### Areas of Activity

| A1 | Design and plan learning activities and/or programmes of study |
| A2 | Teach and/or support learning |
| A3 | Assess and give feedback to learners |
| A4 | Develop effective learning environments and approaches to student support and guidance |
| A5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |

### Core Knowledge

| K1 | The subject material |
| K2 | Appropriate methods for teaching and learning in the subject area and at the level of the academic programme |
| K3 | How students learn, both generally and within their subject/disciplinary area(s) |
| K4 | The use and value of appropriate learning technologies |
| K5 | Methods for evaluating the effectiveness of teaching |
| K6 | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |

### Professional Values

| V1 | Respect individual learners and diverse learning communities |
| V2 | Promote participation in higher education and equality of opportunity for learners |
| V3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |
| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

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#### Descriptor 1: Associate Fellow

**Typical individual role/career stage:** Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:

- a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)
- b. Staff new to teaching (including those with part-time academic responsibilities)
- c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)
- d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities
- e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

**Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:**

I. Successful engagement in appropriate teaching and practices related to the Areas of Activity

II. Appropriate Core Knowledge and understanding of at least K1 and K2

IV. A commitment to appropriate Professional Values in facilitating others’ learning

V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

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#### Descriptor 2: Fellow

**Typical individual role/career stage:** Individuals able to provide evidence of broad understanding of effective approaches to teaching and learning support as key contributors to high quality student learning. Individuals should be able to provide evidence of:

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values

IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

**Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:**

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values

IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related academic or professional practices

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#### Descriptor 3: Senior Fellow

**Typical individual role/career stage:** Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:

- a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
- b. Experienced senior mentors and staff who support those new to teaching
- c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

**Provides evidence of:**

I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments

II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)nationally settings

III. Establishing effective institutional policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching, training and supporting others)

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#### Descriptor 4: Principal Fellow

**Typical individual role/career stage:** Individuals able to provide evidence of a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments

II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)nationally settings

III. Establishing effective institutional policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching, training and supporting others)

IV. Champions, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, leadership and governance etc.)

V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

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#### Descriptor 5: Principal Fellow

**Typical individual role/career stage:** Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 5 (D4) include:

- a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning

- b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning

- c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution