Guide to addressing the criteria for accreditation 2020-21

To be read in conjunction with two other key documents:

1. **Advance HE accreditation policy 2020-21**
2. **Advance HE submission template 2020-21**

Introduction

Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education. Advance HE continues the work of the former Higher Education Academy (HEA) in accrediting programmes for the initial and continuing professional development (CPD) of staff that teach and support learning working in higher education providers globally. Accreditation provides external and independent confirmation that professional development is aligned with the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2011 (UKPSF, 2011).

Advance HE accredits programmes and schemes to professionally recognise individuals for their effective higher education practice through the **HEA Fellowship scheme.**

The accreditation process takes a **participant-facing viewpoint**, so the information provided for participants is a key part of the accreditation submission.

An **institutional commentary** explains the infrastructure which supports the programme(s) and the strategies/systems/processes which lead to a transparent and robust judgement about HEA Fellowship being reached.

Broadly, it is expected that:
1. the institution provides professional development for staff that aligns to the UKPSF, sufficient resource is in place to deliver the accredited provision and there is appropriate management of the quality of fellowships awarded (accreditation criterion 1);
2. the design of the programme ensures that participants will engage with the relevant UKPSF Descriptor and evidence their effective practice to meet its requirements (accreditation criterion 2);
3. participants will be effectively supported to generate appropriate evidence of professional practice (accreditation criterion 3);
4. the relevant UKPSF Descriptor forms the basis for the Fellowship judgement. The review process is clearly defined, fully explained to participants and quality assured (accreditation criterion 4).

Structuring the accreditation submission

Application for Advance HE accreditation is made via a documentary submission within the Advance HE accreditation submission template 2020-21. The submission template supports institutions in structuring their submission to present relevant information required to meet the **four criteria for accreditation** and is subject to an annual update.

The accreditation submission template has five parts A-E; **this guidance document focuses on Parts C-E**:
+ **Part C**: Accreditation criterion 1 - setting the institutional context for the programmes.
+ **Part D**: Accreditation criteria 2-4 – supplementary commentary about each individual programme in turn.
+ **Part E**: Accreditation criteria 2-4 - full participant-facing guidance and appendices.

The aim of this 'Guide to addressing the criteria for accreditation 2020-21' document is to identify the **types of information** that should be provided to address the four accreditation criteria and **where this information should be located in the submission**, i.e. whether information should be included within the participant-facing guidance (Part E) or within the institutional commentary (Parts C and D).

Accreditation submissions are reviewed by three independent peer accreditation panel members. In understanding how to structure a submission, it might be helpful to consider the order in which the submission will be read. Accreditation panel members will first read the institutional context (Part C). They will then read each programme in turn, starting with the participant-facing guidance and appendices (Part E) before reading the supplementary institutional commentary about each programme (Part D). Throughout the submission, please use accessible fonts and page numbers to aid the review process and ensure that any tracked changes/ in-text comments are removed. To ensure consistency of information across documents, time allocation for a final proof-read prior to submission is recommended.

Information should not be duplicated i.e. information provided within the guidance participants receive (Part E) should not be repeated within the institutional commentary (Part D). **Clear signposting/cross referencing** will aid the reader to locate the relevant information easily, i.e. the peer accreditation panel members will review the submission as a whole against the four criteria.

Tables are used throughout the rest of this guidance document to provide a clear comparison of which section of the template (Part D or Part E) should contain the relevant information. **Where appropriate, please use diagrams/tables/infographics/etc. to present information succinctly throughout the submission.**

Advance HE will arrange for a developmental review by an experienced UKPSF Consultant of the **final draft documents** (usually around 4-6 weeks prior to submission); this is an accredited member benefit and please contact accreditation@advance-he.ac.uk to book this well in advance.

Links to the Advance HE accreditation policy 2020-21 included in this guidance

The Advance HE Accreditation Policy 2020-21 sets out the criteria for accreditation, the key requirements and the terms and conditions applying to accreditation. **Please refer closely to the Advance HE accreditation policy 2020-21** and to the **accreditation submission template 2020-21** as you interpret the information within this document.

Cross references to specific sections of the accreditation policy 2020-21 are indicated within the tables where appropriate – this is intended to support all colleagues providing commentary/programme documentation for the submission to check that policy requirements are being met in the information provided.

Other Advance HE guidance documents available to support submissions

There are a variety of other Advance HE guidance documents that member institutions are welcome to use and adapt to support their accredited provision:

+ The Fellowship Category Tool is designed to support individuals to identify the most appropriate category of fellowship to suit their practice and experience; it is freely available for individuals and institutions to use;
+ Links to our direct application resources, including applicant guidance, templates and guidance for referees) are:
    * Associate Fellow guidance documents
    * Fellow guidance documents
    * Senior Fellow guidance documents
    * Principal Fellow guidance documents
+ Five variants of the Dimensions of the Framework guidance document set out typical examples of practice that demonstrate successful engagement with the UKPSF Dimensions at Descriptor 1-3 within different contexts; institutions are welcome to use and adapt these examples in the guidance they create for participants/ mentors/ reviewers to suit the institutional/ subject/ specialist context;
+ Advance HE Fellowship Reviewer Resources including review pro-formas are available on our website: Reviewer guidance and proformas
+ Use of dialogue for Fellowship (Pilkington, 2016) shares good practice in oral assessment for Fellowship;
+ The Annual CPD review summary report on accredited CPD schemes shares current practice across the sector and is available here.

Guidance for information to include in Part C of the submission template

The purpose of this section of the submission is to provide the institutional context which underpins all the programmes submitted (accreditation criterion 1). **This section should be used to:**

+ Set the context for the submission to enable the accreditation panel members to understand the institution's approach to learning and teaching and related key strategic objectives and ambitions;
+ Explain how the institution uses the UK Professional Standards Framework (UKPSF, 2011) and HEA Fellowship to promote good practice in learning and teaching within the institutional context;
+ Explain how Fellowship is embedded within the professional development offered to staff that teach and support learning and articulate any links (if appropriate) to career progression;
+ Set out the structure and rationale for the provision to be accredited. Where the institution has previously been operating accredited provision, this section will also evaluate the previous accreditation cycle and discuss how this underpins the rationale for the provision to be accredited in the next cycle;
+ Make clear the resource that the institution is committing to effectively operate the provision to meet institutional objectives; this includes at different sites/ with different collaborative partners;
+ Set out how the institution will ensure that Fellowship judgements are appropriately quality assured;
+ Explain how the institution will monitor and manage the engagement of the programme teams, assessors/reviewers and staff that support participants (e.g. mentors) in ongoing engagement in CPD relevant to the UKPSF and their role in the Fellowship judgement process.

Please **only include extracts of relevant institutional policy/strategy documents** at the appropriate point in the institutional commentary (Part C) to provide succinct and pertinent information/evidence. **Full policy/strategy documents are NOT required**. For example, **do not include** full policy documents/strategy documents/corporate plans/quality monitoring reports/QAA reviews/agendas or minutes of meetings/External reports, etc. Panel members will not access hyperlinks. Please **do not repeat any information**; cross reference back to the first instance if/where appropriate.

	Commentary for Part C
Brief outline of the institutional context *Cross reference to Policy Section 2.2 and Appendix 1 (Terms and Conditions)*	Provide a **brief overview** of key institutional details relevant to the submitted programme(s); these may include the institution's type/size and structure, number and types of staff and students, discipline specialisms, relationship of teaching/research, etc. If any programme is to be offered on different campus sites, either in the UK or overseas, please include full details of the location and employment status of the participant groups as well as the plans for delivery/management and infrastructure supporting the programme. The Terms and Conditions of accreditation enable HE Providers validating degree programmes at collaborative partner institutions to offer their accredited provision to staff employed at the partner institution, but this must be made explicit within the institutional submission. Accreditation does not cover provision that is for commercial sale. Please refer to the Advance HE accreditation policy 2020-21, Appendix 1 for the full Terms and Conditions applying to accreditation, which sets out the remit of accredited status and the requirements for operation at collaborative partner institutions. If the offer of access to accredited provision will be made available to staff at collaborative partner institutions, this should be outlined in this section. Further detail is asked for in the section for criterion 1d below and within participant guidance, etc. Please note that if an institution wishes to add an additional collaborative partner not named in the accreditation submission after accreditation is awarded, they should access the Advance HE Major/Minor Change to accredited provision process to add additional partners to their accreditation record.

Criterion 1 – institutional commitment	
The institution can evidence a commitment to the continuous professional development of staff that teach and support learning	
1a. Institutional strategies and approaches to the development of staff that teach and support learning align with the UKPSF. *Cross reference to Section 4.1 of policy*	Explain how institutional strategies and policies encourage and motivate staff to engage in opportunities for professional development related to teaching and supporting learning and to achieve HEA Fellowship. Use **selective evidence** extracted from institutional strategies and policies to illustrate the institution's approach to the development of staff that teach and support learning. This could include extracts to demonstrate how the institution is already explicitly utilising/interpreting the UKPSF to promote the development of teaching and learning. For example, you could use **selective extracts** from institutional mission statement/institutional vision/strategy/policy/ethos/principles, etc. and extracts from HR policies and processes related to teaching and supporting learning, such as workforce development strategy/recruitment/reward/PDR/promotion, or other relevant information as appropriate/relevant As Fellowship requires a commitment to ongoing continuing professional development (refer to Advance HE Code of Practice for HEA Fellows), outline the opportunities available to staff to engage in CPD relevant to their practice in teaching and supporting learning, post-Fellowship. Where accredited provision is available to staff at collaborative partner institutions, outline any CPD opportunities available to these individuals post-Fellowship.
1b. There is clear rationale for the proposed accredited programme(s) consistent with the institution's approach to learning and teaching.	Clearly identify the different programmes/schemes in the submission and explain how these articulate to provide optimum initial and on-going opportunities for the wide range of professional development needs of staff that teach and support learning within the specific institutional context (a diagram may be helpful to support the commentary). Where programmes have been previously accredited at the institution, it is expected that a thorough evaluation of the previous accreditation cycle will be part of the rationale presented. This evaluation should include a table setting out the numbers of Fellowships awarded at each category in each academic year over the previous accreditation cycle along with an indication of completion and success rates.

1c. Quality assurance and enhancement of accredited programmes are monitored and managed at an institutional level.	Explain how institutional quality systems/processes will monitor and manage the quality of Fellowship judgements and all aspects relating to quality enhancement across all accredited programmes in line with Advance HE requirements. In this section explain how the quality assurance and quality enhancement cycle relevant to Fellowship operates **at an institutional level** for each programme/scheme. This should include explanation about how the External's formal report (accreditation policy, section 4.6.4) will be considered and responded to. Please use a **diagram of the internal quality systems/reporting structures** that apply to each line of provision to support the commentary. Accreditation criteria 3c, 3d and 4b require the programme team, internal reviewers and mentors to engage in initial training and regular updating activities (e.g. standardisation/calibration of judgements) to ensure that their knowledge and understanding of the requirements of the UKPSF and Fellowship remains current and appropriate. Accreditation criterion 1c requires the institution to explain how it will plan and manage appropriate training and regular updating activities for mentors, reviewers and programme teams and to explain how individuals' engagement in these activities will be **monitored and managed at an institutional level**. This also applies to initial training and regular updating provided for mentors that are based outside the institution; for example, work-based mentors, observers/mentors in partner institutions, etc.
1d. There are sufficient resources in place for each site of delivery to ensure effective and sustainable operation of the programmes appropriate to institutional strategy.	Provide information about the institutional capacity (structures, systems, resources, staff with appropriate fellowship, etc.) in place to deliver the programmes, to support participants and to make sound Fellowship judgements; both relating to provision aimed at participants employed by the institution across all sites and in relation to any offer to collaborative partner institutions. Plans to ensure sustainability for the programme(s) and to meet associated strategic objectives at the institution should be set out. If institutional targets are set for the number of fellows, please set out plans which demonstrate how these targets will be met. Please include a table with future projections of the number of staff expected to participate for the next 2 years (including at each site of delivery) to enable the accreditation panel members to review the capacity in place to successfully operate the provision in line with future plans.

	If partner institutions will be offered access to the provision, include information about which programme(s) and descriptors will be included in the offer **to each partner** and explain how this will operate and be resourced appropriately. Please include a table with future projections of the number of staff at each partner institutions expected to participate on each programme/ at each category of Fellowship for the next 2 years. The programme level arrangements for delivery at multiple sites/to collaborative partners should be included in information provided in Part D of the template for each programme. During the review process accreditation panel members will then be able to interpret any differences in the design of the programme/scheme, mode of delivery, support in place for participants, observation of practice, processes by which Fellowship judgements are reached and any additional fee that applies for Fellowship (please refer to fee information in accreditation policy Appendix 1ii, p.16).

Guidance for information to include in the commentary (Part D) and participant-facing guidance (Part E)

The purpose of Parts D and E is for you to provide information to address accreditation criteria 2, 3 and 4 individually **for each programme presented** for accreditation.

As mentioned on Page 2, accreditation panel members will review the participant-facing guidance prior to reading the supporting commentary in the template. The commentary in Part D should provide information about the infrastructure in place for the programme **it should NOT duplicate information provided to participants and please cross-reference to participant guidance where applicable**. You will see in the guidance notes provided in the tables below that we deliberately indicate what is likely to be explained in the participant-facing documentation (Part E) before indicating what supplementary information should be included in the commentary (Part D).

Where guidance to participants is **on-line** and not in the format of a 'handbook', there is no requirement to create a handbook. However, the Panel will need to see the specific information relating to fellowship on the programme/scheme that is set in the tables below to meet accreditation criteria 2-4. Therefore, we ask that you provide a collation of this specific information in a logical order with an accompanying narrative that explains how this information fits together from a participant-facing viewpoint. Please note that screen shots are of limited use to the Panel as text will be difficult to read and accreditation panel members are looking for the full information required to meet the criteria. As accreditation is a documentary submission and Advance HE records store the final documents accredited for the four-year cycle, hyperlinks to VLE pages or an institution's website are not appropriate.

Appendices should be carefully considered to ensure that only relevant information is submitted in addition to the guidance for participants. For example, a set of separate appendices to accompany a Postgraduate Certificate programme typically includes the following - programme handbook to provide the overview of the programme design, module handbooks including full details of assessment tasks, assessment proformas and possibly mentor guidance. Please ensure that each appendix includes page numbers.

Please note that when referring to 'participant-facing documents', we include within this term key documents such as assessment pro-formas/feedback sheets (where these are not already embedded within the participant guidance), and guidance for other stakeholders such as internal and external reviewers, mentors, work-place supervisors and referees/advocates.

Tables/flow charts/diagrams, etc. are welcomed and please use these to add clarity and aid understanding wherever appropriate.

Reminder

+ Please **do** submit participant handbooks/full participant-facing guidance (e.g. programme/module handbooks, etc.), reviewer proformas and information used by mentors that provides the information identified in the tables below;

+ Please **do not** submit additional information such as programme specifications, module descriptors, session materials such as PowerPoint presentations, marketing materials, staff CVs, full strategy/policy documents, etc.;

+ Please **do not** combine all submission documents into one large file but submit as individual documents; please name the documents appropriately and include a full list in Section E of the submission template;

+ Please also remember to include page numbers in each document. Panel members may choose to print your submission so please use a font size that is accessible and easy to read in hard copy (e.g. minimum size of Arial 11).

Please contact the Advance HE accreditation team if you have any queries (accreditation@advance-he.ac.uk)

Criterion 2 - programme design

The programme is designed to ensure participants utilise the UKPSF to both develop their practice and evidence their success

Criterion element	Participant-facing guidance (Part E)	Supporting commentary (Part D)
2a. The design of the programme provides explicit opportunities for participants to make clear associations between the programme, their practice and the relevant UKPSF Descriptor	Provide guidance for participants to help them determine the most appropriate category of HEA Fellowship and the optimum route for them to achieve this. The guidance should be inclusive for all groups of staff that wish to apply for recognition. Information about the Fellowship Category Tool may be helpful to include along with guidance about the different routes to fellowship available at the institution. Explain that the UKPSF consists of two elements – the Dimensions of the Framework and the four Descriptor statements. The Descriptors incorporate the UKPSF Dimensions and so the **full Descriptor criteria** (and not simply the Dimensions) must be included in the guidance and in the assessment process (e.g. grading criteria/assessment pro-formas/feedback sheets) as these criteria form the basis for the Fellowship judgement. Guidance needs to fully and accurately explain the requirements of the relevant Descriptor(s). The Advance HE Dimensions of the Framework series of documents provide typical examples of successful engagement with the UKPSF Dimensions at Descriptors 1-3 and these documents might be helpful for institutional teams to utilise when constructing guidance for participants. This will help participants to understand how successful engagement with the	If the programme is offered at different sites/to different groups of participants/by different modes of delivery, outline any differences in the design/structure of the programme and opportunities provided for participants (cross reference to information provided for institutional context in Part C). Outline activities/opportunities that articulate with the programme to offer supplementary development (where appropriate) and progression.

Dimensions will be typically evidenced differently at each Descriptor; e.g. Descriptor 3 focuses on evidence of influence and impact on the teaching and learning practices of colleagues.

Explain how the programme/scheme has been designed and structured to enable the requirements of the relevant Descriptor to be met. It should be clear how the UKPSF Dimensions build towards the Descriptor criteria.

The design should incorporate meaningful engagement with the UKPSF; for example, it is likely that sessions/workshops will touch on multiple Dimensions but should only signpost to the key one(s) to help participants to make clear associations between their practice and the UKPSF.

Design of structured taught programmes:

On a structured taught programme, the **programme-level** guidance (e.g. handbook) should make clear the structure of the programme in relation to fellowship. It should explain how the programme has been designed to ensure that participants will engage with all Descriptor criteria by the end of the programme and how the Descriptor will be evidenced in full through module assessment built across the programme. As well as the programme-level information, **module-level** information including full guidance about assessment tasks and their relationship to the Descriptor is required so that it is clear how each element of assessment contributes and combines to meet the relevant Descriptor overall.

	If there are different routes through the programme (e.g. routes to Associate Fellowship and Fellowship within a PG Certificate programme) ensure that these are fully explained so that it is clear what will need to be evidenced and assessed for each award. In each instance the relevant Descriptor must be included in full within the guidance and the assessment process (e.g. Descriptor 1 criteria being explicitly applied in a well-defined assessment process for Associate Fellowship at the relevant point on a PGCert programme).	
2b. The programme accurately reflects the relevant category of HEA Fellowship *Cross reference to Section 4.1.2 and 4.4.1 of policy*	It is key that the requirements of the Descriptor(s) are accurately portrayed and where more than one Descriptor is included within the programme (e.g. programme leading to Fellowship with Associate Fellowship embedded as a first stage or experiential CPD scheme) there is appropriate and explicit differentiation between the distinctive requirements of each Descriptor within the design of the programme. Guidance needs to enable participants to understand the requirements of the relevant Descriptor(s) and how the programme is designed to enable them to meet these requirements within this programme. Guidance needs to clearly reflect that evidence of engagement with the Dimensions will take different forms depending on the Descriptor being evidenced; i.e. the scope/scale of practice and impact on students/ the practices of colleagues will be different. (Please refer to the Dimensions of the Framework guidance documents for examples to illustrate this).	Identify the types of participants expected on this programme and make clear that this programme leads to an appropriate category of HEA Fellowship for these individuals. Explain how it is ensured that participants enrolling onto the programme/applying through the scheme will have sufficient appropriate professional practice in teaching and/or supporting learning (**at an appropriate HE level**) to be able to make a full claim against the requirements of the relevant Descriptor.

2c. The design of assessment ensures that participants will explicitly evidence effective practice to meet the criteria of the relevant UKPSF Descriptor

Cross reference to Sections 4.4.1 and 4.5 of policy | The requirements for assessment should be fully explained so that participants are clear about how the design of assessment enables them to generate evidence of practice which meets the requirements of the relevant UKPSF Descriptor (which provides the assessment criteria for the award of Fellowship). The **Descriptor criteria must be embedded in full in the assessment criteria/pro-formas** used by assessors/reviewers as these criteria are the basis for the award of Fellowship.

Where different forms of assessment are offered, the design of the assessment (e.g. written/ dialogue/ presentation/ portfolio) and **each stage** in the assessment process leading to the award of fellowship **needs to be well-defined** and the purpose of each stage made clear. If the overall assessment has a number of elements, guidance needs to clearly explain how each component enables participants to gather specific evidence which will culminate in a holistic submission to meet the requirements for the category of Fellowship. It should be clear how assessors/reviewers will reach their overall judgements that the requirements for the category of Fellowship have been met.

<u>Design of assessment on structured taught programmes:</u>

If the programme is credit-bearing (e.g. PGCert/module) the relationship between the achievement of academic credit and the award of Fellowship needs to be clearly explained. Where taught programmes have an initial/interim award of Associate Fellowship (D1) prior to Fellowship (D2), the design of assessment at both D1 and then D2 should be | Indicate how the assessment requirements demonstrate equivalence in terms of sufficiency, quality and evidence-based approach to those required by Advance HE for each category of Fellowship within the programme. (Section 4.4.1 Advance HE accreditation policy). Please refer to Appendix 1 below for benchline equivalences for different formats of assessment.

Where accreditation of prior learning (APL/APEL/RPL/etc.) is accepted for part of a programme leading to Descriptor 2, the mechanism will ensure that assessment on the remainder of the programme will articulate with the evidence submitted during the APL process to meet the requirements of Descriptor 2.

Accreditation of prior learning is not permitted in experiential routes to Fellowship.

For programmes which bear **academic credit**, it needs to be clear whether the programme is designed to either integrate or disaggregate the requirements for academic credit and the requirements for HEA Fellowship; either option works for accreditation purposes as long as the programme has been designed to operate in this way and this is clearly articulated throughout the programme documentation:

+ **Integrated**: programme assessment is designed so that the requirements for academic credit and Fellowship are both met simultaneously; the Descriptor criteria are explicitly embedded in the |

clearly explained. Guidance needs to make clear the process by which D1 will be assessed and awarded at the interim point. Guidance needs to also make clear how the programme is designed to evidence the 'broad understanding' required for Descriptor 2; this will also support participants to consider whether progression on to the second part of the programme or a step off point at D1 is most appropriate.

Where a programme has been designed to be part of the Academic Professional Apprenticeship at Level 7 (England only), it is likely that the programme will have been designed with the expectation that all participants enrolling will be aiming to achieve Fellowship (Descriptor 2) as retention and success affect funding. A clear explanation of both the requirements of the APA and the information required for accreditation at Descriptor 2 will be required for participants but the **Advance HE accreditation process is focused on meeting the requirements of the accreditation criteria**. Although programmes may be intended to lead to Fellowship, some institutions may also wish to award Associate Fellowship to a participant leaving the programme at mid-point; if this is likely to be a rare occurrence, teams could consider whether an 'exit handbook' focused on assessment for Descriptor 1 might be developed for these cases as this might mitigate the need for Descriptor 1 to also be fully embedded in the programme guidance and assessment for all participants.

The format and process in place for a resubmission for each form of assessment must be explained.

assessment process for the programme. The External moderates both elements and both fellowship and academic credit are awarded by the examination board at the same point;

+ **Disaggregated**: programmes are designed so that assessment for academic credit and Fellowship are judged separately; the timing of each depends on the nature of the programme, e.g. Fellowship may be awarded part way through a programme or after the completion of the programme. There is a defined assessment process that explicitly applies the Descriptor criteria for the award of Fellowship. Assessment design must make clear the elements of assessment being assessed for fellowship (e.g. programme assessment tasks plus additional fellowship task or stand-alone fellowship task). Design of assessment must include external moderation of the assessment contributing to the award of Fellowship.

Whether assessment for fellowship is integrated or disaggregated, processes must be clearly explained in the participant-facing guidance rather than included as a 'mapping' requiring interpretation.

	Where it is possible to accredit prior learning within a structured programme, guidance need to make clear how this will operate with respect to the requirements of the relevant Descriptor; i.e. participants will need to align their prior learning with the requirements of the Descriptor. Both participants and those assessing must be clear how this prior learning will combine with evidence generated on the rest of the programme to fully meet the requirements of the Descriptor by the end of the programme. Guidance will also make clear how practice will be authenticated (i.e. APL must include authentication of practice).	
2d. Assessment includes a mechanism to authenticate practice *Cross reference to Sections 4.2 and 4.5 of policy*	Participants enrolling onto programmes must have sufficient genuine practice in HE teaching and learning to be able to evidence the relevant Descriptor by the end of the programme and they must be informed about how their professional practice will be 'authenticated' as part of assessment on the programme. For example, where a formal observation of practice by an experienced peer/ member of the programme team provides the means for authenticating practice, there is clarity on the process and its contribution to the programme assessment. Alternatively, where supporting statements by referees/advocates are required to authenticate professional practice, guidance should be provided about how to choose appropriate referees/advocates. There should also be specific guidance on the role that these supporting statements play in the overall claim for Fellowship as well as	Explain how authentication of practice forms part of the assessment process. At Descriptors 1 and 2, formal observation involves a member of the programme team or mentor/expert peer who has current knowledge and understanding of the requirements of the relevant category of Fellowship. A wide range of practice may be observed as appropriate to the context of the individual and category of Fellowship; this is not limited to 'teaching' student groups but should reflect genuine practice and not be a 'simulated' session. Whilst peer to peer observation provides valuable opportunities for development on a programme, this is not accepted as authentication of practice in this instance. For online delivery, formal observation may involve a video recording. Note: where formal observation is used to authenticate practice, please identify in criterion 4b the

the expected format, required content and process for submitting these. *(Advance HE resources may be adapted).*

Participants must be informed about the requirement to provide referees with their final application, portfolio or material for a presentation/dialogue in order to write the supporting statement.

The process of submitting an assessment/application must embed the requirement for participants to confirm that they are submitting their own work. The institution should also explain to participants the measures they have embedded to protect academic integrity. An institutional policy and process should be in place to ensure that potential misconduct can be investigated.

training and support in place for those carrying out observations.

Please note that formal observation of participants' direct teaching is not considered appropriate to provide authentication of the nature of practice expected at Descriptors 3 and 4 (accreditation policy, section 4.2).

Where supporting statements are required to authenticate practice, explain how referees/advocates will be supported to understand the requirements of the UKPSF and the role their supporting statement plays in authenticating practice.

As referees verify and endorse the participant's evidence of practice in line with the requirements of the relevant Descriptor, there must be opportunity for referees to review the full evidence presented; for example, opportunity to review the final written application or to review the evidence which forms the basis of an oral assessment process (such as a dialogue).

Accredited prior learning procedures must include authentication of practice; for example, if a formal observation takes place in the first module of a programme to authenticate practice, either a formal observation or two supporting statements need to be part of the APEL/APL process for participants joining the programme after the first module.

Criterion 3 – support and guidance

The support and guidance provided will enable participants to utilise the UKPSF to develop and evidence their practice

Criterion element	Participant-facing guidance	Supporting commentary in template
3a. Participants are supported to make clear associations between their professional development opportunities, their practice and the appropriate category of Fellowship	Guidance needs to explain the nature of engagement with the UKPSF Dimensions of the Framework **appropriate to the requirements of the relevant Descriptor**. (*The Dimensions of the Framework guidance documents should be useful when writing participant guidance appropriate to Descriptors 1-3).* Guidance should support participants to make explicit links between their practice, the UKPSF and their professional development at the appropriate category of Fellowship. For example, a PGCert programme handbook and/or module handbooks can indicate where meaningful engagement with each Dimension will occur within weekly schedules and formative/summative assessment tasks. The mechanisms in place to provide support to participants (such as a mentorship system/work-place tutoring/peer networks) should be fully explained. If mentors are provided, participants	Outline any strategies which will be implemented to support participants to make links between their development on the programme, their practice and the appropriate category of Fellowship. For example, this could include the format of mentoring or work-place support provided. Confirm that support mechanisms offer equivalent help for participants on all sites/modes of delivery (where appropriate).

	should be informed about how these will be allocated and operate. Any differences in the support offered on different sites or at collaborative partner institutions should be clearly explained. Explain the importance of continuing professional development (CPD) to underpin a career in teaching and/or supporting learning beyond the award of Fellowship. Outline further opportunities for CPD related to the UKPSF post-Fellowship.	
3b. Guidance relating to assessment supports participants to evidence their professional HE practice in line with the requirements of the relevant UKPSF Descriptor *Cross reference to policy Sections 4.2, 4.3 and 4.4*	Participants need to be clearly informed about how the assessment process will generate evidence to meet the requirements of the relevant Descriptor; the Descriptor criteria must be fully embedded in the guidance and assessment proforma(s). If assessment combines different elements/formats (e.g. written element and dialogue), the role and purpose of each element must be clear. Guidance must explain how evidence of practice included in each assessment will combine to cumulatively provide sufficient and appropriate evidence to fully meet the Descriptor criteria (including the process for a resubmission). On a structured programme, a simple tracking index against the Descriptor criteria might help participants to identify where they have met elements of the Descriptor in different modules on a programme and	Indicate ways in which participants are supported to make clear links between their practice, the programme and the requirements of Fellowship. This should include support for different formats of assessment/different sites/ different modes of delivery, etc. For example, there may be opportunity for formative feedback, mentoring support, peer review, etc.

	could be signed off by different module tutors to ensure that the Descriptor is confirmed as met in full by the final assessor. Alternatively, should a self-planning tool be used by participants to track progress, guidance must make clear how this is to be used in conjunction with assessment on the programme and how/ if it will contribute towards the final assessment for Fellowship. Participants progressing towards Associate Fellowship should be provided with specific guidance/support about how to select which two Areas of Activity to evidence (along with K1 and K2 plus associated Professional Values).	
3c. Those with responsibility for the management and operation of the programme hold an appropriate category of HEA Fellowship and can demonstrate continuing development in relation to HEA Fellowship *Cross reference to Section 4.1 and 4.4 of policy*	Information regarding staff Fellowship status may be listed in participant-facing programme handbooks.	Identify the members of the core programme team. Advance HE requires the programme team to hold at least the same category of Fellowship as the programme awards; outline the Fellowship status of key staff managing and operating the programme. Confirm that the programme leader and team members (including those who teach on other sites) engage in appropriate UKPSF-related CPD activities to ensure that participants are supported by staff with appropriate current knowledge and understanding of the UKPSF (2011) and requirements of the relevant Descriptor(s). Explain how the engagement of individuals in this CPD is monitored and managed at institutional level (link to criterion 1c).

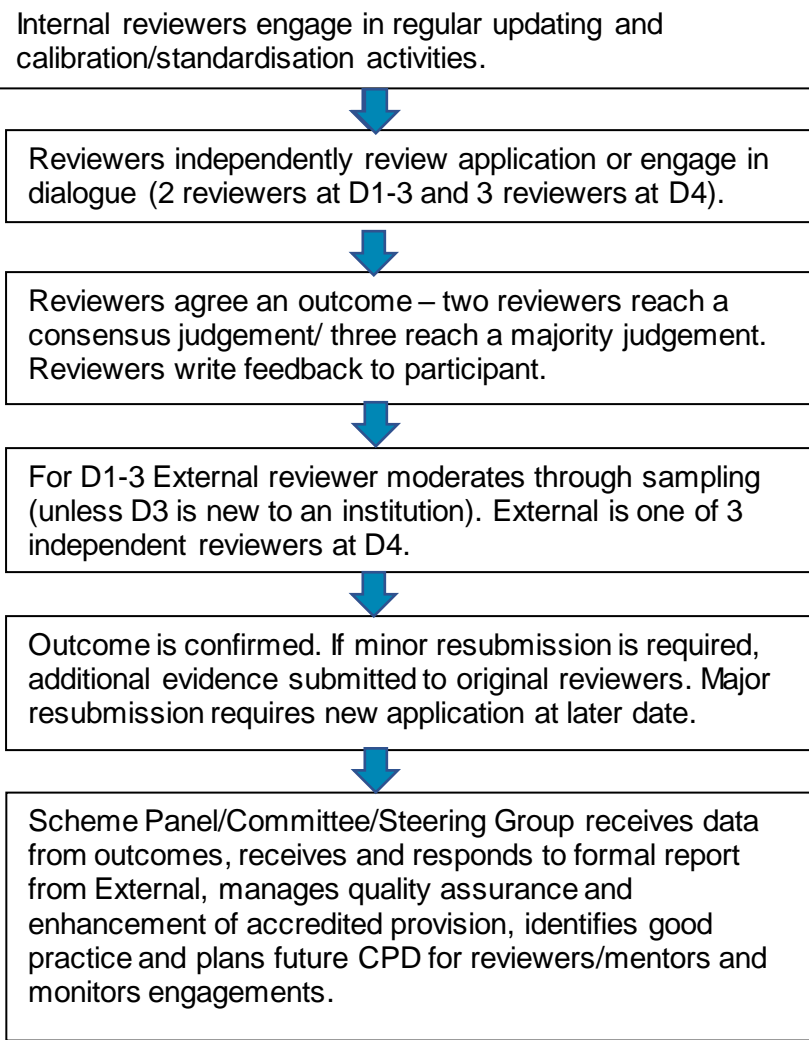| 3d. Those with responsibility for supporting participants can demonstrate current knowledge and understanding of the requirements for the relevant category of HEA Fellowship.

Cross reference to Section 4.1 of policy | Guidance should explain how mentors/ work place supervisors, etc. are allocated and how mentoring/support will operate. Where there is a handbook/distinct guidance provided for mentors relevant to the UKPSF element of their role please include this within Part E. | Outline the approach taken to selecting appropriate mentors/others who support participants (e.g. those undertaking formal observations) and the CPD opportunities/training programmes/regular updating activities, which ensure that these individuals remain current in their understanding of the requirements of the relevant category of Fellowship as appropriate to their role. Explain how the engagement of individuals in this CPD is monitored and managed at institutional level (link to criterion 1c). |

Criterion 4 – Fellowship judgements

The processes through which Fellowship judgements are made are reliable, valid and robust and embed the criteria of the relevant UKPSF Descriptor(s)

Criterion element	Participant-facing guidance	Supporting commentary in template
4a. Judgements are made against the relevant UKPSF Descriptor criteria *Cross reference to Sections 4.4, 4.5 and 4.6 of policy*	**It is highly recommended that a diagram of the assessment/review process is included which clearly defines each stage in the Fellowship judgement process and the timeline involved.** Each stage in the review/assessment process needs to be clearly articulated so that participants will understand how relevant Descriptor criteria are explicitly applied to the evidence of practice submitted in order for assessors/reviewers to reach a judgement about Fellowship. The role of the External should be included in this explanation. Guidance should include details of the expected timeline and mechanisms for feedback as well as all possible outcomes and the basis for these. The process and support in place for resubmission needs to be fully explained. Where a D2 programme has an interim/exit award at D1, it must be clear how the Descriptor 1 criteria are	Fully explain each stage in the process by which the evidence of practice presented by participants is reviewed against the requirements of the Descriptor to reach a final judgement about Fellowship. If the quality assurance processes of an **academic credit-bearing programme explicitly consider Fellowship judgements**, one suitably trained and experienced assessor holding FHEA, SFHEA or PFHEA is required plus internal moderation through sampling in line with institutional policy carried out by a second internal assessor who holds FHEA, SFHEA or PFHEA. Where academic credit-bearing programmes do not have formal institutional quality assurance processes to explicitly consider Fellowship judgements, two suitably trained and experienced assessors, each holding FHEA, SFHEA or PFHEA, are required. **For all other accredited programmes/schemes**, the number of reviewers and their Fellowship status is set

explicitly applied at that point and the steps by which Associate Fellowship is awarded.

If accreditation of prior learning is possible, it needs to be clear how any evidence provided in this process will build into meeting the requirements for D2 by the end of the programme.

out in the accreditation policy (section 4.4.2). A typical review process is as follows:

Internal reviewers engage in regular updating and calibration/standardisation activities.

Reviewers independently review application or engage in dialogue (2 reviewers at D1-3 and 3 reviewers at D4).

Reviewers agree an outcome – two reviewers reach a consensus judgement/ three reach a majority judgement. Reviewers write feedback to participant.

For D1-3 External reviewer moderates through sampling (unless D3 is new to an institution). External is one of 3 independent reviewers at D4.

Outcome is confirmed. If minor resubmission is required, additional evidence submitted to original reviewers. Major resubmission requires new application at later date.

Scheme Panel/Committee/Steering Group receives data from outcomes, receives and responds to formal report from External, manages quality assurance and enhancement of accredited provision, identifies good practice and plans future CPD for reviewers/mentors and monitors engagements.

4b. All individuals involved in the Fellowship judgement process - hold an appropriate category of HEA Fellowship; - are suitably trained to make Fellowship judgements for the relevant category of HEA Fellowship; - can demonstrate current knowledge and understanding of the requirements for the relevant category of HEA Fellowship. *Cross reference to Sections 4.4 and 4.6 of policy*	Assessment proforma(s) need to embed **Descriptor criteria in full** and participant guidance should include these. Please include handbooks/guidance on assessment processes for assessors/reviewers within Part E. The guidance should explain that the Fellowship judgement must be free from any reciprocal external relationship and conflict of interest.	Outline the Fellowship status of assessors/reviewers and the number of assessor/reviewers making Fellowship judgements (for all formats of assessment offered) and how the review process is managed across sites/teams. Outline training programmes, updating activities and mechanisms for ensuring that the programme team remains current in their knowledge and understanding of the UKPSF and the requirements for Fellowship. Confirm the mechanisms in place which ensure that assessors/reviewers engage in appropriate CPD activities to ensure that Fellowship judgements are reached on the basis of current knowledge and understanding of the requirements for assessment of the relevant category of Fellowship. This must include those assessing practice as part of the formal observation process. Explain the procedure(s) in place to recognise and avoid a potential conflict of interest in the judgement process, i.e. perception/possibility of anyone receiving an inappropriate advantage through compromised objectivity (e.g. mentor/coach/team member, etc.).
4c. All judgement processes are clearly defined and supported by clear and transparent documentation	Explain all the stages in the process by which assessment is reviewed and the award of Fellowship made. Use of a diagram for clarity is recommended (as mentioned above in 4a). Use of	Judgement processes and decisions are documented clearly for all modes of assessment; there are mechanisms in place for archiving written applications/recording oral/dialogical assessment in order to facilitate sampling for internal and external

Cross reference to Sections 4.3, 4.4 and 7.3 of policy	feedback from external reviewers/moderators in formulating judgement decisions should be included. Assessment criteria/reviewer proformas are included within the guidance to participants and these embed the Descriptor criteria so that it is clear how the relevant Descriptor criteria will be applied by assessors/reviewers to reach the Fellowship judgement. Explicit information on the timeline for application/submission, review process, outcome and feedback should be included. The process in place should a resubmission be required needs to be explained and include information about the mechanism for support. Guidance should signpost participants to an appropriate internal complaints/appeals process. Participants must also be informed about how an individual might raise a matter of concern relating to an accredited programme in a confidential manner, without disadvantage.	review/moderation. Participants are informed about archiving of personal data and how they might access this during the archive period. APL/APEL arrangements support the evidencing of practice at the appropriate Descriptor. Explain the process in place to enable participants to make a resubmission (if necessary) and explain how this will be reviewed and documented. Participants are clearly sign-posted to the appropriate appeals/complaints procedure and are informed about the procedure for raising a 'matter of concern' in a confidential manner, without disadvantage.
4d. Fellowship judgements are appropriately quality assured. *Cross reference to Sections 4.4 and 4.6 of policy*	Internal and external moderation processes should be explained including how they influence the final judgement decision.	Internal/External moderation processes should be explicit. Moderation sample size should be included and should be appropriate to assure quality. Plans for moderation should consider sampling across the range of different assessors and different outcomes of assessment.

		The terms of appointment and mode of operation of the External(s) in relation to the Fellowship judgement process must be clearly explained and in line with accreditation policy requirements. The mechanism for the External to formally report on the quality of the Fellowship judgement process must be explained and it should be clear how the institution responds to this report. Outline processes in place for monitoring the quality of judgements within institutional assessment committee processes/appropriate quality management meetings, etc. Diagram(s) to clearly define the reporting structure/QA process at programme and institutional level is recommended – link to diagram in 4a above and to accreditation criterion 1c. Outline how participation in external events contributes to quality assurance e.g. Advance HE standardisation events and Accredited Programme Leader Network, etc.
Terms and Conditions *Cross reference to Appendix 1 of policy*	Staff employed by collaborative partner institutions are entitled to access accredited provision but will need to pay an additional fee (*one-off not annual*) for Fellowship to Advance HE if they are not employed by an Advance HE Member Institution when they complete the programme. This fee is 50% of the direct application fee and this **fee needs to be highlighted** within the guidance participants receive. This fee also applies to medical/clinical educators, who are also entitled to access	The full terms and conditions of accreditation are set out in Appendix 1 of the Advance HE accreditation policy 2020-21. Accreditation is available for programmes that are offered for the professional development of an institution's staff that teach and support learning. It does not cover programmes that are offered for commercial sale. Please ensure that the full Terms and Conditions applying to accreditation as set out in Appendix 1 of the

	accredited provision (please refer to Appendix 1, Advance HE accreditation policy 2020-21).	Advance HE accreditation policy 2020-21 are referred to throughout the planning process and closely adhered to within the submission.

Any queries

Please contact the Accreditation Team by email at accreditation@advance-he.ac.uk if you have any further queries.

Appendix 1: Baseline equivalences for typical formats of assessment for fellowship

Section 4.4.1 of the Advance HE accreditation policy 2020-21 sets out that institutions may design the format of the assessment through which fellowship judgements are made but must demonstrate equivalence to the requirements of the **Reflective Account of Practice** in a written direct application to Advance HE for each category of Fellowship. Taught programmes generally require assessment that exceeds this baseline requirement.

The table below is intended to provide institutions with *some* indication about how the baseline requirement for 'equivalence' could be met through oral or portfolio assessment strategies utilised in experiential routes. These are baseline equivalences and not intended to constrain approaches that institutions have found to work well in allowing applicants to fully show how they meet the relevant descriptor.

It is anticipated that oral forms of assessment will also build in additional time for settling in, introductions, etc.

Portfolios of evidence should be limited to a number of key items evidencing practice appropriate the relevant Descriptor and should have a mechanism for participants to articulate how each item relates to the relevant Descriptor criteria as well as the reflective narrative; it is anticipated that reviewers will not need to scrutinise each portfolio item during the assessment process as the mechanism of demonstrating alignment to the Descriptor and the overarching reflective narrative will provide sufficient information to meet the relevant Descriptor.

In addition to the Reflective Account of Practice, Advance HE direct applications also require a Context Statement (up to 300 words) at Associate Fellowship, Fellowship and Senior Fellowship and a Record of Educational Impact at PFHEA. A separate word limit is also included for citations (please see accreditation policy 2020-21, p.7 for full details). Institutions may have other elements within application requirements that sit outside the baseline equivalences; e.g. Role and responsibilities, CV, CPD record, record of peer observation, etc.

Category	Advance HE written Reflective Account of Practice	Oral assessment	Portfolio with written reflective narrative
Associate Fellowship	1400 word limit for Reflective Account of Practice	Pre-submitted evidence plus 15-20 minute dialogue/ presentation with questions	Portfolio of evidence mapped to the Descriptor plus 1000-word written reflective narrative
Fellowship	3000 word limit for Reflective Account of Practice	Pre-submitted evidence plus 25-30 minute dialogue/ presentation with questions	Portfolio of evidence mapped to the Descriptor plus 2250-word written reflective narrative
Senior Fellowship	6000 word limit for Reflective Account of Practice including Case Studies	Pre-submitted evidence plus 45-50 minute dialogue/ presentation with questions	Portfolio of evidence mapped to the Descriptor plus 4500-word written reflective narrative
Principal Fellowship	REI and 7000 word limit for Reflective Account of Practice	Pre-submitted evidence plus 55-60 minute dialogue/ presentation with questions	Portfolio of evidence mapped to the Descriptor plus 5250-word written reflective narrative

Appendix 2: Summary of some common conditions set by accreditation panels in 2017-20

The table below sets out some of the conditions set by accreditation panels over the last three academic years and we recommend that teams consider these as they may help to focus attention on some key areas for development.

Issue	Information required to meet criteria for accreditation
Lack of clarity about assessment processes leading to Fellowship judgements on credit-bearing programmes at D1 and D2	Conditions set generally relate to a lack of clarity about how the criteria of the relevant Descriptor are being applied during the assessment process to reach a Fellowship judgement. Programme/module handbooks may focus on the award of academic credit and it may not be clear to participants how the Fellowship 'element' will be assessed; whereas the focus of the accreditation process is on that element. For programmes which bear academic credit, you will need to make clear whether the programme is designed to either integrate or disaggregate the requirements for academic credit and the requirements for HEA Fellowship; either option works as long as the programme has been designed to operate in this way and this is clearly articulated throughout the programme documentation. For example, in some programmes assessment is designed so that the requirements for academic credit and HEA Fellowship are both met simultaneously and the judgement decision made by the examination board (integrated). Alternatively, other programmes are designed so that assessment for credit and Fellowship are judged separately with a specific judgement process for Fellowship awards (disaggregated). Whichever option is chosen, processes must be made clear to all concerned and information needs to be fully integrated into the guidance around assessment rather than included as a 'mapping' requiring interpretation. Two alternative examples are given below to further illustrate this important point: Example 1 - the assessment on the programme is designed so that the requirements for academic credit and Fellowship are both met simultaneously and the Fellowship judgement made by the programme examination board (credit and Fellowship judgements integrated). In this example, the requirements for the relevant Descriptor are embedded throughout assessment across the programme. In order to assess both credit and Fellowship simultaneously, the grading criteria must visibly embed the requirements of the Descriptor. In this example, therefore, it is not possible to achieve credit without Fellowship and vice versa. The External will

	operate at examination board level and will apply a 'UKPSF lens' to the programme to both moderate assessment and to formally report on QA and QE related to Fellowship judgements made;
	Example 2 – academic credit is awarded at the programme examination board and the Fellowship judgement is made subsequently through a separate process, such as an internal recognition panel/board (credit and Fellowship judgements disaggregated). In this example, the Fellowship judgement is usually based on an additional element *in conjunction* with assessment across the programme; for example a reflective mapping tool may be used alongside the assessment tasks, which enables participants to plan and collate evidence towards meeting the requirements of the Descriptor. The Fellowship judgement is made (separately to the decision about credit) by the recognition panel/board (on the basis of reflective tool plus course assignment work). The External will moderate Fellowship judgements and report on QA and QE via the recognition panel/board.
	The model adopted will be chosen to suit the context of the institution, nature of the programme/participant group, etc. Institutions may also wish to consider how the timing of the assessment process (e.g. examination board/recognition panel meeting) fits with HR processes such as probationary period, period of employment, etc.
	In relation to APA L7 programmes, the Advance HE accreditation process still focuses on the accreditation criteria being met so information about engagement with and assessment against the Descriptor must be explicitly explained in participant guidance (as per the guidance within this document).
Lack of information about the award of D1 and D2 on a credit-bearing programme and insufficient differentiation between these descriptors	Conditions set have generally been as a result of programme information focusing on engagement with each of the UKPSF Dimensions of the Framework without the requirements of the Descriptor being clearly articulated. Guidance should make clear the requirements of the relevant Descriptor, as this is the basis for the award of HEA Fellowship.
	Descriptors 1 and 2 are different to each other in nature and programmes should reflect this distinction; D1 asks for specific engagement with two areas of activity only (plus K1, K2 and associated values). This may be evidenced by someone whose practice is expert but does not cover the full range of the UKPSF (e.g. some experienced professional services staff) or fairly early practitioners who are still developing practice (e.g. postgraduates that teach). In comparison, D2 asks for a 'broad' understanding of engagement with all

	Dimensions of the Framework, which indicates both a wider range of practice and a spiralling of expertise. Guidance which makes the distinction clear will also help participants to identify whether their practice is likely to meet the requirements of D2; i.e. whether progression on the programme towards D2 or step off point at D1 is appropriate for them. Although D1 is often embedded as an interim point on a D2 credit-bearing programme, in order to be accredited this element of the programme must also address accreditation criteria 2-4 and the process for judging and awarding Associate Fellowship must be clear.
Descriptor criteria not explicit in assessment criteria/pro-formas	Frequent conditions have been set relating to the full UKPSF Descriptor criteria not being explicit in the assessment criteria/reviewer pro-formas. Assessment must clearly embed assessor confirmation that Descriptor criteria are fully met for the award of fellowship to be made.
Lack of clarity about assessment processes leading to Fellowship judgements on experiential schemes	From conditions set at Panel, queries from institutions encountering issues when operating review processes and from some Advance HE visits to internal panel meetings, it appears that the judgement processes within accredited CPD schemes may sometimes be over complicated or unclear. All processes must be clearly defined and transparent documentation (e.g. completed reviewer pro-formas and committee meeting notes) must be in place to support the judgement made. **It is highly recommended that a process diagram, which explicitly sets out each stage in the assessment process, is included within the participant guidance for each programme/scheme submitted**. This will ensure clarity for all stakeholders (e.g. participants, reviewers, mentors, External, etc.). This diagram can also show timelines, possible outcomes and opportunities for resubmission, etc. By drawing out the review process in full, the details and the purpose of each stage will be made clear. The accreditation policy sets out the minimum number of reviewers for each category of Fellowship, the role of the External and the requirements for QA and QE relation to criterion 4d at programme level and 1c at institutional level.

Unclear structure in dialogic assessment	Several conditions have been commonly set around different elements related to dialogic assessment. A [report about use of dialogue in Fellowships](#) has been written for Advance HE by Dr Ruth Pilkington and is intended to support institutions to develop and operate best practice in dialogic assessment. Dialogic assessment should involve presentation of evidence prior to the dialogue and a summary guide from the participant about how this evidence aligns with the requirements of the relevant Descriptor. Guidance will support participants to understand what types/forms of evidence may be appropriate to make their claim against the relevant Descriptor. Referees will validate this evidence prior to the dialogue. Full details about the nature of the dialogue itself will be given; for example, participants will be aware of how many reviewers will be present, the types of questioning likely and that the dialogue will be recorded (oral or video – please refer to Section 7.3 Advance HE accreditation policy). The requirements of the dialogue for each category should be differentiated and must display equivalence with direct applications made to Advance HE (Section 4.4.1 of the Advance HE accreditation policy). Resubmission processes need to be set out; for example, opportunity to submit an additional piece of written evidence presented to the original Panel could be offered if requirements are almost met or a full dialogue to a new Panel at a later point if more substantive evidence is required. Submissions will make clear how participants are supported to prepare for a dialogic assessment and how reviewers will be trained to review dialogue. If there is more than one element to the assessment (e.g. written application plus professional conversation) it must be clear purpose the dialogic assessment plays in the overall assessment. The process diagram will help to make this clear.
Issues relating to the distinctive nature of Descriptors 3 and 4	Frequent conditions have been set by accreditation panels related to the distinctive nature of Descriptors 3 and 4 being misrepresented in participant guidance/assessment requirements (e.g. format of application/assessment proformas used in the review process, etc.). Applicants at D3 must be able to provide evidence "successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning" (D3.7 of UKPSF, 2011). The lens of D3.7 is applied throughout the claim for Senior Fellowship and

	requirements are distinctly different to those of Descriptor 2; it is not a 'top-up'. 'D3-ness' relates to successful influence on the practice of others that has had a positive impact on student learning and/or engagement; it may include direct work with students but must go beyond that. The demonstration of 'success' implies that individuals relatively new to leadership/mentoring, etc. are unlikely to be able to draw on sufficient evidence at that point to make a claim. The format of the application for Senior Fellowship should enable applicants to make a holistic claim against D3 which demonstrates their breadth of work and achievements ('thorough expertise'), as well as exploring aspects of practice in depth. It must also meet the Advance HE requirement for equivalence to direct application. Equally, the review proformas need to reflect the holistic requirements of the Descriptor. Similarly, conditions set by Panels often reflect a misrepresentation of D4 or the lack of internal capacity in place to support and review applications. D4 is a challenging and distinctive category of Fellowship. It requires a different approach to the other Descriptors; applicants at D4 are likely to be highly experienced academics able to provide evidence of a sustained and effective record of impact at a strategic level in relation to learning and teaching, as part of a wider commitment to academic practice. This may be within their own institution or in wider (inter)national settings. 'Championing' of the UKPSF Dimensions required at Descriptor 4 is very different in nature to the type of evidence required for the other categories of fellowship; an iterative approach involving evidencing each individual Dimension is not appropriate. Institutions accredited at D4 will be able to demonstrate that sufficient capacity is in place to both support and review D4 without an actual or perceived conflict of interest arising. Support at D4 is more likely to involve one to one coaching/mentoring than attendance at a workshop. One common challenge institutions have in reviewing at D4 involves maintaining a consistency of decision-making across panels when only a few internal applications are made.
Inconsistency across documentation	Panels frequently noted some inconsistencies/inaccuracies in programme level documentation that had been missed by proof reading. Frequent examples included references to the wrong Descriptor in participant handbooks, probably as a result of copying and pasting information between guidance for each category. It is strongly recommended that documents are carefully proof read and cross checked to ensure accuracy and consistency of information.

Conditions set against accreditation criteria 1c - quality assurance and enhancement of accredited programmes are monitored and managed at an institutional level;	Conditions were set when submissions did not make clear about how quality assurance processes operate in respect of the Fellowship element of the programmes at institutional level. For example, it may not be clear about exactly how the External will operate to formally report on the Fellowship judgement process or how the University committee/board structure operates to ensure that the teams are operating in line with current Advance HE expectations. The submission should also identify the activities aimed at standardisation/calibration of Fellowship judgements and also explain how reviewers will be trained to assess in the format(s) offered to reach robust Fellowship judgements. Submissions need to articulate how reviewers and mentors will be kept up to date with the requirements of the relevant category of HEA Fellowship and how the institution monitors and manages the engagement of individuals in the regular UKPSF-related CPD provided.
Conditions set against criterion 1d - there are sufficient resources in place for each site of delivery to ensure effective and sustainable operation of the programmes appropriate to institutional strategy.	Accreditation Criterion 1d, requires institutions to demonstrate that there are sufficient resources in place to ensure effective and sustainable operation of the programmes submitted. The Panel seeks assurance that sufficient numbers of key staff with appropriate Fellowship status and UKPSF expertise are in place to deliver and support the provision and to reach appropriate fellowship judgements in line with Advance HE requirements (accreditation policy, section 4.4.2). The Panel reviews against Criterion 1d to determine that provision is appropriately resourced in a sustainable way to meet expected demand across all sites of delivery. A number of conditions have been recently set against this criterion where targets have been set against Fellowship numbers but there is a lack of clarity about the numbers of expected participants, reviewers, mentors, different sites of delivery, etc. Where provision is offered to collaborative partners, frequent conditions have been set around the lack of clarity about the scope and scale of plans including numbers of participants and which programmes/descriptors are offered, how some aspects will operate at different partners (e.g. observation, dialogic assessment, etc.) and staffing resource in place to support the plans.