learners
- A5 – Enhance practice through own continuing professional development

Throughout these five sections of the RAP, your evidence must also incorporate use of all five Professional Values and application of all five forms of Core Knowledge.

The RAP will build upon the formative assignments completed throughout the programme. Ahead of this session, participants will submit a draft of their RAP to peers and their tutor. During the session, tutors will facilitate the sharing and discussion of tutor and peer feedback on individual drafts. Participants will then be able to review this feedback ahead of final submission of the RAP.

INTENDED LEARNING OUTCOMES

By the end of these exercises, you will have:

- Received feedback from peers and your tutor on your RAP
- Provided feedback to peers on their RAPs
- Critically evaluated how well your account maps against the PSF criteria
- Identified priorities for incorporating peer and tutor feedback into the final draft of your account

Programme dates 2025-26

Date	Session	Time
Thursday 18 September	Introduction to the Advancing Educational Practice Programme	3.00 – 4.30 pm
Thursday 6 November	The educational environment: how students learn	2.00 – 5.00 pm
Thursday 15 January	Developing your teaching philosophy	2.00 – 5.00 pm
Thursday 12 March	The outcomes of learning: what do we want our students to learn?	2.00 – 5.00 pm
Thursday 7 May	Course design: assessment, teaching and learning	2.00 – 5.00 pm
Thursday 4 June	Your Reflective Account of Practice (RAP)	2.00 – 4.00 pm
Friday 3 July	Submission of final assessment (RAP)	

All sessions will be held in the [Student Services Centre](#), Bene't Street, Cambridge CB2 3PT. In addition to the dates above, participants will also need to schedule teaching observations with their tutor and a peer, and a tutorial with their tutor, at some time within the course of the programme (between October and June).

Assessment and Advance HE accreditation

The Advancing Educational Practice Programme places great value on formative assessment and feedback practices. All participants complete formative assignments, engage in formative self-assessment and peer assessment, and receive written feedback from tutors and peers throughout the programme. To complete the programme successfully, you will prepare and submit a Reflective Account of Practice (RAP; ~3,000 words) in which you evidence *all* PSF criteria as well as a breadth and depth of effective practice in teaching and/or support of high-quality learning. You will demonstrate evidence-informed practice, cite relevant scholarly work and write reflectively on your educational practice. The RAP is double-marked by the Advancing Educational Practice Programme tutors, and all participants receive written feedback following summative assessment.

Marking process and quality assurance

You should submit the assessment form and accompanying cover sheet via upload to the Advancing Educational Practice Programme Moodle site by the scheduled due date.

The RAP is double-marked by two members of the Tutor Team. To avoid any perceived conflict of interest, your tutor does not mark your assessment. All Advancing Educational Practice Programme assessment is marked on a pass / refer basis as indicated below:

Marker 1	Marker 2	Outcome
Pass	Pass	Pass
Refer	Refer	Refer
Pass	Refer	Markers confer and agree an outcome. If agreement is not reached, the assignment will be included in the sample for moderation by the External Assessor.

Figure 3 Advancing Educational Practice Programme assessment marking process

A sample of assessments is reviewed by our External Assessor, who is responsible for ensuring the appropriateness and consistency of internal decision-making such that the criteria of Descriptor 2 are reliably met before Fellowship is awarded. The sample of assessments for moderation is 20% of all assessments or 6 assessments, whichever is greater, plus any

assessments marked as 'refer'. The sample includes assessments across the tutor team.

The role of the External Assessor is to consider and comment on the level of work achieved in relation to the category of Fellowship and the appropriateness of teaching, marking and assessment methods, and to evaluate and compare the standard achieved with that of

other higher education providers in the country. The External Assessor holds at least Senior Fellowship of the Higher Education Academy.

The External Assessor, Advancing Educational Practice Programme assessors and Advancing Educational Practice Programme director attend an Assessors' Panel, which serves to confirm that due process has been followed in reaching Fellowship judgements. The External Assessor provides a verbal report and the Advancing Educational Practice Programme director reflects on successes and challenges during the year, including participant feedback. The function of the meeting of the Assessors' Panel is to:

- Comment on the level of work achieved and the appropriateness of the assessment methods used

- Compare the standard achieved with that of other higher education providers elsewhere in the country
- Consider the appropriateness of marking and assessment methods used
- Reflect on updates or changes in assessing at Descriptor 2

Following the Assessors' Panel meeting, the External Assessor submits a written report, to which the Advancing Educational Practice Programme director prepares a written response. The report and response are included in an Annual Report on Advance HE-accredited provision to the General Board's Education Committee, and they are also fed back to the Advancing Educational Practice Programme tutor team as part of the team's cycle of review and development.

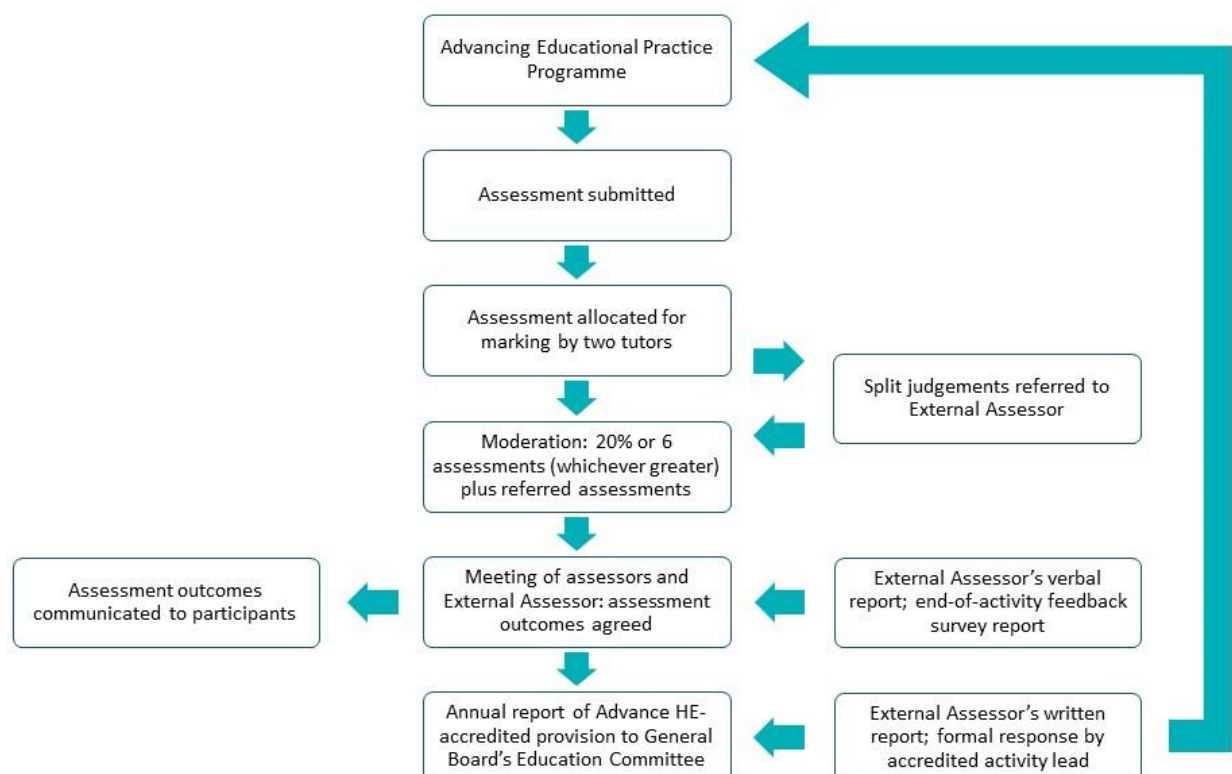


Figure 4 The assessment process, including quality assurance and quality enhancement

Authentication of practice

As part of the Advancing Educational Practice Programme, and as a requirement of the programme's accreditation by Advance HE, your teaching will be observed by your tutor, as described under 'Professional development exercises: peer and tutor teaching observations' (p. 10). This tutor observation serves as an 'authentication of practice'.

Your observation can take place at any time during your engagement with the programme, and the kind of teaching practice observed is chosen at your discretion, although we advise that you select something upon which you would value receiving constructive feedback. The purpose of the observation is developmental, and the observation is not formally part of the programme's summative assessment. However, your tutor will confirm with the programme director that the observation has taken place, and you will be responsible for uploading a 'Record of Teaching Observations' form (Appendix 2) to the programme Moodle site. You will not be able to complete the programme or submit the summative assessment without a completed teaching observation which confirms authentication of practice.

Academic conduct

The Advancing Educational Practice Programme adheres to the University of Cambridge's definition of academic misconduct and expects academic integrity and scholarly conduct from all participants. Cases of academic misconduct will be investigated according to the University's guidance and policies.

Feedback

Feedback on the summative assessment will be provided within four weeks of the date of submission. Where a summative assessment has

been referred, the feedback will include an explanation for the referral and guidance on what needs to be addressed to achieve a pass.

Re-submission

Those whose summative assessments are referred will receive detailed feedback from the markers (Appendix 5) and have a chance to re-submit and be re-assessed within six weeks of receiving notification of the assessment outcome. If the re-submission is still deemed inadequate, it will constitute a fail and the participant will not complete the programme.

Appeals and complaints

Where an assessment submission is judged as fail by the assessors, you may request a review on one of the following grounds:

- A procedural irregularity in the assessment process which has adversely affected your assessment results
- Demonstrable bias, or the perception of bias, within the assessment process

Please note that appeals may not be made against the exercise of academic judgement, which includes confirmation of eligibility to receive HEA Fellowship on completing of the Advancing Educational Practice Programme. Contact your tutor or the programme director to commence an appeal.

Archiving of personal data

Advance HE requires that we maintain an archive of written applications, outcomes and feedback to applicants for a period of three years from the point at which assessment outcomes are communicated. Applicants can request access to their own data from the programme director of the Cambridge Recognition Scheme. All documentation will be stored and disposed of in line with [Cambridge's Data Protection Policy](#).

Advancing Educational Practice Programme support

The programme team

The Advancing Educational Practice Programme is led by a programme director and a team of tutors who are available for support, advice and guidance throughout the programme. All programme tutors hold Senior Fellowship of the Higher Education Academy and have extensive experience in professional learning related to educational practice.

Peer learning groups

All Advancing Educational Practice Programme participants are assigned to an interdisciplinary peer learning group of 5-6 people for the duration of the programme. All formative assignments completed for the sessions and the initial draft of the RAP will be shared with and

reviewed by peers in this group. All participants are responsible for providing peers with feedback on their work, and all will benefit from feedback received from their peer learning groups. During the sessions, the peer learning groups engage in discussions, exchanges of feedback and practice-sharing.

Your tutor

Each participant will be assigned a tutor who will provide bespoke support and feedback on assignments throughout the programme. Participants' tutors will observe their teaching, meet with them for tutorials, and facilitate their peer learning groups. Participants are encouraged to discuss teaching and learning practices and to seek advice or guidance from their tutor.

Continuing your professional development

Maintaining good standing is an Advance HE requirement. It is expected that once awarded a level of Fellowship, an applicant will continue to work according to their level of Fellowship and aim to expand their practice beyond this level. Below are some suggestions for your continuing professional development.

Peer engagement

Participants in CCTL's teaching programmes regularly identify meeting with colleagues and discussing approaches to teaching and supporting students as one of the most useful aspects of the programmes. Following your successful completion of the Advancing Educational Practice Programme, you may choose to make peer engagement a regular part of your teaching and learning practice. This could involve peer observations of teaching with colleagues in your Department and/or College or informal discussion groups on topics related to your educational practice such as feedback, learning activities, assessment or learning design.

CCTL events

Keeping up-to-date with your educational development could include attending or presenting at teaching & learning events, such as CCTL's Cambridge Teaching Forum. These annual events provide for a for Cambridge academics to share and discuss educational practice.

Participants may, for example, present individual talks on their teaching or support of learning, participate in panels focused on specific themes, and/or design a poster related to teaching & learning. CCTL also offers a wide [range of workshops](#) to support continued educational development.

Writing a case study

CCTL facilitates the [sharing of educational practice](#) across the collegiate University. You could draft a case study of your experiences teaching and supporting learning at Cambridge. This may include a focus on your undergraduate supervisory practices, the learning activities that are particularly effective in your discipline, the feedback practices you use with students, your approach to course/module design, or effective practices you use in lectures or seminars.

Advance HE Fellowship and becoming an assessor

CCTL coordinates the Cambridge Recognition Scheme, which is accredited by Advance HE against Descriptors 1-3. The Recognition Scheme offers a route for those who have educational leadership experience to gain recognition at Descriptor 3 (Senior Fellow of the HEA), as well as supporting and recognising the development of colleagues at Descriptors 2 and 1.

Appendices

- Appendix 1: Descriptor 2 Fellow of the Higher Education Academy
- Appendix 2: Teaching observations record form
- Appendix 3: Reflective Account of Practice – fellowship assessment template
- Appendix 4: Reflective Account of Practice - assessment and feedback template
- Appendix 5: Reflective Account of Practice - record of assessor decisions template
- Appendix 6: Reflective Account of Practice – panel outcome and feedback template

Appendix 1: Descriptor 2 Fellow of the Higher Education Academy

Description

Fellows of the HEA have a breadth and depth of practice with learners which enables them to evidence all Dimensions of the Professional Standards Framework. Fellows demonstrate effectiveness of practice in teaching and/or support of high-quality learning through:

- D2.1 – Use of all five Professional Values
- D2.2 – Application of all five forms of Core Knowledge
- D2.3 – Effective and inclusive practice in all five Areas of Activity

Typical role

This programme is primarily designed for Cambridge educators with substantive teaching and learning support responsibilities, such as:

- a. Early-career academics
- b. College Teaching Officers
- c. Academics on the Teaching & Scholarship Academic Career Pathway
- d. Academic-related and/or support staff with substantive teaching or learning support roles

Examples of educational practices

- Learning design of a module or course
- Identifying the learning needs of individual students and drafting appropriate learning outcomes
- Designing alignment between module / course material, learning and teaching activities, assessment and learning outcomes
- Selecting and developing appropriate teaching approaches and materials for different teaching scenarios (undergraduate supervisions, seminars, lectures, etc)
- Using appropriate technologies to support teaching, learning and assessment
- Designing and using relevant assessment tools and criteria for both formative and summative assessment
- Using effective feedback practices with students and guidance on building feedback literacy
- Using reflective practice to develop educational practice (e.g. seeking out peer and student feedback, gauging the effectiveness of teaching and learning design)
- Participating in peer networks to improve educational practice
- Developing and using quality assurance processes
- Engaging in continuing professional development

For a detailed exploration of different practices which could be used to evidence each of the Dimensions of the PSF, we recommend looking through the Advance HE [D2 Guide to the PSF 2023 Dimensions](#), pages 13-49.

Appendix 2: Teaching Observations Record Form

Record of Teaching Observations

All Advancing Educational Practice Programme participants will have their teaching observed by a peer on the programme and by their tutor, who will both provide feedback on their teaching practice. Participants will also observe a peer teaching and provide feedback to them. This exercise is self-directed, with participants themselves arranging the teaching observations. Once you have completed all teaching observations, please upload this document to the Advancing Educational Practice Programme Moodle within the 'Observations and Tutorials' section.

	Name of peer / tutor	Date
Observation by peer		
Observation of peer		
Observation by tutor		
Tutorial with tutor		

Appendix 3: Fellowship Assessment Template – the Reflective Account of Practice



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Fellowship Assessment

Before you submit your assessment, please complete and sign this coversheet.

Feedback will be sent to you electronically. An electronic copy of your Reflective Account of Practice (RAP) will be retained for one year after the Assessors' meeting at which it is considered.

Candidate details

Name	
College (if applicable)	
Faculty / Department (if applicable)	
Contact email address	

Context statement (300 words)

Provide a brief summary of your teaching and/or support of learning experience, including your current role and responsibilities in teaching and/or support of learning. Focus on your current or recent practice, which should be within the last 3 years.

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Statement of good academic practice

In signing this cover sheet, I declare that, apart from properly referenced quotations, this assessment is my own work and has not been submitted previously for any other assessed course.

Permission to share account: please delete as appropriate

1. I do / do not give permission to the Advancing Educational Practice Programme to share my RAP (anonymised) with future RAP writers
2. I do / do not give permission to the Advancing Educational Practice Programme for extracts from my RAP (anonymised) to be used in workshops as examples of RAP writing and/or teaching practice

Signature:	Date:
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Reflective Account of Practice

For D2 (Fellowship) your Reflective Account of Practice needs to evidence *all* the Dimensions of the Professional Standards Framework, as appropriate to your context. Applicants for Fellowship of the HEA must demonstrate a **breadth and depth** of **effective** practice in teaching and/or support of **high-quality** learning, through evidence of:

D2.1 – **Use** of all five Professional Values

D2.2 – **Application** of all five forms of Core Knowledge

D2.3 – **Effective and inclusive practice** in all five Areas of Activity

The Reflective Account of Practice is structured around the five Areas of Activity, but across these five sections, your evidence must also incorporate the Professional Values and Core Knowledge.

Word count: around 600 words each section; total word count 3,000 + 500 for references/citations.

When drafting the first four sections, you may wish to reflect on the following points:

- Describe your teaching choices and approaches
- Explain why you make those choices or use certain approaches
- Explain how you know that your teaching choices and approaches actually support student learning and/or have an impact on students / yourself / your institution
- Consider any changes you have made as a result of evaluating your effectiveness

Evidencing Area of Activity 1: Design and plan learning activities and/or programmes

Area of Activity 1 is about how you plan and prepare learning activities, more extensive sessions and/or sets of sessions (such as modules or programmes). It is important to select examples which enable you to demonstrate that your practice is effective, inclusive and supports high-quality student learning.

Your examples will be specific to your context, and could involve very different group sizes and environments: online, in an office setting, libraries, lecture halls, laboratories, fieldwork, resource packs, virtual learning environments, open learning materials, etc. These factors may well have influenced your planning decisions.

Write here

Evidencing Area of Activity 2: Teach and/or support learning through appropriate approaches and environments

This Area of Activity is about your direct engagement and interaction with learners as you teach and/or support learning. This could be in groups or individually, face to face or remotely, formal or informal. Depending on your context, your practice might be based in formal, timetabled sessions or it might be outside of scheduled classes and more informal in nature.

You will need to explain how you make the most of and manage the learning environments you encounter, foregrounding the pedagogical and/or support strategies you deploy to meet your learners' needs. You will also need to explain why your particular approaches were appropriate for your learners in specific contexts, and how you knew they were effective.

Write here

Evidencing Area of Activity 3: Assess and give feedback for learning

Area of Activity 3 is about your involvement in the assessment of learners' work, achievement and/or progress and the provision of feedback to learners. It prompts you to reflect on how you use assessment and feedback to promote and support high-quality learning. You may also have been involved in the development or consistent application of assessment criteria, in the design of assessment tasks to reflect intended learning outcomes, or in the quality assurance of summative assessment against regulatory bodies.

You do not need to have been involved in the summative marking of student work for academic credit for this Area of Activity; you may have been involved in formal or informal formative assessment practices.

Write here

Evidencing Area of Activity 4: Support and guide learners

This Area of Activity is about actions you have taken to provide students with the support and guidance they need for successful outcomes. You may have guided students to enable academic progression and/or supported them to promote their development and wellbeing.

The provision of learning support and guidance may be your main role, whether providing specialist learner support, facilitating skills development or offering counselling. If you are involved in teaching you might think in terms of support that you provide alongside the teaching of programme content, perhaps referring students to other services, embedding aspects of study guidance within your teaching, or providing additional resources on study skills.

Write here

Evidencing Area of Activity 5: Enhance practice through own continuing professional development

Area of Activity 5 is about how you maintain and develop your capability in teaching and learning support and how this has resulted in effective practice and high-quality student learning.

Being an HE educator involves keeping up to date with the context in which HE is operating, the evolving needs of students, advances in the discipline, current research and scholarship, technological advances, innovations in pedagogy, etc.: a commitment to ongoing professional learning is key to the role. The activities you discuss in this section are likely to be wide-ranging, incorporating both formal and informal approaches to continuing professional development. They might include attending teaching & learning events, engaging in peer observation or mentorship, reading literature, or exploring case studies.

Write here

References / Citations (500 words)

Write the references / citations used in any of the sections here

Appendix 4: Assessment and Feedback Template

Candidate name	
Internal Assessor name	
Date	
PROVISIONAL MARK AWARDED (pass / refer)	
Assessor's comments, to include formative advice:	

FHEA criteria: Professional Standards Framework, Descriptor 2

FHEA recognises a breadth and depth of effective practice in teaching and/or support of high-quality learning. FHEA is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 2 of the [Professional Standards Framework](#) for teaching and supporting learning in higher education.

Professional Values	Accept	Refer
D2.1 Use of all five Professional Values		
Comment:		

Core Knowledge	Accept	Refer
D2.2 Application of all five forms of Core Knowledge		
Comment:		

Areas of Activity	Accept	Refer
D2.3 Effective and inclusive practice in all five Areas of Activity		
Comment:		

Appendix 5: Record of Assessor Decisions

Candidate name						
Outcome of first submission	Pass		Refer		Date	
Assessor 1						
Assessor 2						
Outcome following resubmission	Pass		Unsuccessful		Date	

Assessor judgement and feedback against Descriptor 2 Criteria

After the Assessment and Feedback Template (Appendix 3) has been completed by both assessors, the Programme Manager will complete this review grid, noting both assessors' judgements against each criterion with an X, adding comments, and recording the agreed first Panel Outcome (and, if relevant, second Panel Outcome) above.

The same completed Review Grid is used to review revised applications when participants resubmit; please add second judgement and comments in [blue font](#).

SECTION 1: Review of RAP against Descriptor 2 Criteria			
D2.1 Use of all five Professional Values			
Assessor 1		Pass	Refer
Assessor 2			
D2.2 Application of all five forms of Core Knowledge			
Assessor 1		Pass	Refer
Assessor 2			
D2.3 Effective and inclusive practice in all five Areas of Activity			
Assessor 1		Pass	Refer
Assessor 2			
Do Supporting Statements broadly corroborate the account? (If 'no' add comments below)			
Assessor 1		Yes	No
Assessor 2			

SECTION 2: Record of Panel discussions

SECTION 3: Initial individual Assessor judgement and feedback to referred applicants		Pass	Refer
Assessor 1			
Assessor 2			

If applicants are referred, Assessor 1 completes the Reflective Account of Practice: Panel Outcome and Feedback Template (Appendix 5).

Appendix 6: Panel Outcome and Feedback Template

Candidate name	
Date	

Thank you for submitting your Reflective Account of Practice (RAP). Your RAP has been double-marked by two members of the Advancing Educational Practice Programme Tutor Team. The tutors have carefully considered your RAP and, whilst recognising its strengths, they conclude that it does not currently fully meet the criteria for **Descriptor 2** of the [Professional Standards Framework](#), which forms the basis for the award of Fellowship of the Higher Education Academy.

We appreciate that this is not the outcome you will have wanted but hope that you will find the tutors' feedback below helpful. **We encourage you to revise and resubmit** your application. You have six weeks from receiving notification of the assessment outcome to re-submit your RAP. If the re-submission is still deemed inadequate, it will constitute a final fail and you will not complete the programme.

The tutors' judgement against each of the Descriptor 2 criteria is provided in Section 1. Sections 2 and 3 then provide you with feedback, intended to guide and support you in making appropriate amendments to your RAP to fully meet the Descriptor 2 criteria in a second submission. If you would like to re-submit your application, please highlight in yellow all changes made to your original RAP.

The deadline for submission of your revised RAP is **xxxxx**.

Section 1: Tutors' judgement against Descriptor 2 Criteria

Descriptor 2 Criteria		Pass	Refer
D2.1	Use of all five Professional Values		
D2.2	Application of all five forms of Core Knowledge		
D2.3	Effective and inclusive practice in all five Areas of Activity		

Supporting Statements	Yes	No
Supporting Statements broadly corroborate the account		

Section 2: Feedback summary for first submission
Write here...

Section 3: Key action points for resubmission

Key actions bulleted here after a brief introduction....

-

Section 4: Panel outcome and feedback on revised application

*Please note that this section of the template is only used if submission of your revised application is unsuccessful. If that is the case, the table in Section 1 will be updated to indicate the outcome of the second review process and Section 4 below will provide feedback explaining the final outcome. Please note that if your revised application is unsuccessful, you will be unable to complete the programme.

Write here...