ENroute Experiential Route to Fellowship (the Scheme) Handbook

A Guide to Gaining Fellowship of Advance HE

November 2022

Department of Learning and Teaching Enhancement
Edinburgh Napier University
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Contents

1. Welcome

Welcome on board! We are very glad that you are considering applying for HEA Fellowship. Gaining Fellowship is a significant asset for anyone involved in teaching or supporting learning in higher education. It shows that you are committed to professionalism and it benchmarks your practice against a standard that is recognised around the UK and beyond.

There are two routes to Fellowship at Edinburgh Napier, both accredited by Advance HE. First there is the taught route, and second the experiential route, commonly referred to as the Scheme. This handbook focuses on the Scheme and sets out the opportunities available to you within it. It provides information about the two review options - dialogue and documentary, the two support options – Mentoring Circles or Focus on Fellowship (Writing Retreat) and the four categories of Fellowship. These four categories reflect the diverse contributions that are made to teaching and supporting learning from a variety of roles and perspectives across the University. Each is equally valued.

This handbook aims to explain the choices available through the Scheme and offers guidance to participants, and to mentors and reviewers. There is further support in place, including the ENroute Scheme Information and Guidance for Participants site on the university's Virtual Learning Environment (VLE) and, most importantly, a University-wide community of experienced and enthusiastic colleagues who will help you, as a participant, along the way.

We look forward to hearing about your approaches to teaching, and your impact on student learning, as you develop your submission. All the best for the road ahead!

2. Contacts

2.1 The Team

ENroute is led by Cameron Graham, Scheme Lead and Reviewer Lead, and supported in all aspects by Tracey Godfrey, Scheme Administrator. Ingeborg van Knippenberg is the Mentor Lead. The Mentor Lead and Reviewer Lead communicate with and support mentors and reviewers, respectively, in the effective application of their respective roles in the Fellowship process. This support includes CPD sessions, periodic email updates, meetings and workshops. Each Lead is the key point of contact for mentors or reviewers, offering support, information and any clarification required on the Fellowship process related to mentoring or reviewing.

The Mentor Lead manages and leads all mentoring support for ENroute including Mentoring Circles, Focus on Fellowship, the Virtual Learning Environment (VLE), and the provision of formative feedback to participants. The Reviewer Lead oversees the reviewing process, supporting

and leading reviewer colleagues in undertaking dialogue and documentary reviews, and providing advice, guidance and support in regards to reviewing and decision making.

For initial enquiries:
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enroute@napier.ac.uk

For all other enquiries:

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i.vanknippenberg@napier.ac.uk

or

Cameron Graham, SFHEA
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c.graham@napier.ac.uk

2.2 School and Service Representatives

The individuals listed here are all Fellows and are all more than happy to be an informal contact for you in the Schools/ Professional Services. Almost all of them were recognised by engaging in the Scheme.

Jackie Brodie, SFHEA (The Business School)

TBC (School of Applied Sciences)

Kate Durkacz, SFHEA (School of Engineering and the Built Environment)

Luigi La Spada, FHEA (School of Engineering and the Built Environment)

Fiona-Jean Howson, SFHEA (School of Health and Social Care)

David Jarman, SFHEA (The Business School)

Joan McLatchie, SFHEA (The Business School)

Bryden Stillie, SFHEA (School of Arts & Creative Industries)

Debbie Meharg, SFHEA (School of Computing)

Deborah Callister, AFHEA (School Support Service)

Sharon Nairn, SFHEA (School Support Service)

3. ENroute Experiential Route to Fellowship – the Scheme

The University's Experiential Route to Fellowship – the Scheme – is available to all staff who teach or support learning. It is accredited by Advance HE and as such fully aligns with the UK Professional Standards Framework (UKPSF). Advance HE accreditation means that the University can award a category of Fellowship to staff who make a successful claim, whether selecting the documentary or dialogic review option.

As noted previously, there are two ways by which Fellowship recognition at Edinburgh Napier can be achieved (see Figure 1).

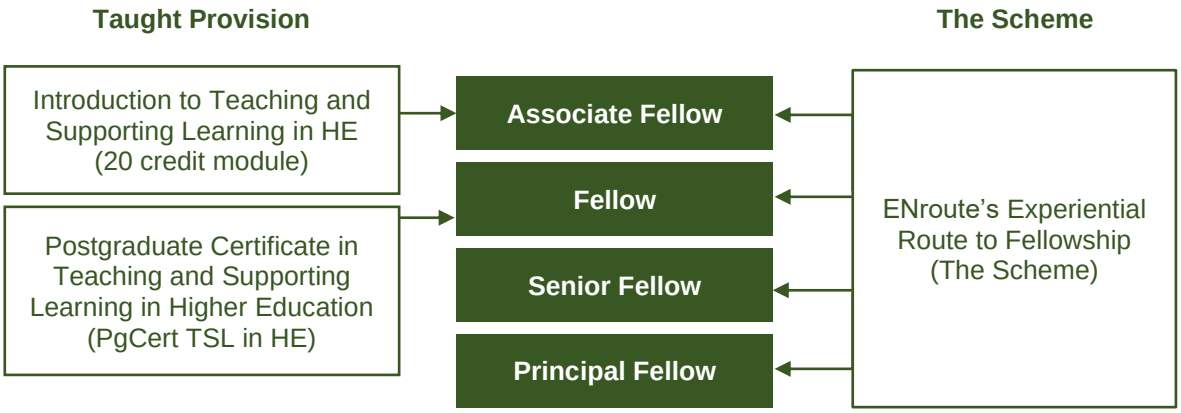


Figure 1: Routes to Fellowship

The **taught route** requires enrolment in the Postgraduate Certificate in Teaching and Supporting Learning in Higher Education (PgCert TSL in HE). Successful completion of this 60-credit programme means that students will have met the requirements of Descriptor 2 of the UKPSF, i.e. HEA Fellow (FHEA). **The PgCert TSL in HE is the route to Fellowship** for Early Career Academics (ECA) and is a requirement reflected in the University's Learning and Teaching Strategy 2021.

For information, the first module of the PgCert TSL HE is aligned to Descriptor 1 of the UKPSF and is open to colleagues in professional services, postgraduate research students who teach and to a range of University staff who wish to develop their knowledge and practice in the discipline of learning and teaching. Successful completion of this module allows its students to exit as Associate Fellows.

Further details about the PgCert TSL in HE and its first module are available on the staff intranet, including how many practice hours are required for students accessing the PgCert as a whole. If you have any specific queries about this programme, please contact the Programme Administrator, Svetlana Vetchkanova s.vetchkanova@napier.ac.uk x6380.

The Experiential Route to Fellowship – the **Scheme** - is open to anyone employed by Edinburgh Napier University who teaches or supports learning. This includes academic and research staff, learning technologists, library staff, postgraduates who teach, student services staff and technicians. The University's Learning and Teaching Strategy is committed to enabling this broad range of individuals to be recognised for their contribution to teaching and supporting learning[1]. Achieving Fellowship is also aligned with career progression, and features as a requirement in the Academic Promotions Framework. The Scheme offers support and guidance for all four categories of Fellowship: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. A dialogic or documentary review option is available for each of these categories (see Appendix A: FAQs).

There are several benefits to gaining Fellowship. These include:

- formal recognition for your work in teaching and supporting learning
- benchmarking of your practice against sector expectations and professional standards
- the opportunity to discuss, develop and reflect on your practice
- achievement of a portable asset which is increasingly recognised by higher education institutions around the UK and beyond (with entitlement to use post-nominal letters - AFHEA, FHEA, SFHEA, PFHEA)
- the opportunity to engage as a Fellow in Edinburgh Napier's lively and supportive Learning and Teaching Network[2]

4. The UK Professional Standards Framework (UKPSF)

The UK Professional Standards Framework (UKPSF) provides the means to recognise and benchmark teaching and learning support roles within higher education. It is increasingly being used internationally, strengthening pedagogic practice across the globe. It is written from the perspective of the practitioner and has been developed on behalf of the higher education sector.

The Framework has two components:

The **Dimensions of Practice**. These are a set of statements outlining the:

- *Areas of Activity* undertaken by teachers and supporters of learning within higher education

[1] There is a Key Performance Indicator in place for staff on academic contracts.
[2] Please note it is this Network which oversees the process of your remaining in Good Standing once you have been recognised as a Fellow.

- *Core Knowledge* needed to carry out those activities at the appropriate level
- *Professional Values* that individuals performing these activities should embrace and exemplify.

The **Descriptors** (D1-D4) are a set of statements outlining the key characteristics of practitioners performing four broad categories of typical teaching and learning support roles within higher education (see Figure 2).

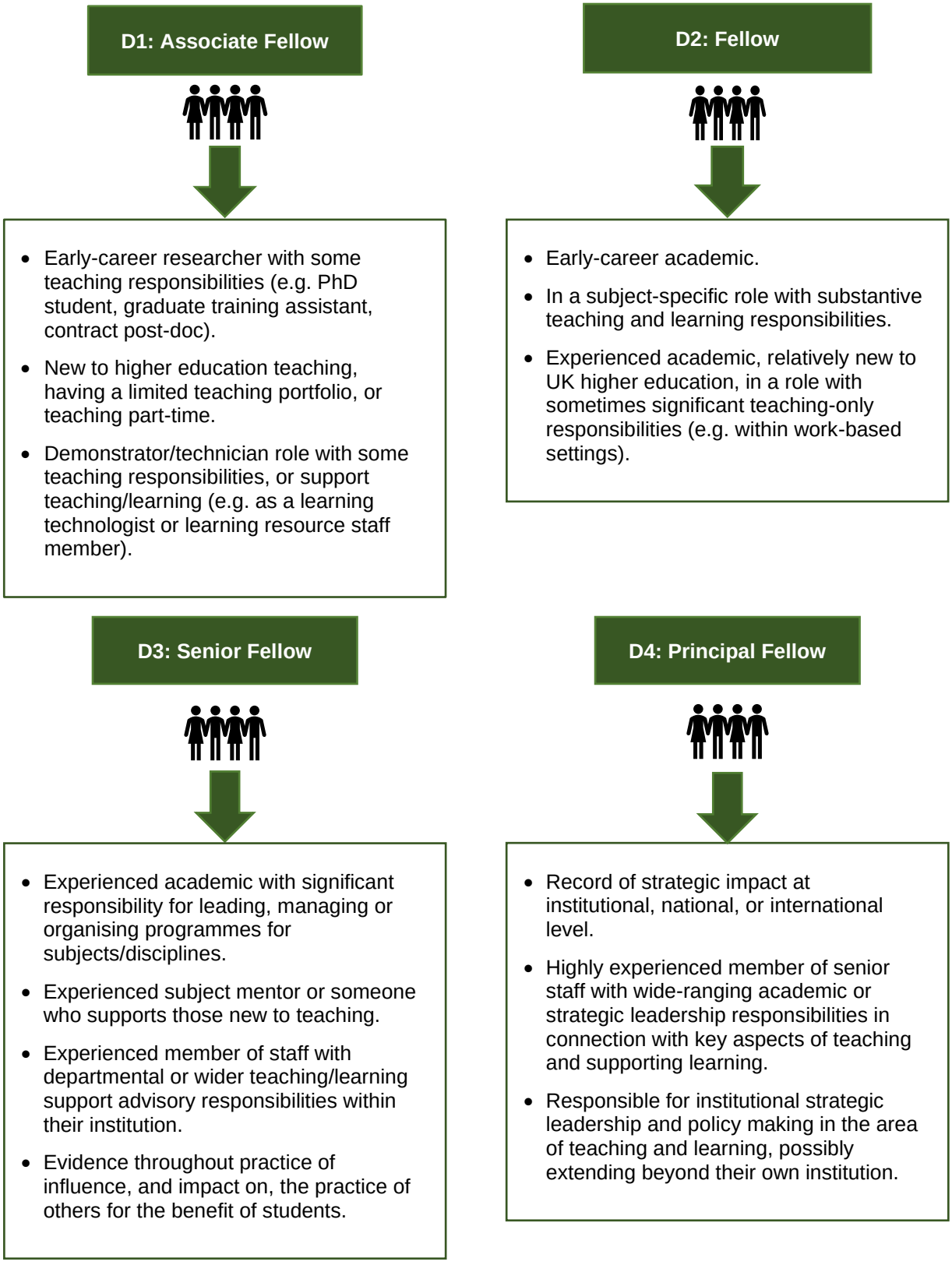


Figure 2: Which category is for me?

5. The Experiential Route to Fellowship

The **Experiential** Route to Fellowship – the Scheme - is designed for individuals with experience which aligns with one of the four Descriptors. It is this experience which you use to make a claim for recognition as an Associate, Fellow, Senior Fellow or Principal Fellow, via either the Documentary or the Dialogic review option. You may find it helpful to use Advance HE's Fellowship Category Tool as you make your decision.

To make your claim you need to align your practice with the requirements for the category of Fellowship which you have selected as the right one for you. The category, and your claim, is based on your practice over the past 3 (AFHEA and FHEA) or 5 (SFHEA and PFHEA) years, recognising your current practice informed by accumulated experience, rather than historical experience itself. In Section 6 (see below) we set out the support we offer to guide you through the process of analysing your experience in terms of the requirements for the appropriate Descriptor and prepare this reflective account of your practice. Engaging with the support on offer has been shown to be highly beneficial for submitting successful claims.

5.1 Dialogue or documentary

The written review – the **Documentary** option – involves preparing a personal statement that contextualises your claim and presenting two[3] case studies (see Appendix C: Guidance Notes for Documentary Review Option for further information). The spoken review – the **Dialogue** option – involves preparing a *Discussion Page* giving an overview of your practice with reference to the Descriptor of the category you are applying for, as a prompt for the dialogue (see Appendix D: Guidance Notes for Dialogue Review Option for more information). Your Discussion Page provides the space for you to contextualise your claim in a way which is similar to the documentary review option.

Whichever review option you choose, you will need to provide **a Record of Professional Activity (RPA)** and **advocate statements**. Further detail follows about each of these.

All the information regarding the requirements for documentary or dialogue review options is contained within this handbook and available via the VLE space. Your choice of review option will be discussed at the **Induction Meeting** and subsequently via the Microsoft Teams support channel, where you can ask any questions. If you need any further advice in making your choice you can contact the Scheme team via any of the channels provided, or by emailing enroute@napier.ac.uk.

[3] You are advised to present two case studies, unless you have discussed and agreed a third as part of the process of preparing your claim

Irrespective of the review option selected, you will need to evidence your practice, and enable your reviewers to gain an understanding of its effectiveness and underpinning rationale. Therefore, it is not enough for you to describe your practice and its effectiveness. You must either write or talk about the 'why' of what you do, demonstrating your capacity to articulate relevant theory – disciplinary and/ or pedagogic, as demanded by the category of Fellowship.

5.2 The process

The sequence of events in this process is as follows (see also Figure 3):

1. **Discuss** your intention to come forward for Fellowship with your line manager[4], using My Contribution as a prompt. The ENroute handbook is available on the staff intranet.
2. **Express** your interest by completing the Expression of Interest form[5]. This gives you the link to the VLE site to start exploring, and there you will find an explanation and link to the Advance HE Fellowship Category Tool.
3. **Use** the outcomes of the Advance HE Fellowship Category Tool[6] with the guidance on the VLE site to find which category of Fellowship is most relevant to your practice.
4. **Confirm** your enrolment in the new cohort in response to the message sent out via the VLE at set times prior to new starts.
5. **Attend** the Induction Meeting and discuss your category choice (both in the meeting and using asynchronous support, see section 6). Start thinking about your practice through the lens of the Dimensions of the Framework, in the light of category requirements.
6. **Engage** with support focused on preparing your claim (synchronous and asynchronous; see section 6)
7. **Confirm** your category of Fellowship and review option – documentary or dialogic.
8. **Submit** draft for feedback.
9. **Submit** claim and if you have selected the dialogic review option
10. **Attend** the dialogue preparation workshop and
11. **Engage in your dialogue.**

[4] While not compulsory, we recommend that you agree your Fellowship intentions with your line manager so they are aware and can be supportive of you.

[5] The electronic form is available through the staff intranet.

[6] As this tool requires self-reporting, providing authentic responses reflective of your practice will provide accurate guidance relative to the most appropriate Fellowship category and your practice.

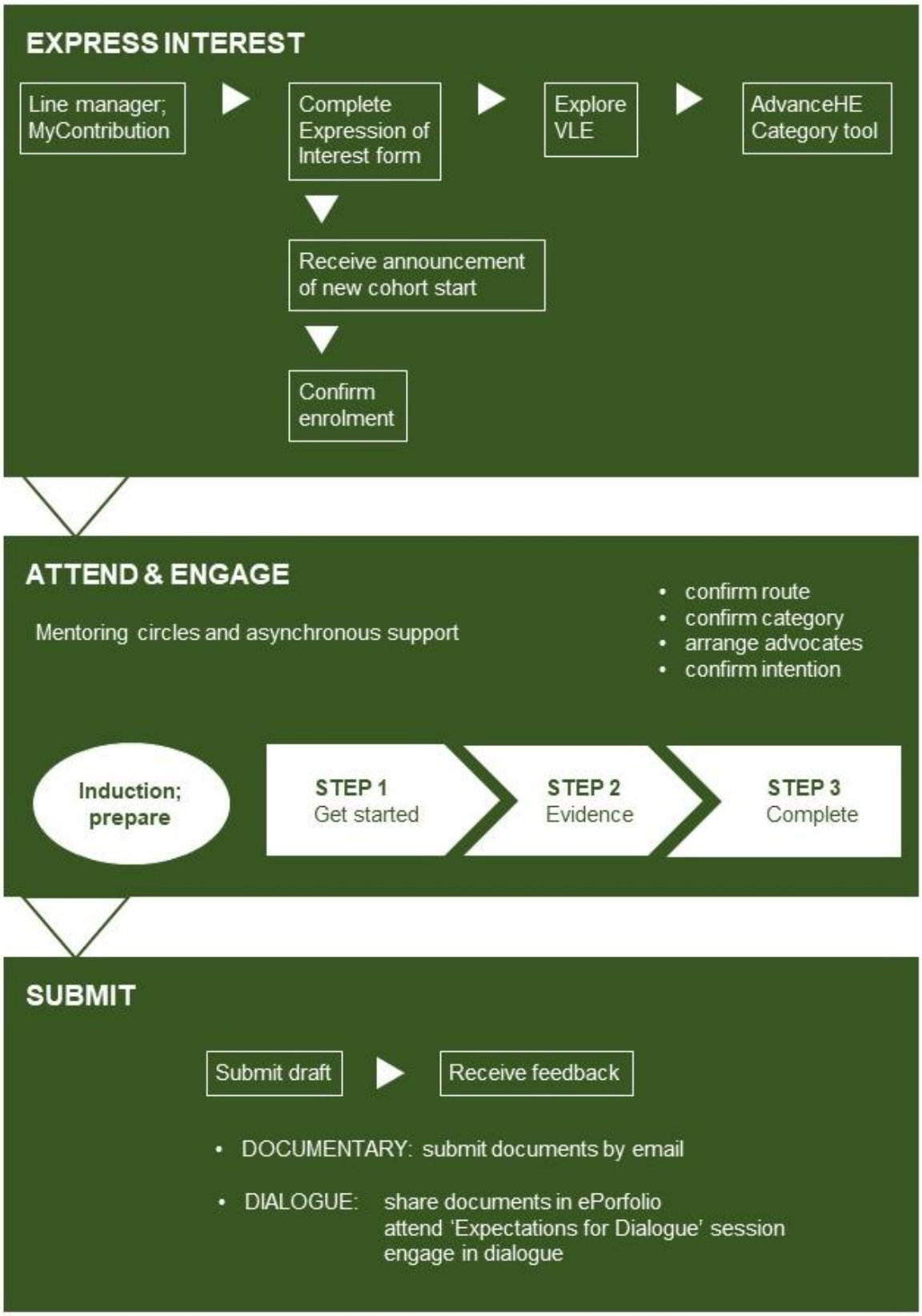


Figure 3: The Process of Making your Claim

5.3 Submission requirements

Details about how you submit your claim – dialogic or documentary - are provided in the VLE space. Briefly, documentary submissions are submitted by a password protected email while the documents for the dialogue route are compiled in an ePortfolio that is shared with the Scheme team and reviewers. The submission requirements are summarised in Table 1.

Table 1: Overview of Requirements for the Two Review Options[7]

	Documentary Review Option	Dialogic Review Option	Reviewers
AFHEA	RPA – not in word count Two advocate statements[8] Two case studies 1400-word limit plus Context Statement (up to 300 words) and citations (up to 200 words)	RPA Two advocate statements Context statement embedded in Discussion Page (DP) DP used to start and support the dialogue together with RPA Audio recorded dialogue – 30 minutes	Two – SFHEA or PFHEA
FHEA	RPA – not in word count Two advocate statements Two case studies 3000-word limit plus Context Statement (up to 300 words) and citations (up to 500 words)	RPA Two advocate statements Context statement embedded in Discussion Page (DP) DP used to start and support the dialogue together with RPA Audio recorded dialogue – 45 minutes	Two – SFHEA or PFHEA
SFHEA	RPA – not in word count Two advocate statements 6000-word limit plus Context Statement (up to 300 words) a Reflective Account of Practice and Two Case Studies and citations (up to 500 words)	RPA Two advocate statements Context statement embedded in Discussion Page (DP) DP used to start and support the dialogue together with RPA Audio recorded dialogue – 45 minutes	Three – SFHEA or PFHEA
PFHEA	RPA – not in word count Three advocate statements 7000-word limit across Two or Three case studies, a Context Statement (up to 300 words), and citations (up to 500 words)	RPA Three advocate statements Context statement embedded in Discussion Page (DP) DP used to start and support the dialogue together with RPA Audio recorded dialogue – 60 minutes	Three – PFHEA, at least one external to the University

[7] See also Appendix C: Guidance Notes for Documentary Review Option and Appendix D: Guidance Notes for Dialogue Review Option for further information about each review option.

[8] Adhering to Accreditation Policy Requirements 2020/21, Section 4.2, p5

We manage the Scheme in cohort format, therefore you will belong to a group and will be given a date when you need to submit your claim. You can always find this information in the Key Dates section on the VLE. By this date you need to submit the items as indicated in Table 1, accompanied by a completed **submission form** with your details. You submit by email (for documentary review) or by sharing your ePortfolio (for dialogic review).

Please note that irrespective of the review option you decide on, you will know the names of your reviewers. For more about the reviewers and review process see Section 7. Both you and the reviewers will complete a conflict of interest form, in advance, to ensure that there is no bias towards or prejudice against you.

5.4 Your Record of Professional Activity (RPA)

The core of your claim is your **Record of Professional Activity (RPA)**. This consists of a number of concise examples illustrating how you evidence the Dimensions of Practice against the relevant Descriptor. Because it is a key piece of work for you to complete, it forms the focus of support whether you have selected the Mentoring Circles or Focus on Fellowship (Writing Retreat) option. We know from experience that taking time to think about what you do, why and with what outcome, using the frame afforded by preparing the RPA really helps you to evaluate the impact of your practice, whether as an AFHEA, FHEA, SFHEA or PFHEA[9].

[9] PFHEA participants are supported in this process on a 1:1 basis.

AF, Prof Serv	**What:** I apply a four-stage framework for CV coaching to provide CV advice and feedback to students. **Why/How:** It is important that students have confidence in their CV and the tools to assess and decide for themselves what information to include. It would be difficult to meet every student each time they apply to a position so providing them with the tools to critically analyse their CV and consider it from an employer's perspective allows them to apply this knowledge to future applications whilst still being supported. Through my own CPD, reading books and blogs, I developed my knowledge of and implemented Julia Yates' four-stage framework for CV coaching in my CV appointments. **Impact:** Utilising the framework allows students to take ownership of their CV and for me to support them to make their own decisions on what they need to amend. Students have verbally commented how useful they find the approach and the importance of considering the document from the reader's point of view.	2018-ongoing	A2 A5	K1 K2 K3	V3 V4

F	**What:** I have introduced and evaluated audio feedback in [my module]. **How:** Following a presentation at the School's Programme Leader Forum, I decided to introduce audio feedback for the opening coursework. **Impact:** Following the introduction of audio feedback, there was an increase in the gradings for second coursework, and there also seemed to be better engagement in the module, students were more likely to approach me after the lecture.	2018 - ongoing	A3 A5	K4	V3

SF	**QUALITY ENHANCEMENT LEADERSHIP** **What:** Leading and developing quality assurance and enhancement within [my school]. **Why and How:** Inconsistent engagement amongst [my school] staff with quality assurance and enhancement. I introduced and led development activities for staff on QA issues. For example, I ran development sessions to enhance staff understanding of the value of module evaluations to their own LTA practice, as well the reports value in formal QA processes. I introduced peer review of programme annual monitoring. **Impact:** From review of module reports in 19/2020 so far, there has been evidence of staff development through enhanced evaluation of, and reflection on, modules including better understanding of data and trends and improved action planning. The peer approach to review has also supported staff development with one PL stating 'I found it supportive and constructive to have someone else ask questions and give early feedback on my report'.	2018-ongoing	A1 A2 A4	K1 K5 K6	V3 V4

Figure 4: A selection of example entries for AFHEA - professional services, FHEA, and SFHEA applications.

You will use an RPA template which consist of Part A where you compile your list of activities and map them to the Framework dimensions, and Part B where you indicate which activities contribute to evidencing the individual descriptor criteria for your category. The templates are category specific and can be found in Appendix B: Guidance Notes and Exemplar Template for Record of Professional Activities. They are also downloadable from our VLE.

Figure 4 shows a few example entries for an AFHEA (professional services), FHEA, and SFHEA claim, respectively (you can find more examples on the VLE). These examples demonstrate the outline structure, key components, mapping and the conciseness required of RPA entries. Your RPA will be individual to you, your practice and the category of Fellowship you apply for. Key to a successful RPA is your close engagement with the descriptor criteria for the category of Fellowship you are applying for. Your RPA must detail how you evidence your practice against the relevant descriptor criteria, which you will indicate in Part B. You can find the descriptor criteria as outlined

in the UKPSF in part B of your RPA form and here in Appendix C (Associate Fellow (D1), Fellow (D2), Senior Fellow (D3), and Principal Fellow (D4)).

When you commence work on this, it may seem impossible to confine all the wonderful, elaborate, interwoven and colourful stories that make up your practice into the tight confines of this form (see Figure 5). However, it is exactly the process of analysing your practice with this anatomical precision (almost scientifically dissecting it) to find the essence to use in each example, that helps you find how you can evidence the dimensions and descriptors of the framework in your practice. This is the hard part, and this is what we are here for to support you in. After you have done this, telling us about your practice with all the stories in all their colours is the joyful part, whether you do this in your case studies or in your dialogue.

Figure 5: Illustration of the process of condensing your extended, varied, and colourful practice (and practice stories) into a concise set of examples to evidence alignment to your chosen descriptor

5.5 Your Advocates

All submissions require advocate statements; a template document is provided for this purpose (see Appendix F: Advocate Statement Template). Their purpose is to confirm that the practice you have detailed in your Record of Professional Activity and accompanying Case Studies or Discussion Page is a true record and accurate reflection of your practice.

Your advocates will need to have the opportunity to read your submission before they can write their statement. In providing the statement for you, your Advocate is confirming that they support your claim for Fellowship. Associate Fellow, Fellow and Senior Fellow submissions must be accompanied by two advocate statements, at least one of whom is Edinburgh Napier staff.

In contrast to other Fellowship categories, Principal Fellow submissions require a minimum of three advocate statements, at least one advocate must be external to Edinburgh Napier University.

Advocate statements for a Principal Fellow submission must support your strategic leadership in academic practice and development in line with PFHEA (D4).

For ALL categories, your advocates should be:

- Knowledgeable of the Higher Education context
- Have an understanding of the UKPSF and the requirements for Fellowship[10], notably the Category of Fellowship against which you are claiming
- Able to comment on your experience and achievements in teaching and supporting learning in higher education, as presented to them in your Record of Professional Activity and Case Studies or Discussion Page.

At least one of your advocates should normally be an Edinburgh Napier member of staff[11]. Potential advocates could be a line manager or a colleague familiar with your work.

To ensure you give your advocates time to prepare their statements, you need to:

- identify your advocates in good time, confirming in advance their availability within the short window of time between your completing and submitting your claim
- supply them with a copy of the Guidance Notes for Advocates and Advocate Statement Form by email (to be downloaded from our VLE, but for examples see Appendix E: Guidance Notes for Advocates and Appendix F: Advocate Statement Template)
- send them a copy of your completed Record of Professional Activities (see Appendix B: Guidance Notes and Exemplar Template for Record of Professional Activities) and Case Studies (see Appendix C: Guidance Notes for Documentary Review Option) or Discussion Page (see Appendix D: Guidance Notes for Dialogue Review Option).

The advocates will need to send their statements to you. You will then submit them with your completed submission form (Documentary option) or into your ePortfolio (Dialogue option). **Please note that your submission will only be considered for review if your advocate statements are in place.**

[10] Normally your advocate will hold a category of Fellowship

[11] In the event that you have recently joined the University and will be presenting practice from previous employment in your claim, you are asked to ensure that one of your Advocates is from this other institution.

For information, your advocates must make this declaration as part of their supporting statement:

- *In submitting my supporting statement, I declare that:*

  - *I have read the Guidance Notes for Advocates before I wrote the supporting statement;*
  - *I understand that I am confirming that the applicant's fellowship application relates to their higher education professional practice and that my statement is my own work and has been written specifically for this applicant;*
  - *I understand that if the professional integrity of the supporting statement were in question, it may not be accepted.*

5.6 Documentary submission

In addition to your RPA, for the documentary submission you will write a short Context Statement of about 300 words, and two case studies (or three, in some cases, if agreed). The word counts for the different categories are listed in Table 1. Add a reference list to your case studies to reference any literature (including your own) that you have cited.

Use the Context Statement to introduce yourself and your approach to teaching and supporting learning. What interests you about teaching? What experiences have informed the development of your practice? What excites you about your discipline or professional service and how do you share that with your students? This is an opportunity to contextualise your claim, conveying the essence of who you are as a professional and providing a grounding for the rest of your submission.

The case studies give you the opportunity to frame an account of your practice in a way that makes sense to you. You should ensure that your studies are appropriate in scope and depth to the category of Fellowship against which you are applying.

You can find more guidance, including an example extract, for the documentary submission in Appendix C: Guidance Notes for Documentary Review Option and on the VLE site.

5.7 Dialogue submission

Your ePortfolio comprises the Record of Professional Activities (RPA) and your Discussion Page, your submission form (personal details) and your Advocate statements. Together these provide the foundation for your dialogue. Figure 6 illustrates what a Discussion Page might look like. Your claim is reviewed on the basis of what is discussed during the dialogue together with your Record of Professional Activities, supported by your Advocate statements.

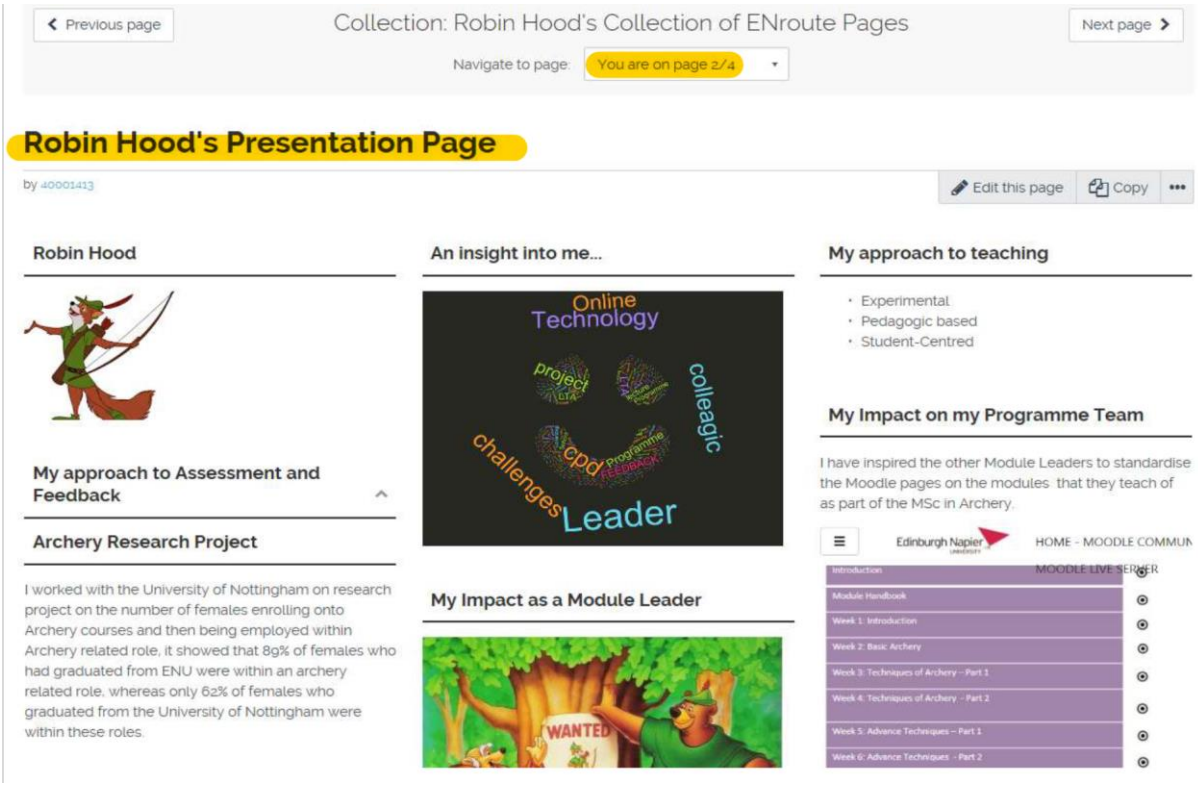


Figure 6: Illustration of what a Discussion Page may look like

The frame for the dialogue is outlined in Textbox 1 below. This will be expanded upon in the Expectations for Dialogue workshop so you can prepare to talk to your practice in what we recognise might be a stressful experience and which we intend to be supportive and enabling. The frame indicates the flexibility to allow the dialogue to adapt around the category of Fellowship against which you are seeking recognition.

For note: this frame is contextualised depending on the category of Fellowship being sought. For example, managing change in an AF/ FHEA dialogue focuses on the participant's own practice in teaching/ supporting learning. For an SFHEA its focus is on influencing and impacting on the practices of others. For PFHEA, the focus is strategic.

The topics/questions:

Question 1 – which category of Fellowship are you seeking recognition against and why?

NB: We don't look for a long answer here, the purpose of the question is to help participants settle.

Question 2 – Focusing on your discussion page, would you select something of which you are proud and tell us about it?

Penultimate Question – What have you got out of the process? What have you learned?

Final Question – is there something you wanted to tell us about that you haven't had the chance to?

The other topics which *may* be asked, depending on the how the dialogue unfolds are:

a. Approaches to LTA practice
b. Managing change
c. Recent CPD and its influence on practice
d. Scholarship and its influence on practice

Textbox 1: The Frame for the Dialogue

5.8 Academic Integrity and Advance HE's Code of Practice

As part of the submission process, you will need to make the following statement.

> *In submitting my claim for Fellowship, I am confirming that my application relates to my higher education professional practice and is my own work. If the professional integrity of the application is in question, I understand it will not be accepted.*

You also need to understand that in gaining Fellowship recognition you **must** adhere with Advance HE's Code of Practice for Fellows which sets out principles and expectations for Fellows and Advance HE reserves the right to remove an individual's HEA Fellowship on the grounds of academic or professional misconduct following formal investigation by Advance HE and associated Advance HE disciplinary procedures. Where an individual is investigated for professional misconduct relating to the award of Fellowship within an institution (for example, identification of plagiarism in an application for Fellowship), Advance HE reserves the right to suspend the individual's Fellowship pending the outcome of the internal investigation and subsequent formal report of the outcome by the institutional contact. You can find more information in the Advance HE Code of Practice.

6. Support for You

At the heart of the Scheme is a collegiate philosophy, one that promotes open and honest engagement with the UKPSF as a way to talk and learn about our own and each other's approaches to teaching and supporting learning. The process incorporates peer dialogue as well as mentor support and is enabled either via the Mentoring Circles (in Trimester 1 and 2) and the Focus on Fellowship (Writing Retreat) (in Trimester 3). Both approaches are supported by resources on dedicated sites in the University's VLE and by Microsoft Teams discussion channels. As an exception to engagement in Mentoring Circles and Focus on Fellowship, PFHEA participants are supported via one-to-one mentoring offered. This includes discussion asynchronously or synchronously about your practice as well as providing guidance and with feedback on RPA drafts and descriptor mapping. Recently, PFHEA has taken the form of small group sessions/workshops with mentors (e.g. two PF candidates working with two reviewers discussing the alignment of their practice to D4.1 to D4.5, relevant evidence etc.) working in a collaborative peer support format in constructing a PFHEA submission, either dialogue or documentary.

6.1 Mentoring Circles

The Mentoring Circles process is outlined in Figure 7 below. The Mentoring Circles are supplemented by Asynchronous Support via a dedicated Microsoft Teams channel and Friday afternoon Open Office Hours. These are all led by colleagues who have Fellowship and are designed to ensure you fully understand what making a successful claim requires. Overall, the process of support is designed to enable you to stop and think about your practice, what you do

(and why), what underpins it and its effectiveness, through the lens of the dimensions and the category of Fellowship you have selected. Of value to you is the fact that Mentoring Circles draw together individuals from across the University, providing the opportunity for you to extend your networks and build relationships.

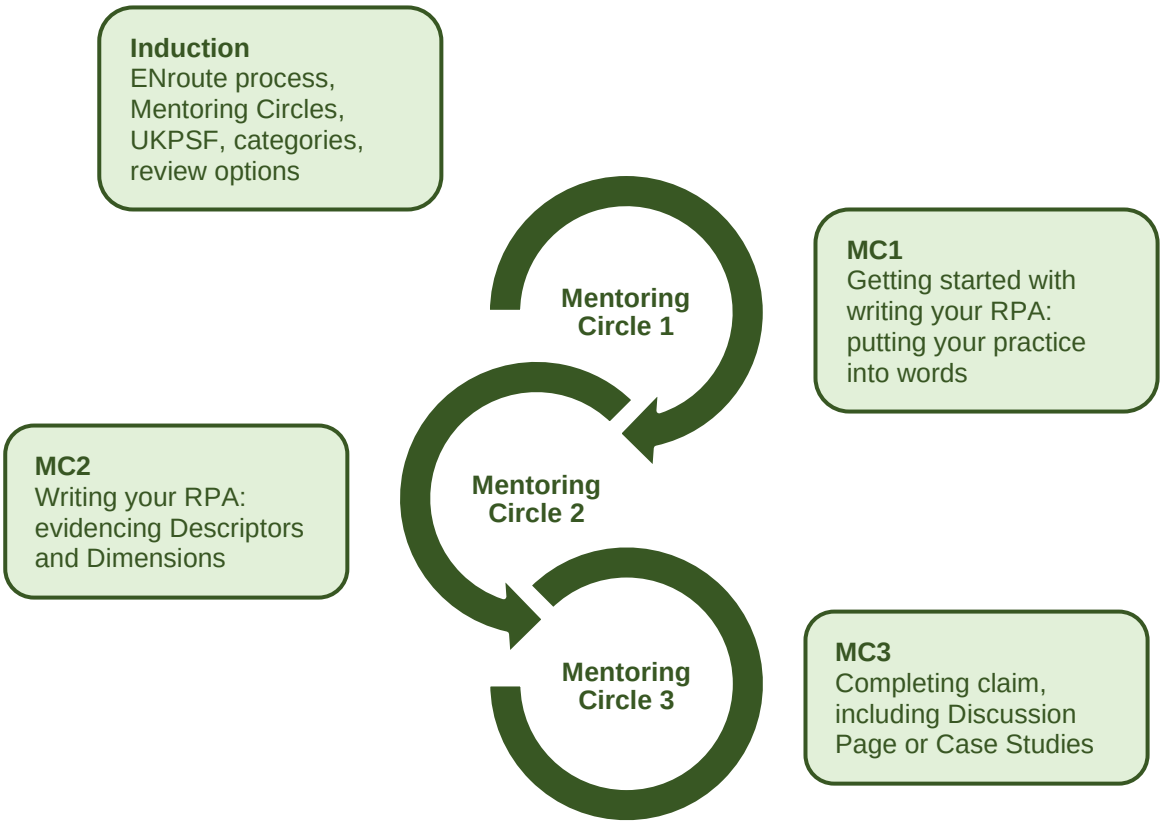


Figure 7: Overview of the Mentoring Circles

In terms of process, we start with an Induction Meeting. Here the philosophy of the Scheme is outlined, as well as our Mentoring Circles approach. We give a quick overview of the UKPSF, its dimensions and descriptors, and discuss its role in enhancing learning and teaching in HE. We explain the main characteristics of the different categories and encourage you to think carefully about your own practice and which category would be most suitable for you. Confirmation of the category you wish to apply for is managed asynchronously. Should you find making the choice challenging, the team will guide you.

The **Mentoring Circles** that follow are designed to support you through the three steps of completing your submission: (1) getting started, (2) developing your claim, and (3) preparing for submission (see Figure 7). The whole cycle spans around four months – synchronous Mentoring Circle meetings are interspersed with asynchronous support. The Mentoring Circle meetings offer discussions around the UKPSF as well as an opportunity to discuss progress on writing your RPA with your peers and with mentors. We use various exercises and activities to help you connect your practice with the dimensions and descriptors of the UKPSF (see examples on VLE site). Most

of the time is spent in small groups to allow easy discussion of work in progress. Further asynchronous support is offered via the Microsoft Teams channels, underpinned by the resources available on the VLE.

Although the primary focus in the Mentoring Circles is to support you in expressing how your practice aligns to the UKPSF in your RPA, we also remind you of the other items you need to submit such as the Advocate Statements and support you to prepare your Discussion Page or Case Studies.

Additional Workshop

If you are taking the dialogue review option, there is one additional workshop, which we strongly advise you to attend. **The Expectations for the Professional Dialogue workshop** creates the space to talk through the format and focus of the dialogue. It will greatly enhance your understanding of what to expect and clarifies your role and responsibilities alongside those of the reviewers. The workshop runs for 1.5 hours; dates are available in the Key Dates document on the VLE.

Support for Principal Fellow Applicants

As detailed above participants seeking Principal Fellowship are supported on one-to-one mentoring basis. This may also take the form of small group sessions/workshops with mentors discussing the alignment of your practice to Principal Fellowship category requirements (D4.1 to D4.5), relevant evidence etc. One-to-one support may also be offered in the form of discussion asynchronously or synchronously about your practice, feeding back on draft RIEs and descriptor (D4) mapping.2

6.2 Focus on Fellowship (Writing Retreat)

Focus on Fellowship (Writing Retreat) offers a condensed approach to the Mentoring Circles, but essentially covers the same content and processes. Key to this intensive approach is that you completely clear your calendar for the three days over which the retreat is scheduled in order to allow you concentrate and focus on constructing your claim. Prior to this, we invite you to an **Induction Meeting** similar to that for the Mentoring Circles and ask you to start working on a list of answers to questions that will form the basis for developing your RPA. This preliminary process will help you to start thinking about all the things you do in your practice and how you can evidence your outcomes aligned with the category of Fellowship against which you are seeking recognition.

We start our Focus on Fellowship (Writing Retreat) with a brief overview of what you will need to do and how we support you, before splitting up into breakout rooms where you will work with peer and mentor support to start writing your RPA and beginning the process of building your claim. The learning process involves sharing and discussing the examples of your practice that you are working on. Discussion with peers and mentors is interspersed with periods of 'microphones and

cameras off and heads down' to focus on the writing. We received overwhelmingly positive feedback from participants in our first pilot about how effective this approach is, having the support only a click away, but the peace and quiet to focus on what needs doing.

The Focus on Fellowship (Writing Retreat) support option only offers places for the dialogue review option and includes support for preparing your Discussion Page and a session on **The Expectations for the Professional Dialogue,** as outlined above.

6.3 Draft Submissions

As part of the submission support, we provide a specific opportunity for formative feedback on your RPA, and also your draft submission (documentary option) and Discussion Page (dialogic option). You will find the date in the Key Dates document on the VLE Information and Guidance for Participants area. All drafts must be submitted to enroute@napier.ac.uk by 7am on the due date. We cannot stress strongly enough the need for you to take up this opportunity; we know from experience that doing so will enhance your claim for Fellowship and therefore increase the chances of it being successful. Feedback will indicate if you are on track for submission. If we think your submission needs specific attention one of the mentoring team will make an appointment with you to discuss the details.

6.4 Online Support

The Scheme's VLE site offers video clips, sample materials and suggested reading and resources. It is a key resource for you, do access it and if you find that there are gaps in the information provided, let us know (enroute@napier.ac.uk) and we will address them.

The Scheme's Microsoft Teams channels offer tailored support from the Scheme team and the mentors. When you register your intention to come forward for Fellowship you will be added to the Microsoft Teams site and, subsequent to confirming your category, also to the relevant channel. The Microsoft Teams site is a key place to find support, from us as well as each other, so please ensure you find your way there and engage with the discussions.

7. ENroute Scheme Governance

7.1 Review of submissions

For Associate and Fellow, each submission is considered by two Internal Reviewers, whereas for Senior Fellow there are three Internal Reviewers. For Principal Fellow there are three Reviewers again, however at least one will be external to the University. Reviewers always are SFHEA or PFHEA, compliant with Advance HE requirements. Reviewers complete the ENroute Reviewer Decision Making Sheet (available on our VLE site) independently, before coming to a decision.

Their decision is provisional prior to the ENroute Scheme Review Board sitting. The possible provisional outcomes are:

- **Successful** - the sought category of Fellowship is awarded.

- **Minor amendments** – **one aspect** of the claim requires attention (e.g. one Descriptor criterion has not been met).

This can be addressed in a short, submitted addendum (up to 500 words). This short addendum should directly evidence the area/criterion unmet, making clear how your practice meets this requirement. Written minor amendments are applicable for both dialogue and documentary submissions where one element requires attention. This amendment will be reviewed by the same panel of reviewers that reviewed your original submission and may be processed by **Convenor's action** following the ENroute Review Board to which it was originally submitted and prior to the next Review Board, which can be arranged with the participant

- **Major amendments** – **more than one aspect** of the claim requires attention (e.g. more than one Descriptor criterion has not been met). The evidence presented is relevant to the category though not articulated in a way that adequately evidences impact related to the category descriptor criteria.

This requires resubmission after amendments which involves significant revision following reflection on the feedback you receive on your original submission. You will need to re-submit your claim's supporting documentation (RPA, Advocate Statements) and attend a new dialogue; or re-submit your full documentary application. You will be offered 1:1 mentoring support to prepare this re-submission. **Resubmissions will be reviewed by a different panel of reviewers than your original submission and presented at a subsequent ENroute Review Board to that originally submitted**.

- **Claim not yet ready** – claim does not meet Descriptor requirements as not commensurate with selected Fellowship category.

This decision reflects the view of the reviewers that you have not presented sufficient evidence for a successful application in your chosen category and will require substantial further evidence for a successful application in the selected category. You may need to reconsider the Fellowship category you are claiming against.

We offer 1:1 mentoring support to all participants in this case in addition to detailed written feedback on your original submission. Resubmissions will be reviewed by a different panel of reviewers than your original submission with **no designated timeframe for resubmission**.

If a resubmission is unsuccessful, participants are offered further 1:1 mentoring support, detailed written feedback and a discussion with reviewers of their resubmission. A plan of support may also be agreed with the participant which may identify relevant professional activities and development the participant may require to undertake prior to prior to submission of a new application for the originally selected, or alternative. Fellowship category. There is no fixed timeframe for resubmissions.

7.2 ENroute Scheme Reviewers

Internal Reviewers are colleagues from across the University who have been recognised as Senior Fellows or Principal Fellows and have been trained in their roles. They know and understand the UKPSF and its requirements for each category of Fellowship. Robustness is built into the review process by the training provided to Reviewers and mentors (see Appendix G: Reviewers and Mentors CPD), as well as by maintaining a clear divide between mentoring and reviewing within ENroute. Within any one submission cycle, reviewers will not have been mentors and mentors will not be engaged in reviewing.

Prior to the review process commencing both you and the reviewers will have completed a conflict of interest form to manage the risk of bias towards or prejudice against you and your claim.

7.3 Moderation

All claims are subject to internal moderation (see Appendix H: Internal Moderation Form), the outcome of which is presented to the ENroute Scheme Board (see section 7.4) and there is an **External Reviewer** appointed for a period of four years. The External Reviewer is a PFHEA and undertakes a role which depends on the Category of Fellowship, see below. In summary, the role is in place to ensure reliable, consistent Fellowship decisions are made and to support the continuing development of the Scheme.

For Descriptors 1–3:

Submissions leading to the award of HEA Fellowship are moderated by the External Reviewer prior to the final Fellowship decision being made (i.e. during the active decision making process). Through sampling, the External Reviewer focuses on the appropriateness of internal decision-making to ensure that the criteria of the relevant descriptor are reliably met before Fellowship is awarded.

For Descriptor 4 only:

The External Reviewer is one of the three independent reviewers who all have been recognised as Principal Fellows.

The External Reviewer reports formally on the quality assurance and quality enhancement processes relating to the participant experience and appropriateness of Fellowship decision

making, in line with Advance HE requirements. The report is formally presented to the ENroute Scheme Review Board and forms part of the Annual Report submitted to Advance HE and to the University's Quality and Standards Committee.

7.4 The ENroute Scheme Review Board

The ENroute Scheme Review Board is chaired by a lead academic who is a Principal Fellow. The Board is quorate with the Chair, one Internal Reviewer and the External Reviewer. Their role is specifically to ensure due process is followed, according to the Terms of Reference (see Table 2 below). The External Reviewer reports formally to the Board on both process and Fellowship decision-making. One seat is open on the Board for an observer from anywhere in the University whose role involves them in teaching or supporting learning[12].

Table 2: ENroute Scheme Review Board Terms of Reference

<table>
<tr><th colspan="2">ENroute Review Scheme Board</th></tr>
<tr><td colspan="2">Terms of Reference</td></tr>
<tr><td colspan="2">Purpose: To oversee all activities and processes associated with the award of HEA Fellowships via the ENroute Experiential Route to Fellowship at Edinburgh Napier University and to ensure fair and transparent governance and decision-making</td></tr>
<tr><td>Remit
1. To oversee the operation of the ENroute Experiential Route to Fellowship
2. To ensure compliance of ENroute with Edinburgh Napier University expectations and regulations
3. To maintain ENroute's compliance with Advance HE requirements
4. To ensure oversight of ENroute processes and decisions by an appropriate External Reviewer
5. To exercise academic judgement in determining award of HEA Fellowships in cases where there are conflicting opinions of reviewers
6. To oversee the identification for wider dissemination of Fellowship values and opportunities for recognition within Edinburgh Napier University</td><td>Quorum and attendees
A minimum attendance (in person or via technology) of the Convenor, the External Reviewer, the Scheme Lead, the Reviewer Lead (or nominated representative) and the Mentor Lead (or nominated representative) will constitute a quorum.
In addition, an 'empty seat' is offered to any Edinburgh Napier staff interested in observing and the Clerk to the Board is in attendance
Frequency of meetings
Three per annum
Reporting line
Quality and Standards Committee and Advance HE.
Minutes
Minutes and papers will be held</td></tr>
</table>

[12] This is referred to as the empty seat; expressions of interest in filling it are invited prior to each Board sitting.

7. To maintain a strategic overview of progress towards targets for HEA Fellowship recognition within Edinburgh Napier University	electronically by the Clerk to the Board

Immediately prior to the ENroute Scheme Review Board sitting, a Pre-Board takes place. It is convened by the Board chair and comprises the same membership as the Board. In addition, Internal Reviewers are invited to attend for timed agenda slots to facilitate discussion in respect of decision making where it was not straightforward. The discussion in respect of each claim for Fellowship where this is the case is led by the External Reviewer.

7.5 Appeals, complaints, and GDPR

If you wish to challenge the process by which your Fellowship decision was arrived at, you can use the Appeals Process which is detailed in section 3 of Appendix I: Policy on Feedback and Appeals.

Should you wish to raise a **confidential matter**, as part of your appeal or otherwise, please contact the University's Appeals, Complaints & Conduct Manager Richard Bews [r.bews@napier.ac.uk] directly, to ensure you will not be disadvantaged in the process.

In the event that you wish to make a complaint, it has been agreed with the University's Human Resources Department that you should use the University's Complaints Procedure.

Details of data protection guidelines and GDPR compliance can be found on the University's intranet pages on GDPR and Data Protection.

Appendix A: FAQs

We know from experience of running the Scheme that you are likely to have some questions at this point. Therefore, we have provided this section for you. If you have a question which does not feature here, please ask us by email at enroute@napier.ac.uk. It is also worth emphasising that the VLE site previously referred to is rich in information. The primary aim of this FAQs is to give you sufficient detail without overloading you.

How do I get started?

Discuss your plans with your line manager, if possible. Then express your interest in Fellowship recognition via enroute@napier.ac.uk

I'm a zero hours lecturer. Can I apply?

Yes! The Scheme is open to anyone employed by Edinburgh Napier University who teaches or supports learning. This includes academic and research staff, postgraduates who teach, technicians, learning technologists, library staff and student services staff.

Which category should I apply for?

You should select your category based on your recent experience in teaching and supporting learning in higher education and the degree of leadership and impact that you have (see also Figure 2: Which category is right for me?). When you register your intent to come through with us, we ask you to complete both a registration form and a questionnaire that will help you determine the right category. We also point you to resources on our VLE site and the Advance HE Fellowship Category Tool[13]. The category choices will be discussed in the Induction Meeting, and where necessary further via our asynchronous support systems. Do make sure you take full advantage of the support offered in making your decision.

For further advice, talk to a member of the Scheme team (enroute@napier.ac.uk or see Section 2: Contacts) or your School Representative. You may wish to develop your practice further before making your claim. Support and encouragement are on hand via the Scheme team to help you do that. Discuss this with your line manager too, as he/she may be able to identify projects and opportunities enabling you to develop your practice.

[13] https://www.advance-he.ac.uk/form/fellowship-decision-tool

Should I do the taught or experiential route?

The taught route (PgCert Teaching and Supporting Learning in HE) is designed primarily for Early Career Academics who need to complete it as part of contractual requirements. It can be accessed by other University staff. If you are not sure if you would like to pursue this option, or indeed the first module within it, which is accredited by Advance HE against Descriptor 1 (AFHEA), then do talk with us.

The Scheme is for individuals who have experience and underpinning knowledge aligned with the Category of Fellowship selected. You do not have to be a member of academic staff in order to access the Scheme. Anyone who teaches or supports learning is welcome.

If you are unsure about whether to take the qualification or experiential route, please contact the Scheme team for advice.

I did my PgCert LTAP in HE a few years ago. Can I get Fellowship?

If you have completed the PgCert LTAP in HE at Edinburgh Napier since 2000, then you can claim Fellowship. Alternatively, if you completed it before 2000, then you may not be on our database, but if you have the certificate that shows you completed the PgCert LTAP in HE (or its predecessors) please get in touch. For further advice, or if you completed your PgCert LTAP in HE at another institution, please contact Svetlana Vetchkanova in the first instance at s.vetchkanova@napier.ac.uk. She will direct your enquiry.

Do I have to start at the Associate Fellow (Descriptor 1) category?

No. You seek Fellowship against the Descriptor which most closely aligns with what you do. Once you have gained Fellowship, you may choose to return to the Scheme in the future to gain recognition against another category at a later stage in your career. This will enable you to benchmark the continuing development of your practice in line with descriptor requirements.

I'm interested in Principal Fellow (Descriptor 4) – how do I make my claim?

As for the other categories, Principal Fellowship has two review options – documentary or dialogic. To be recognised as a Principal Fellow, you will need to demonstrate a **sustained, effective record of strategic impact** at institutional, national, or international level and be committed to **wider strategic leadership in teaching and supporting learning,** the full descriptor criteria for Principal Fellowship can be viewed here. You might also be one, or both, of the following:

- A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.
- Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond your own institution.

Please email enroute@napier.ac.uk to express an interest in the Principal Fellowship category. The next step will be for you to have an informal meeting with the Scheme Lead to talk through your readiness.

How far back can I use evidence?

You can draw on a range of evidence to demonstrate how you have developed as an educator or supporter of learning. The emphasis should be on current or recent practice relating to ***the last three years*** for Associate Fellow and Fellow submission and ***the last five years*** for Senior and Principal Fellow. If you draw on older evidence, be sure to demonstrate how this has informed your *current practice*.

How long will my Fellowship submission take?

This will vary according to your individual circumstances and experience and depends on what evidence you have to draw upon, what you might need to do and what other commitments you have. As a general guide, our process is designed to support you in developing and making your claim over the course of four months approximately if you have chosen the Mentoring Circles option, or in a more condensed period, if you have selected the Focus on Fellowship (Writing Retreat) option.

To what extent is my line manager involved?

We advise that you discuss your plans for applying for Fellowship recognition with your line manager as part of the My Contribution process[14].

Can I use evidence from outside Edinburgh Napier?

Yes. Your submission relates to you as a professional, rather than your current role at Edinburgh Napier. All evidence should relate to your practice of teaching or supporting learning in Higher Education – see Advance HE Accreditation Policy, Appendix 1: Section 4 for further information on eligibility for Fellowship recognition.

[14] The University's appraisal scheme

What counts as evidence of professional development?

More than you might think! The following are all possible examples which extend beyond the obvious practice of teaching and supporting learning. Think about participation in workshops and conferences; peer observations; corridor conversations about teaching and learning; participation in collaborative projects about teaching and learning; contribution to academic debate through social media; writing for publication; pedagogic research and scholarship; evaluation; contribution to your disciplinary or professional association; external examining; engagement with quality enhancement and assurance procedures; involvement in special interest groups and committees. Remember to reflect **upon the impact** of engaging in these activities – what has it meant for your teaching and/ or supporting learning practice and the student learning experience?

Can I use advocates from outside the institution?

Yes, however for Associate, Fellow and Senior Fellow one of your two advocates should be based at Edinburgh Napier. For Principal Fellow, at least one of your advocates must be external to Edinburgh Napier (see Section 7 for more information). In the event that you have recently joined the University and will be presenting practice from previous employment in your claim, you are asked to ensure that one of your Advocates is from this institution.

'Tell it exactly how it is' or only 'share my successes' – how do I get the balance right in this kind of reflective account?

The reviewers are looking for a clear picture of your practice in teaching and supporting learning and an insight into who you are, how you approach your role and the evidence-base for what you do. It is just as appropriate to reflect on your challenges and difficulties and how you have addressed them, as well as to analyse and celebrate your successes. Aim for an open and constructive account, rather than a 'look how wonderful I am' type approach.

I need to refresh my knowledge of the pedagogical literature. What do you recommend?

This is a good idea – your reflective discussion should be informed by relevant theories of learning and teaching and draw from the pedagogic evidence base. See the VLE site for a selection of books and other resources recommended by colleagues.

Who can help me with my submission?

Mentoring Circles or the Focus on Fellowship (Writing Retreat) are the two support options. They are designed to provide you with advice, encouragement, and feedback and peer support as you work through the process of preparing your claim. Both are facilitated by colleagues who hold Fellowship, who have a good understanding of the requirements for HEA Fellowship across the categories and are skilled in supporting others to develop their claim. Subject specific support is also available via your School or Service Representative. Details of the Mentoring Circles, together

with the workshops, formative feedback opportunities and a range of other resources, are available on the VLE site.

I want to talk about my practice not write about it

Choose the Dialogue option (see Section 5 and Appendix D: Guidance Notes for Dialogue Review Option), but please be aware that there is a written component to the dialogic review option – the Record of Professional Activity and the Discussion Page.

I want to write about my practice not talk about it

Choose the Documentary option (see Section 5 and Appendix C: Guidance Notes for Documentary Review Option).

How is the Scheme managed?

It is centrally managed within the Department of Learning and Teaching Enhancement, with the support of representatives from each School and the Professional Services and the mentors and reviewers. Together they make up the University-wide Scheme Team.

How will my personal data be used?

Please see our privacy statement.

When do I hear the outcome?

We try to communicate the outcome as soon as we are able. We commit to informing you by email within 10 working days following the relevant Review Board meeting, with your line manager copied in if you are successful.

What if I'm not successful?

If your claim is considered to require either 'minor' or 'major' amendments or 'not yet ready', then you will be given feedback from the Internal Reviewers, approved by the ENroute Scheme Review Board, who will advise on how you can meet the requirements in the future and the support available. This advice will be provided in writing with the option of a one-to-one discussion with one of the Reviewers if you would like that too.

What are the quality assurance processes for the Scheme?

These include:

- a transparent process
- independent Internal Reviewer decision making
- a process of Internal Moderation
- moderation of claims by the External Reviewer (D1–3), including sampling of dialogue recordings made available securely via a University database
- full engagement of the External Reviewer in the review of D4 claims (D4)
- an open seat available on every Board contact enroute@napier.ac.uk or look out for invitations via email.
- An appeals process (see Appendix I: Policy on Feedback and Appeals).

What happens after I achieve Fellowship?

First of all, celebrate! You have been recognised for your achievements against an internationally recognised benchmark. You can then expect to receive your Certificate from Advance HE and you will be entitled to use the appropriate post nominals (AFHEA; FHEA; SFHEA; PFHEA). If you are not already a part of the Learning and Teaching Network, please join it. Importantly, it does oversee the process of your remaining in **good standing** against the Category of Fellowship for which you have been recognised. You will also be encouraged to consider how to share the good practice recognised in your submission. One of the means by which this is enabled is via the ENroute Yearbook. Finally, you will be asked to join the University-wide Scheme team.

How does Fellowship link with academic career progression?

HEA Fellowship is an expectation for all salaried academic staff at Grade 6 and above. It also integral to the Academic Promotions Framework.

What are the benefits for Professional Services staff?

Fellowship will help you to demonstrate your contribution to teaching and supporting learning at Edinburgh Napier and to gain sector-wide recognition for your practice.

How do I find out more?

Please just get in touch (enroute@napier.ac.uk or see Section 2 for contact details).

Appendix B: Guidance Notes and Exemplar Template for Record of Professional Activities

The Record of Professional Activities forms part of the submission for both the Documentary and the Dialogic review options. It is designed to enable you to demonstrate the breadth of your contribution to teaching and supporting learning. The focus is on current practice, although you can include activities within a three-year timeframe for Associate Fellow and Fellow submissions and a five-year timeframe for Senior Fellow and Principal Fellow submissions.

Entries in this section should be fairly brief with a maximum of 150 words per example. Describe the activity, its rationale, note its impact on the learners within your practice/role, giving an example to show how it has made a difference and to whom, and indicate how you know this. Date each item and map it against the appropriate Areas of Activity, Core Knowledge and Professional Values, and then identify where in your RPA you have addressed the Descriptor Criteria for your chosen Fellowship category.

How many activities should you include? We recommend the following:

- Associate Fellow: 6–8
- Fellow: 8–10
- Senior Fellow: 10–15
- Principal Fellow: 15–20
    - Unlike other categories' RPA, Principal Fellow applications require participants to demonstrate how the activities of their professional practice map to and effectively address the whole of Descriptor 4 (D4.1-D4.V) by mapping to this, rather than Dimensions, in confirming your sustained record of effective strategic leadership in academic practice and development as a key contribution to high quality student learning.

You can find guidance and examples for the RPA on the VLE site, and we will support you in preparing your RPA in the mentoring circles / writing retreat.

ENroute - Record of Professional Activity for Associate Fellow[15]

Please complete both Part A (activities) and Part B (mapping to Descriptor)

Applicant name:					
Record of Professional Activity - Part A: List of activities					
NB - please remember: **max 150 words** per example Address: **'what' -** what did you **do** **'how/why'** - how did you do it and why did you choose this approach **'impact' -** what was the impact on the learners			Please list every dimension you map to individually and refrain from bulk mapping like K1-6. **Mapping to UKPSF dimensions**		
No.	**Activity**	**Timeframe**	**Areas of Activity**	**Core Knowledge**	**Professional Values**
1.					
2.					
3.					
4.					
5.					
6.					

Right-click in the bottom cell, select 'Insert' and click 'Rows Below' to make a new line for your next example if required. Maximum 8 examples.

[15] This is an illustrative example of the RPA template for the AFHEA, each category follows this structure where Part A lists the minimum number of professional activities required for each while Part B prompts participants to map to the descriptor criteria for that category.

Record of Professional Activity - Part B: Evidencing descriptor criteria	
Please indicate where in your numbered examples in Part A you evidence the criteria for Descriptor D1.	
UKPSF Descriptor 1 Criterion:	**In which examples in part A (just give the numbers) do you evidence this?**
I. Successful engagement with at least two of the five Areas of Activity *(You need to evidence engagement with only two of the five areas of activity, but please list all those you have mapped to in Part A)*	**A1:** **A2:** **A3:** **A4:** **A5:**
II. Successful engagement in appropriate teaching and practices related to these Areas of Activity *(Expanding from the criterion above, where do you evidence specifically that your teaching or supporting learning practices were successful?)*	**A1:** **A2:** **A3:** **A4:** **A5:**
III. Appropriate Core Knowledge and understanding of at least K1 and K2 *(You need to evidence at least K1 and K2, but please list all those you have mapped to in Part A)*	**K1:** **K2:** **K3:** **K4:** **K5:** **K6:**

IV. A commitment to appropriate Professional Values in facilitating others' learning *(You need to evidence Professional Values as relevant in your context. Please list all those you have mapped to in Part A)*	**V1:** **V2:** **V3:** **V4:**
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities *(In which examples do you demonstrate your engagement with pedagogic research or pedagogic scholarship? (these can be in your specific subject area))*	
VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities *(In which examples do you demonstrate how you have been developing yourself in the broad area of (supporting) learning, teaching and assessment?)*	

Appendix C: Guidance Notes for Documentary Review Option

Context Statement

Use up to 300 words to introduce yourself and your approach to teaching and supporting learning. What interests you about teaching? What experiences have informed the development of your practice? What excites you about your discipline or professional service and how do you share that with your students? This is an opportunity to contextualise your claim, conveying the essence of who you are as a professional and providing a grounding for the rest of your submission.

Case Studies

Use this section to provide a reflective account of your practice in the form of two case studies normally. A third might be agreed, but this needs to be discussed because there is a risk of a lack of depth if there are too many cases.

The case studies give you the opportunity to frame an account of your practice in a way that makes sense to you. You should ensure that your studies are appropriate in scope and depth to the category of Fellowship against which you are applying.

For all categories, within your case studies you should:

- Write in the first person and the active voice. This submission is about *you* and *your* practice.
- Address the UKPSF throughout and integrate the language into your account.
- Be explicit and specific in mapping to the dimensions and descriptors of the framework: reference them as you would cite literature.
- Give enough context to make sense of your examples but don't go overboard with detail.
- Be critically reflective. Describe why you did what you did, consider its impact on the student learning experience and, if appropriate, consider next steps.
- What difference have you made? Evidence your impact throughout, weaving in short extracts from a range of evidence.
    - For AFHEA/FHEA this could include student/colleague/external examiner feedback, peer observation/review, curriculum evaluations, peer review, evidence from pedagogical research, NSS scores for your programme, 360-degree feedback, workshop evaluations and student nominations for excellence awards.

- For SFHEA this could include feedback from colleagues you have mentored, coached and/or supervised and whose practice you have impacted as a result, project work where you have made a demonstrable contribution or led a specific aspect illustrating your contribution and impact, as well as how you may have influenced new approaches to learning and teaching of your colleagues at a local or wider level providing evidence of how colleagues' practice has developed from this.

- For PFHEA this could include examples of your institutional strategic, sectoral or discipline-based impact from the contribution you have made in instigating, developing, overseeing and leading strategic initiatives, such as leading strategic widening participation/outreach initiatives, fostering strategic links/collaborations between institutions, organisations and sectoral bodies, and leading strategic learning and teaching or curriculum development projects.

- Explain how you think about your practice and how you work to improve it. Examples may be of successful or less successful initiatives but show how you have reflected on lessons learned.

- Demonstrate your scholarship by relating your account to the literature that has informed your practice. But don't provide a general account of teaching and learning!

- Be comprehensive. Make sure that you address all elements of the appropriate Descriptor for your Fellowship category across all the case studies.

- Make it easy for the Reviewers – help them to make the links between you, your practice and the Descriptor against which you are seeking recognition.

- Show that you value development. Demonstrate how you have identified and responded to your own development needs and what the impact has been for you and your colleagues and/or students.

- Keep it current. Draw on the past to make sense of what you do now but keep the focus on what you do now or have done over the last three years (AFHEA/ FHEA) or five years (SFHEA/ PFHEA). If you use earlier examples show clearly how they have informed and tie them into your current practice.

- Step back from your submission. Does it address each element of the relevant Descriptor?

- Attend to the practicalities such as word count, discussion and proofreading. Make it easy for the Reviewers to see your practice by the way you present your submission.

In addition, take into account the following category-specific guidance.

Associate Fellow:

Descriptor 1

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

- Address the requirements of **Descriptor 1**. This includes **at least two** of the Areas of Activity (please identify these within your submission form), **at least K1 and K2** of Core Knowledge and **a commitment** to appropriate the Professional Values.
- 1400-word limit across Two case studies plus Context Statement (up to 300 words) and citations (up to 200 words)

Fellow:

Descriptor 2

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

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

- Address the requirements of Descriptor 2. This includes all the Dimensions of the Framework, i.e. the Areas of Activity, Core Knowledge and Professional Values.
- 3000-word limit across two case studies plus Context Statement (up to 300 words) and citations (up to 500 words)

Senior Fellow:

Descriptor 3

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, scholarship and, as appropriate, related academic or professional practices
VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

- Address the requirements of Descriptor 3. This includes all the Dimensions of the Framework, i.e. the Areas of Activity, Core Knowledge and Professional Values.
- You must also demonstrate sustained successful coordination, support, supervision, management and/or mentoring of others in relation to teaching and learning. In so doing you need to evidence influence and impact on others for the benefit of students.
- 6000-word limit across a Reflective Account of Practice, two case studies plus Context Statement (up to 300 words), and citations (up to 500 words)

Principal Fellow:

Descriptor 4

Demonstrates 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)national settings
III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

- Address the requirements of Descriptor 4. This includes championing all the Dimensions of the Framework, i.e. the Areas of Activity, Core Knowledge and Professional Values through your work with students, staff and wider institutional developments.
- You must demonstrate a sustained, effective record of strategic leadership in academic practice and academic development as a key contribution to high quality student learning.
- 7000-word limit across two or three case studies, plus Context Statement (up to 300 words) and citations (up to 500 words).

You can find example case study extracts on the VLE, one of them is provided in Textbox 2 below for illustration.

Senior Fellowship submission
Sample case study extract

My teaching approach has been positively commented on in feedback from external examiners and these modules received excellent feedback from students regarding the support they received for their coursework from the staff in my teaching team. The module success rate was high with only those students who did not participate in the module having to resit coursework (2 students in the last 5 years) [K5, K6]. I feel that these approaches are especially important for staff supporting a diverse student community with a variety of prior learning experiences, skills and abilities. However, they present particular challenges in an online learning environment for distance learning. My experience of managing the design and delivery of online courses (documented in Case Study 2) taught me that by making content more accessible, for example, for students with dyslexia and visual impairments by enabling them to customise their online learning materials (e.g. text size, fonts and colours) and providing podcasts, audio recordings and texts compatible with assistive technology for screen-reading, a consequence was that it made learning more accessible for all students to suit their different learning styles. [A1, A4. K2, K3].

As well as implementing these initiatives in my own teaching, I also actively promoted these to staff in my department and organised staff development activities to help them improve their learning materials and courses. For example, I arranged staff development on a new tool for building accessible interactive online discussions for distance learning. It was a practical workshop which involved hands-on creation of an interactive discussion based on their own existing lecture material and drew on the collective experience of the department in a collaborative approach. All staff participated including one individual who was generally resistant to change – his first question was “is it compulsory?” I persuaded him to attend by explaining the benefits of this approach for staff as well as for students and by emphasising the positive impact he could have by sharing his considerable teaching experience with the other members of staff during the development workshop. [A2, A4, K3, K4, V2].

Textbox 2: An example extract from a SFHEA submission case study

Appendix D: Guidance Notes for Dialogue Review Option

What is the Dialogic Review option?

This is the opportunity to present your claim for Fellowship in spoken form through a dialogue with two Internal Reviewers for Associate and Fellow claims and three for Senior Fellow. There will be three Internal Reviewers for Principal Fellow dialogues too, however a minimum of one will be from outwith Edinburgh Napier.

To support and inform your dialogue you are required to complete a Record of Professional Activities (see Section 5.4 and Appendix B: Guidance Notes and Exemplar Template for Record of Professional Activities) and to create an ePortfolio comprising the Record of Professional Activities and your Discussion Page, your submission form (personal details) and your Advocate statements. Together these provides a springboard for your dialogue. Your claim is reviewed on the basis of what is discussed during the dialogue together with your Record of Professional Activities, supported by your Advocate statements.

What is the Discussion Page?

More extensive information and guidance about the Discussion Page is available on the VLE. Your Discussion Page should give a (mostly visual) overview of who you are as an educator. It will serve as a guide to the discussion as well as an aide-memoire to you during the dialogue to remind you of the breadth of your practice.

Start your Discussion Page with a short Context Statement to introduce yourself and your approach to teaching and supporting learning. What interests you about teaching? What experiences have informed the development of your practice? What excites you about your discipline or professional service and how do you share that with your students? This is an opportunity to contextualise your claim, conveying the essence of who you are as a professional and providing a grounding for the dialogue.

How can I prepare for the Dialogue?

There are two aspects to the Dialogue Review Option: the preparation of your ePortfolio and the dialogue with your reviewers about your practice based on the UKPSF.

To prepare your ePortfolio, visit the VLE site for a range of support resources.

To prepare for the dialogue, participate in the ENroute Mentoring Circles or Focus on Fellowship (Writing Retreat). Either will support you to critically reflect on your practice in relation to the UKPSF and to consider in detail how you meet the relevant Descriptor. You are also strongly advised to take part in a dedicated '**Expectations of Professional Dialogue**' workshop to gain further advice and practice.

How will the dialogue be structured?

The Frame for the Dialogue is outlined in Section 5.7 and Textbox 1 and will be discussed in the **Expectations for Professional Dialogue** workshop. The Reviewers will have your Discussion Page open during the dialogue. This will provide the basis for opening questions and further discussion. You need to be prepared to think on your feet during the discussion and to respond to the evolving direction of the conversation. The dialogue is your opportunity to discuss your practice and while of course the reviewers will ask questions, please take the opportunity to lead the discussion and cover the areas you are most proud of in your practice, as they align with the Category of Fellowship you are claiming against.

In advance of the dialogue, AFHEA claimants need to have made clear which two Areas of Activity they will address.

The dialogue will last around 30 minutes for AFHEA, 45 minutes for FHEA and SFHEA, and an hour for PFHEA. It will be audio-recorded for audit and quality assurance purposes. Further information about the recording and storage of dialogues is available on the VLE.

Who are the Internal Reviewers?

Reviewers are colleagues from Schools across Edinburgh Napier who are Senior or Principal Fellows and will have undertaken reviewer training, including a period of shadowing the review process (both documentary and dialogue). Prior to the dialogue, both you and the reviewers will be asked to complete conflict of interest form to manage the risk of bias towards or prejudice against you and your claim. See also Section 7.

Is the process of reviewing different for Principal Fellowships?

If you are applying for Principal Fellow at least one reviewer will be external to Edinburgh Napier University, making three reviewers in total. These colleagues will have extensive experience of strategic leadership in learning and teaching and will all hold Principal Fellowship. Other than that, and the anticipated length of the dialogue, the structure is the same.

Where and when will the dialogue take place?

The dialogue will take place in a quiet private room at a mutually convenient date[16]. The date and time will be arranged by the Scheme lead and administrator, following the submission of your 'Intention to Submit' paperwork which includes a 'Conflict of Interest' form enabling the process of matching you with reviewers, and a table for you to indicate the dates of your availability.

[16] If necessary, the dialogue will take place in an online space

When will I know the outcome?

Each reviewer makes an independent decision; the reviewers then reach a provisional joint decision recorded after the dialogue using the ENroute Scheme Reviewer Decision Making Sheet (see VLE site). This is submitted to the ENroute Scheme Review Board for ratification (see Section 7). You will be informed of the ratified decision via email within ten working days of the Board meeting and your line manager will be informed if successful.

Appendix E: Guidance Notes for Advocates – Associate Fellow[17]

Thank you for agreeing to take on the role of advocate for a submission for Fellowship of the Advance HE via ENroute. ENroute is Edinburgh Napier University's Professional Recognition Framework designed to enable staff involved in teaching and supporting learning to submit for one of four categories of HEA Fellowship.

Your role as an advocate is to confirm that the practice detailed in the individual's submission is a true record. You need to have sight of their written claim (documentary option) or their Mahara collection of pages (dialogue option). In both cases, this contains their Record of Professional Activity (RPA), which is supplemented with Case Studies for the documentary submission or with a Discussion Page outlining their practice for the dialogic submission.

In providing the Advocate Statement you are confirming that you support the applicant's claim for Fellowship in their chosen category.

The applicant will provide you with the following information and documents:

- The category of Fellowship they are submitting for
- The date by which they need to submit your statement
- These Advocate Guidance Notes
- The Advocate Statement Form
- For documentary submissions: their written claim (RPA + Case Studies)
- For dialogue submissions: their collection of Mahara pages (RPA + Discussion Page)

To complete your reference:

- Examine the Record of Professional Activities and read the Case Studies or look at the Discussion Page – does the claim provide an accurate picture of the applicant's experience and achievements in teaching and supporting learning?
- Consider the UK Professional Standards Framework (UKPSF; attached), including the Dimensions of the Framework and the Descriptor relating to the category of Fellowship applied for (both copied here on page 2 for your convenience). Do the Dimensions underpin the individual's practice in teaching and supporting learning? Does the individual meet each clause of the Descriptor relating to the category of fellowship they are submitting for?

[17] This appendix shows page 1 and 2 of the category-specific Guidance Notes for Advocates, exampling the one for AFHEA. Page 1 is identical for all categories, page two contains category-specific details. The entire UKPSF handout is also attached in the guidance document. The full documents are available for download on our VLE.

- Complete the Advocate Statement Form to offer your view on the above (up to approx. 500 words), providing practical examples to support your comments where possible.
- Email your completed form to the applicant to include as part of their submission.

The ENroute reviewers may contact you to discuss your advocate statement.

The applicant will have been advised to get in touch with you well ahead of time for this supporting statement. If you do not have time to take on the advocate role or do not feel in a position to comment upon the applicant's work, please decline the request.

If you have any questions the applicant is not able to answer, please contact us by emailing enroute@napier.ac.uk.

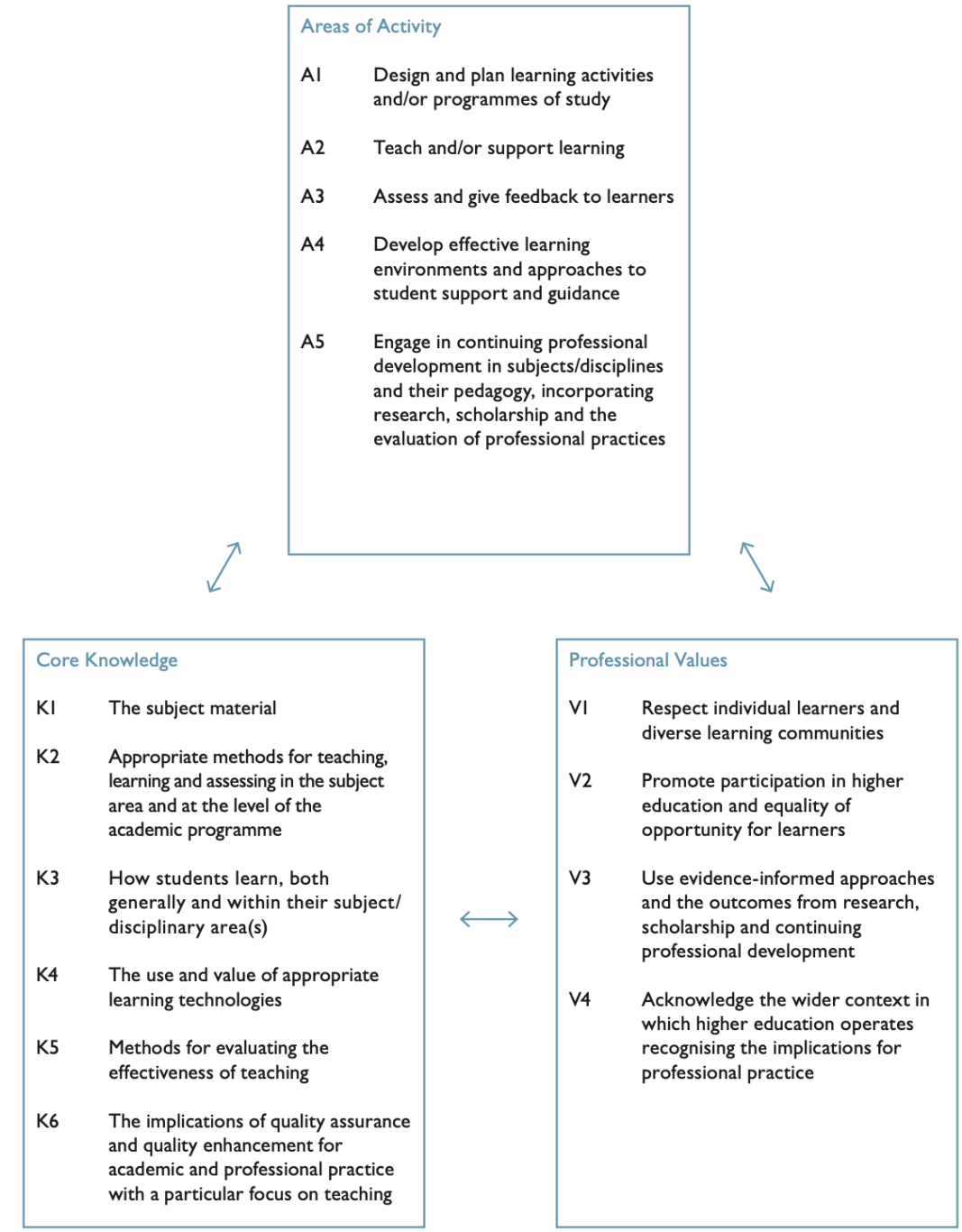
Descriptor 1: Associate Fellow

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

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

Dimensions of the Framework:



Appendix F: Advocate Statement Template

(Illustrative Example for Associate Fellow[18])

I, (Advocate's name), confirm that (applicant's name)'s application for (category of fellowship applying for) as detailed in their Record of Professional Activity and presented in their Discussion Page / Case Studies (delete as appropriate) accurately reflects their practice in learning and teaching or supporting learning as I know it.

In further support of this submission I offer the following advocate statement: *(We suggest no more than 500 words for your statement. Please refer to the Advocate Guidance Notes and the UKPSF attached there to be reminded of the criteria we will be assessing)*

In submitting my supporting statement, I declare that:

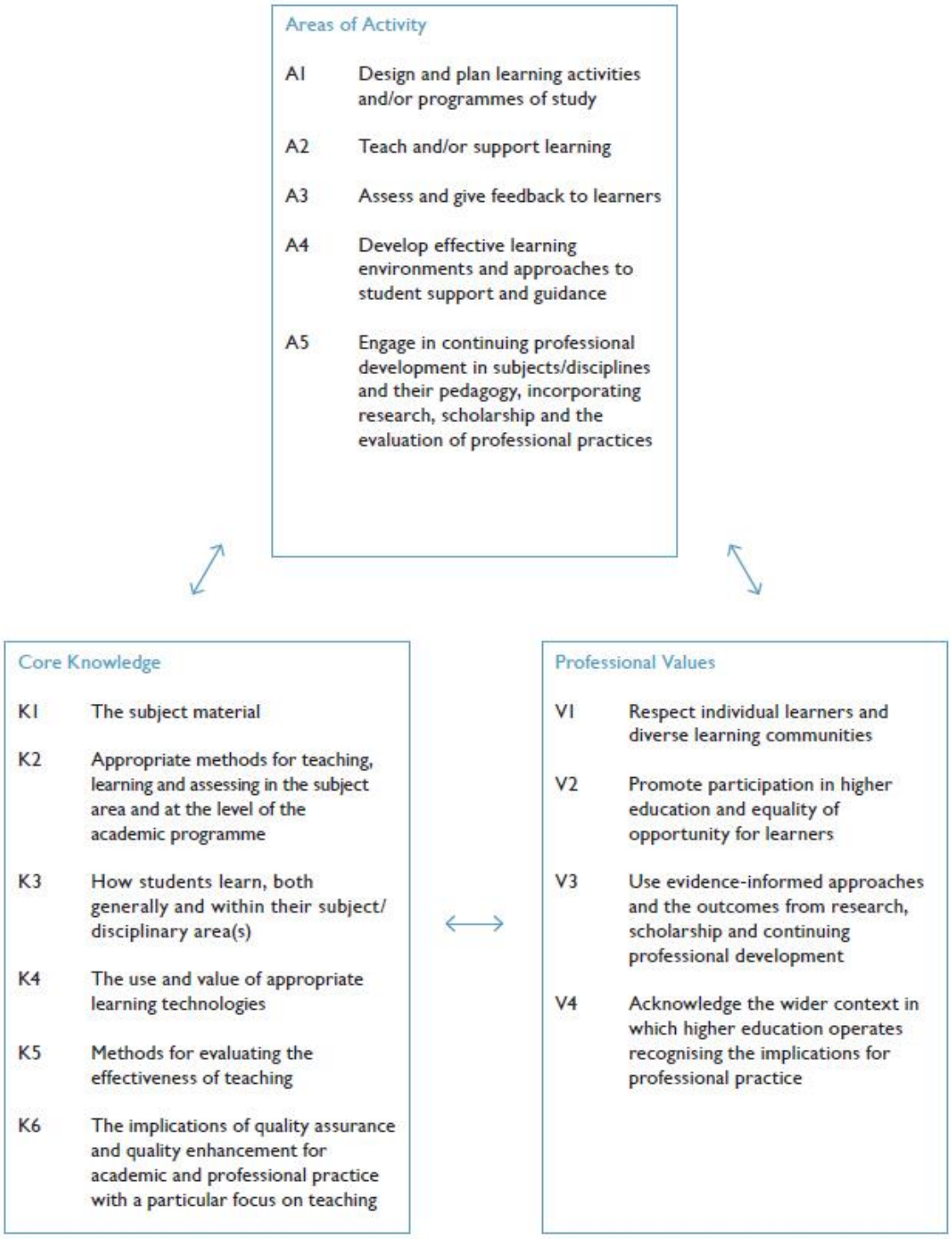
- I have read the Guidance Notes for Advocates before I wrote the supporting statement;
- I understand that I am confirming that the applicant's fellowship application relates to their higher education professional practice and that my statement is my own work and has been written specifically for this applicant;
- I understand that if the professional integrity of the supporting statement were in question, it may not be accepted.

Advocate details	
Name:	
Role Title:	
Institution:	
Fellowship Status and number:	

[18] Please downloaded the appropriate form as a single Word file from the ENroute information and guidance for participants VLE site.

(please state which category of Fellowship you hold, if any, and add your Fellowship number)	
Date:	

Dimensions of the Framework



Appendix G: Reviewers and Mentors CPD

The Scheme team has paid careful attention to the robustness of its decision making cognisant of the fact that we welcome participants from a wide range of roles who can meet Fellowship requirements through a variety of evidence. We know we need to be certain that not only are we treating individuals fairly, but we are applying the UKPSF standard reliably and consistently.

Hence, we have a synchronous programme of learning for mentors *and* reviewers to minimise the risk of providing individuals seeking Fellowship with inaccurate/ confusing detail as they prepare for submission and then present their claims for review. Both mentors and reviewers must attend one CPD session / annum as a minimum.

In the event that there was a 'difficult' Review decision, the relevant reviewers are invited to attend the Pre-Board to discuss the claim in question with the External Reviewer. The Pre-Board is attended by the Reviewer Lead and Mentor Lead to ensure that subsequent learning for mentors and reviewers can be facilitated outside of the Pre-Board. After each Board the experiences from the board and the mentoring process are used to design a CPD session for all mentors and reviewers. These take place three times per year, and both mentors and reviewers are required to attend these at least once per year.

In addition, once a year all mentors and reviewers will have the opportunity to discuss the experiential route, its operation, its challenges and its successes with our External Reviewer.

Appendix H: Internal Moderation Form

<table>
<tr><td rowspan="2">Name of Participant:</td><td colspan="2">Review Option</td></tr>
<tr><td>Dialogue</td><td>Documentary</td></tr>
<tr><td rowspan="2">Names of Reviewers</td><td colspan="2">To the best of your knowledge, was there an observer/ shadow reviewer?</td></tr>
<tr><td>Yes</td><td>No</td></tr>
<tr><td>Process</td><td colspan="2" rowspan="3">The Review Decision

a) Would you have agreed the decision? Yes / No

b) If yes, why?

c) If no, why?</td></tr>
<tr><td>Documentary:

To what extent were you able to understand how the final decision was arrived at?</td></tr>
<tr><td>Dialogue:

To what extent:

i) Did the structuring of the dialogue align with the agreed process? (see footnote, page 1).
ii) Were questions used to enable the participant to speak to their practice?
iii) Were questions used to enable the participant to speak to the category and its requirements?

Were there any other features of the process which you would like to comment on?</td></tr>
</table>

Appendix I: Policy on Feedback and Appeals

1. General Principles

1.1 The Experiential Route to Fellowship – the Scheme - is accredited by Advance HE. The Scheme intends to be supportive and enabling.

2.2 In line with this intention, procedures are in place to ensure:

- Unsuccessful participants receive written feedback on their submission, have the opportunity for a 1:1 discussion with one of your reviewers and are provided with a tailored support package designed to enable subsequent submissions to meet requirements.
- Unsuccessful participants have the opportunity to appeal, where there are valid grounds for appeal.
- Participants have the option to complain where they (or their representative) have been dissatisfied with the service received.

2. Procedure for participants receiving feedback

2.1 Following the ENroute Scheme Review Board a letter will be sent by email to advise participants of the Board's decision from the Convenor; this letter will be sent within ten working days. In the event that the claim is unsuccessful, participants will receive written feedback prepared by the Internal Reviewers and a tailored support plan, agreed by the Review Board, will also be provided.

2.2 If, during the feedback process, it becomes apparent that there is additional, directly relevant information to the claim which was not available at the time of its submission, the Review Board will review its original decision, taking into consideration the new information.

3. Procedure for participants appealing an ENroute Scheme review decision

3.1 A formal appeal against a review decision can only be raised when there are adequate grounds.

3.2 An Appeal is defined as a request for the reconsideration of review decision.

3.3 The grounds for appeal are:

(i) Procedural irregularity, where the participant believes the Scheme has not adhered to its own stated procedures, or there is evidence of alleged improper conduct.

(ii) The emergence of substantial new information which may have affected the review decision, and which could not have been available at the time of the original review decision.

3.4 Participants who have valid grounds on which to appeal against a review decision should raise the appeal within 20 working days following notification of the original review decision. Appeals received after 20 working days will only be considered in exceptional circumstances.

3.5 A formal letter of appeal should be submitted via email to enroute@napier.ac.uk for the attention of the Convenor of the ENroute Scheme Appeals Panel.

3.6 The letter should clearly state:

(i) The participant's name and contact details

(ii) Specific details of the grounds for appeal (see Section 3.3)

(iii) Any other evidence which the participant sees as relevant

3.7 All relevant information should be submitted at one time; it may not be possible to consider information which is submitted later in the process, without good reason.

3.8 The Convenor of the ENroute Scheme Appeals Panel will write to the appellant within 5 working days to advise if the grounds for appeal have been met. If the grounds for appeal have not been met, or the appeal is judged to be vexatious or frivolous, the appeal will be rejected.

3.9 If the grounds for appeal are met, the Convenor of the ENroute Scheme Appeals Panel will advise the participant in writing of the appeals process and the time-scale for considering the appeal. If additional information is required, the participant will be informed and provided within 10 Working Days by which to submit the information.

3.10 The ENroute Scheme Appeals Panel has responsibility for the consideration of all appeals. No member of the panel will have been directly involved in the original decision under appeal. The minimum membership required for the Panel to operate is four.

3.11 The panel will normally comprise:

(i) The Convenor of the ENroute Scheme Appeals Panel

(ii) The Enroute Scheme Appeals Officer

(iii) An ENroute Scheme Reviewer who has not been part of the review process for the participant.

(iv) A peer from the University who has been recognised as Fellow of the Advance HE in the category to which the Appellant has applied.

3.12 After giving consideration to all the evidence presented, one of two decisions will be reached:

(i) Appeal upheld

(ii) Appeal unsuccessful

The decision of appeal upheld can lead to one of a number of decisions, including (but not limited to):

(i) The participant is recognised as a Fellow of the Advance HE in the category to which they applied.

(ii) The participant's proposal is reviewed by two/three new Internal Reviewers, scrutinised by the External Reviewer and managed via Chair's Action.

(iii) The participant's submission is reviewed by two/three new Internal Reviewers, scrutinised by the External Reviewer and managed through the next ENroute Scheme Review Board.

3.13 Participants will be informed in writing of the outcome and the grounds on which the decision was reached. The decision is final and there is no further right to appeal.

3.14 No participant will be discriminated against for appealing against a review decision.