

ENHANCE FELLOWSHIPS SCHEME

(ENHANCE Scheme)

General Guide for Applicants

2023-27

Aligned to the Professional Standards Framework for Teaching and
Supporting Learning in Higher Education (2023)

The Professional Standards Framework (2023) and Fellowship

The PSF was developed in the UK but has now been used across the world to support teaching and learning development in higher education. In January 2023 a new version was launched building on the strengths of the previous framework but acknowledging that the learning and teaching landscape within HE has changed.

The PSF provides a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, the PSF can be applied to personal development programmes at an individual, institutional or national level to improve teaching quality and celebrate success. At the time of the PSF 2023 launch over 165,000 staff in over 100 different countries have had their individual teaching practice recognised through the Advance HE Fellowship scheme, underpinned by the PSF.

The PSF identifies components of successful teaching and learning (Figure 1). These are expressed in the 15 Dimensions of the Framework and the 4 Descriptors. The PSF clearly outlines the Dimensions with HE teaching and learning support as:

- Professional Values that individuals performing these activities should exemplify.
- Core Knowledge needed to carry out those activities at the appropriate level.
- Areas of Activity undertaken by teachers and those who support learning.

The PSF Descriptors are linked to four categories of Fellowship that can be achieved by staff working in different roles in higher education – see p 9-12 for how these are used in the ENHANCE Scheme.

The [PSF 2023](#) puts more overt emphasis on:

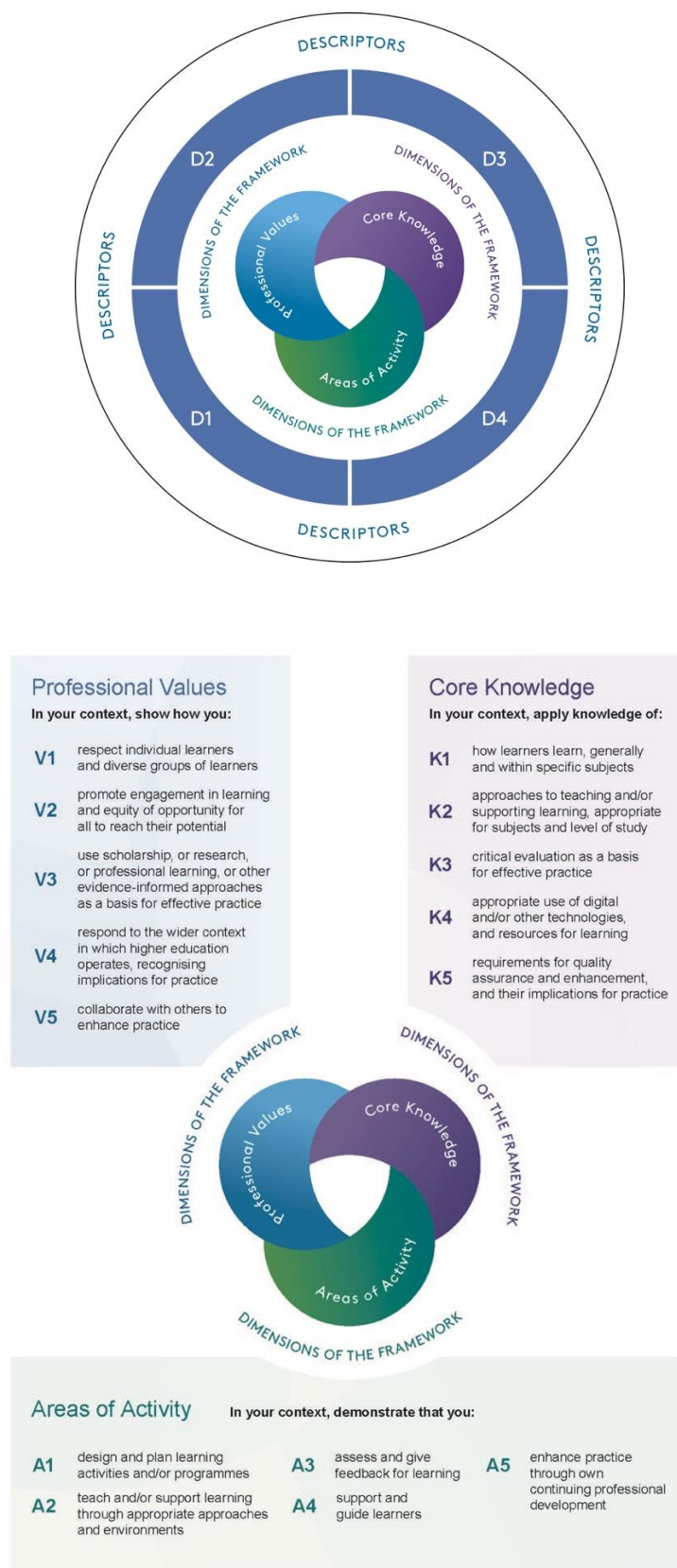
- the effectiveness and impact of teaching.
- the context in which the teaching takes place.
- inclusivity – both from the perspective of the wider range of staff now able to engage with the PSF and how more inclusive approaches ensure all learners feel respected, valued and have equity in opportunity to succeed.

With a greater emphasis on digital/technology, professional values, support for students and collaboration, the revisions ensure the PSF is fit-for-the-future and remains relevant and compelling wherever and however higher education teaching and learning are delivered.

Our Vice-Chancellor, Professor Paul Bartholomew, reflected at the recent PSF 2023 launch that:

“the PSF has, for years, given us a framework through which to invest in, and support, the capabilities of our staff. Through the bolstering of individuals’ capability, so the capacity of an institution to succeed – in its context – is enhanced.

The new emphasis within the PSF on effectiveness and impact represents a significant opportunity to understand and thus do more of the ‘right things’.”



Further guidance is provided by Advance HE on how to interpret the dimensions related to each of the Descriptors.

- [Associate Fellowship Guide to the PSF 2023 Dimensions](#)
- [Fellowship Guide to the PSF 2023 Dimensions](#)
- [Senior Fellowship Guide to the PSF 2023 Dimensions](#)
- [Principal Fellowship Guide to the PSF 2023 Dimensions](#)

Our Context: Ulster University

Ulster University sees learning as a fundamentally social activity and the institution has a clear purpose as a multi-campus university. The current strategy, People Place and Partnerships; Delivering Sustainable Futures for All, (PPP), describes our purpose as:

“As a multi-campus university, we are transformative, unlocking the potential of people, place and partnership to build sustainable futures for all”.

The purpose is built upon a clear articulation of shared values of integrity, collaboration, inclusion and enhancing potential (Figure 2).

Fig.2: Ulster University Values



These values provide the bedrock and inspiration for the ethos of the ENHANCE Scheme, and aims to provide Ulster educators with an opportunity to evidence how they support Ulster students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- Enhance the learning and social experiences of students.
- Demonstrate critical intellectual enquiry and the fusing of research and teaching.
- Progress in their chosen career or entrepreneurial endeavour
- Adapt to change.
- Become responsible global citizens making meaningful contributions to professional communities and wider society.

In support of this, the University is committed to supporting and developing our staff to deliver excellence in teaching and learning, through the development of innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access, and opportunities presented through emergent technologies to help and complement teaching and learning practices.

Strategy for Learning and Teaching Enhancement

The University also has [SLaTE, \(Strategy for Learning and Teaching Enhancement\)](#), is an agile framework that enables us to develop and deliver policy aims and goals by funding and supporting projects that deliver quality enhancement in education.

Embedding the PSF at Ulster: Professional Recognition and Ongoing Professional Development Opportunities

There is clear alignment and commonality between the values led approach and intentions of the PSF 2023 and Ulster University strategies. Ulster University recognises the need to support, develop and recognise the excellent practice of its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment. To support this a wide range of [formal and informal learning, development and recognition opportunities](#) are provided within the University for staff, many of which are aligned to the PSF.

The purpose of this guide is to provide general guidance on the ENHANCE Scheme for those considering engaging in the recognition process. Further Descriptor specific resources and guidance are available once registered on the scheme.

Ulster's ENHANCE Fellowship Scheme (ENHANCE Scheme)

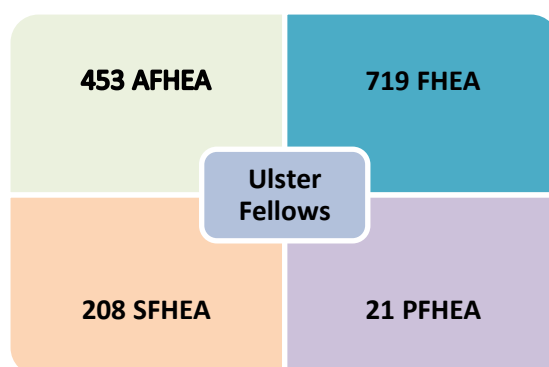
The Ulster Professional Development & Recognition Scheme (now ENHANCE Fellowship Scheme) was developed during 2012-13 and first accredited in early 2013 to award Fellowships at D1 – D4. It is managed by the Centre for Learning Enhancement.

The ENHANCE Scheme has been developed to provide, a nationally benchmarked process for individual staff and the University to be able to demonstrate their professionalism and commitment to developing and enhancing teaching and learning support practices. This scheme has been supported institutionally through its outcomes being linked to aims and targets in University Strategic Plans and Learning and Teaching strategies.

The Fellowship Community at Ulster

Around 86% of relevant Ulster staff hold a category of Fellowship (Figure 3). They include a wide range of staff from both academic and professional services. Anyone who can evidence the requirements, regardless of role, is welcome to enquire about making an application and joining this community.

Fig. 3: Ulster Fellows (March 2023)



Benefits

The benefits of operating an Advance HE accredited Ulster University scheme includes:

- The ability to support and guide a diverse range of applicants through the recognition process.
- The ability to tailor the process to reflect Ulster priorities and to acknowledge the variety of learning and teaching practices of Ulster staff.
- The ability to capture evidence in applications of innovative practice for wider institutional dissemination.
- The capacity to provide opportunities for those interested and engaged in leading learning and teaching to develop further.
- The opportunity to use dialogic approaches to enhance the recognition process and to provide a more accessible process for staff to gain recognition.
- The opportunity to maximise the transformational potential of the process for individuals, the institution, and students.
- Explicit demonstration of the University's commitment to recognising and valuing learning and teaching.
- The ability to link Fellowship with other internal recognition and reward processes.

Participant Feedback

I realised my experiences and background has facilitated me with a skillset which is comparable to those of colleagues across the sector. I'm less reluctant to look externally for recognition, and a bit more confident in my own ability and skills, than I was before I started on this scheme.

It validated my teaching practice and offered me an opportunity to reflect on the same and think of ways of further engaging in continuous professional education.

Engaging with colleagues on teaching practice is really rewarding as it makes you stop and consider the discussions that you might have 'in your head' as you are preparing teaching.

Getting my Senior Fellowship has enhanced my confidence in my own abilities and helped me realise the importance of my contribution to the educational experience in my institution, something I hadn't fully realised before I began this process.

It is important that I now mentor colleagues to give back and support the project.

Initially a reluctant participant, but by engaging in a transformational learning experience I am now one who fully appreciates the importance and significance of this recognition for leading, managing and teaching in a challenging and changing HE landscape.

It has made me more aware of how PS staff support and impact the student experience. It has enabled me to encourage members of my team to follow this path for their own development and to know their worth in the HE sector.

It has encouraged a sustained focus on the quality of the student learning environment with a clear commitment to all the Professional Values. (as a technician) I aim to be an active supporter of learning and teaching initiatives ... ensuring that students acquire the right set of employability skills for successful careers.

Extensive evaluation of the impact of engaging with Fellowships is captured in this [publication](#).

Who is it for?

The ENHANCE Scheme is targeted at any experienced member of Ulster University staff who is involved in teaching and /or supporting the learning of higher education level students. This includes staff with a wide range of roles and responsibilities. If you are new to higher education and teaching/learning support, you should explore one of the [certificated routes to AFHEA and/or FHEA](#)

The opportunity to apply for SFHEA has been particularly valued by those who have progressed through certificated teaching courses and have further developed their profile in L&T practice and can now demonstrate the impact their sustained track-record of leadership of L&T has had more widely.

The Delivery Team

ENHANCE Scheme Manager and Leads

The ENHANCE Scheme is managed centrally by the ENHANCE Scheme Manager, further leadership is provided by a team of ENHANCE Scheme Lead Assessors within the Centre for Learning Enhancement portfolio. The ENHANCE Scheme Manager and the ENHANCE Scheme Lead Assessors are experienced academic and educational developers with extensive experience of running Advance HE accredited certificated and CPD programmes. All hold Senior or Principal Fellowship and the Manager/ Panel Chair is an Advance HE accreditor and consultant, a further Lead Assessor is also an Advance HE accreditor.

ENHANCE Community of Senior and Principal Fellows

Our growing pool of Senior and Principal Fellows has been trained to act as mentors (for SFHEA/PFHEA applicants) and second assessors for dialogic submissions to the ENHANCE Scheme. Annual updating training is provided.

ENHANCE Scheme Panel & Chair

The ENHANCE Scheme panel is made up of ENHANCE Scheme Lead Assessors, the Scheme External Assessor and is chaired by the Scheme Manager. Applicant submissions and decisions made by assessors (internal and external) are presented and outcomes ratified. All panel members are trained and hold SFHEA or PFHEA.

External Assessor

An external assessor provides oversight, quality assurance and enhancement for the ENHANCE Scheme. The external is involved in all PFHEA assessment decisions and moderates a sample of all other submissions. The external assessor is highly experienced in making Fellowship decisions and holds PFHEA.

Opportunities for you to gain recognition through the ENHANCE Scheme

The ENHANCE Scheme is designed to recognise your experience and expertise in effective higher education practice and to support you as you build a **Case for Recognition, aligning your practice to the relevant PSF Descriptor¹**. Additionally, it also aims to provide the scaffolding for you to engage in

¹ From September 2023 all applications must align to the 2023 PSF

reflection and professional learning that supports and enhances your practice. Higher education is a rapidly changing landscape where many internal and external drivers and priorities impact on our practices. There are always new ideas for innovative practice, examples of effective practice (both generic and discipline specific) to learn from and adapt to your own context. Although we are increasingly stretched for time, it is vital that we make space in our schedules to focus on how we can enhance our professional practice. One of the Areas of Activity in the PSF requires you to demonstrate how you **“Enhance practice through own continuing professional development”**.

When applying via the ENHANCE Scheme you will need to be able to demonstrate that you take your professional learning and development in teaching and learning seriously, and that you meet this through providing a range of examples of your effective practice. Detailed Guidance is provided by Advance HE and the ENHANCE Scheme exploring how the Descriptors and Dimensions for each category of Fellowship can be evidenced (see ENHANCE BBL Area).

Eligibility

All the experience and evidence used in a claim for Fellowship must relate to [HE provision defined as](#):

- level 4 or above within the Framework for Higher Education Qualifications (FHEQ) England and Wales;
 - level 7 or above within the Scottish Credit and Qualifications Framework (SCQF);
 - first cycle or above of the Qualifications Framework in the European Higher Education Area (QF-EHEA);
 - level 5 or above of the Australian Qualifications Framework;
 - level 5 or above of the New Zealand Qualification Framework;
 - other equivalent higher education frameworks
 - activity focused on supporting students within a Higher Education context, providing the student(s) are enrolled on a Higher Education Qualification (see standards listed above), may also be considered as evidence equivalent to the higher education frameworks;
 - delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education academic frameworks.
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Routes to Fellowship through the ENHANCE Scheme

Associate Fellow (AFHEA)

To become an Associate Fellow, you are required to submit an application to the ENHANCE Scheme that:

- Meets the requirements for Descriptor 1;
- Evidences that you have aligned your practice, to some extent, with Ulster University's Learning and Teaching priorities.

Descriptor 1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



AFHEA Documentary Application

AFHEA Documentary template:

- Context/ approach statement (300 words)
- Narrative around effective practice across 2AAs showing alignment to Ulster L&T priorities (1400 words)
- References to pedagogic and professional knowledge sources

Authentication of Practice

- 1 statement or 1 observation record

Recency of Evidence

Last 3 years

AFHEA Dialogic Application

AFHEA Dialogic template:

- Context/ approach statement (300 words)
- Mapping document to D1 and Ulster L&T priorities
- 4 examples of practice summaries (each up to 150 words)
- References to pedagogic and professional knowledge sources

Online Assessed Professional Conversation:
20 minutes maximum

Authentication of Practice

- 1 statement or 1 observation record

Recency of Evidence

Last 3 years

Fellow (FHEA)

To become a Fellow, you are required to submit an application to the ENHANCE Scheme that:

- Meets the requirements for Descriptor 2;
- Evidences that you have aligned your practice with Ulster University's Learning and Teaching priorities.

Descriptor 2 is suitable for individuals whose practice with learners has **breadth and depth**, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:



FHEA Documentary Application

FHEA Documentary Template:

- Context/ approach statement (300 words)
- Narrative around effective practice across 5AAs showing alignment to Ulster L&T priorities (3000 words)
- References to pedagogic and professional knowledge sources

Authentication of Practice

- 2 statements or 1 statement and 1 observation record

Recency of Evidence

Last 3 years

FHEA Dialogic Application

FHEA Dialogic Template:

- Context/ approach statement (300 words)
- Mapping document to D2 and Ulster L&T priorities
- 8 effective practice summaries (each up to 150 words)
- References to pedagogic and professional knowledge sources

Online Assessed Professional Conversation:

40 minutes maximum

Authentication of Practice

- 2 statements or 1 statement and 1 observation record

Recency of Evidence

Last 3 years

Senior Fellow (SFHEA)

To become a Senior Fellow, you are required to submit an application to the ENHANCE Scheme that:

- a) Meets the requirements for Descriptor 3;
- b) Evidences that you have aligned your practice with Ulster University's Learning and Teaching priorities and can demonstrate leadership in promoting achievement of elements of them.

Descriptor 3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high quality learning. Individuals are able to evidence:



SFHEA Dialogic Application

SFHEA Dialogic Template:

- Context/ leadership of L&T approach statement (300 words)
- Record of sustained practice, influence and impact grid (mapped to D3 and Ulster L&T priorities)
- 4-6 examples of HE pedagogic practice, leadership and influence summaries (totalling 1200 words)
- 2 Case study summaries evidencing D3.1 (600 words each)
- References to pedagogic and professional knowledge sources

Online Assessed Professional Conversation:

50 minutes maximum

Authentication of Practice

- 2 statements

Recency of Evidence

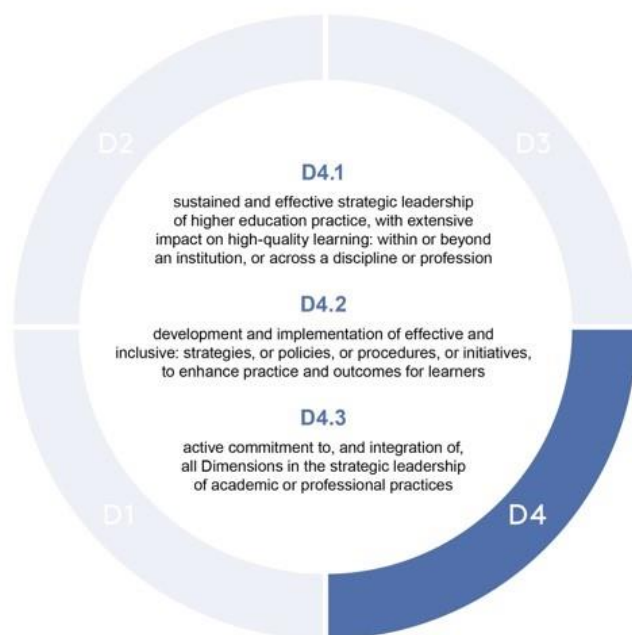
Last 5 years

Principal Fellow (PFHEA)

To become a Principal Fellow, you are required to submit an application to the ENHANCE Scheme that:

- a) Meets the requirements for Descriptor 4;
- b) Evidences that you have aligned your practice with Ulster University's Learning and Teaching priorities¹ and can demonstrate strategic leadership in promoting achievement of elements of them.

Descriptor 4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:



PFHEA Dialogic Application

PFHEA Dialogic Template:

- Context/ strategic leadership of L&T approach statement (500 words)
- Record of sustained strategic leadership and impact grid (mapped to D4 and Ulster L&T priorities)
- 3-4 sustained strategic leadership and impact case studies (totalling 3000 words)
- References to pedagogic and professional knowledge sources

Online Assessed Professional Conversation:

60 minutes maximum

Authentication of Practice

- 3 statements

Recency of Evidence

Last 7 years

Your Case for Recognition: Evidence Requirements

Within the ENHANCE Scheme the options for presenting your evidence for recognition are:

- Documentary Route (AFHEA and FHEA only)
- Dialogic Route (all Fellowship categories)

Nature of Your Evidence

Written evidence is required for both application options to varying extents. Templates for each Fellowship category and application format will provide a structure for you to demonstrate the developmental and experiential activities that you have undertaken, and how these support your claim of effective practice aligned to the appropriate Descriptor requirements. It is anticipated that the evidence provided in your application will be varied and reflective of your context and experience. Critically, the evidence must demonstrate robust examples of effective and contemporary practice aligned to all dimensions of the PSF commensurate with the category of Fellowship being applied for.

Dialogic evidence: assessed professional conversations (APC) - dialogue and discussion are powerful tools in enabling you to articulate your professional identity, approaches and practice. Depending on the application format you have selected, you will be invited to take part in a professional conversation based on the written evidence you have compiled. This professional conversation will take place online (using Teams or BBL Collaborate) with trained ENHANCE Scheme assessors and is intended to further explore and reflect upon your experiences in terms of their impact/influence on your own learning, and that of students and peers. The professional conversation will, additionally, provide a forum for triangulating evidence against the PSF to ensure that all elements have been addressed in terms of sufficiency, currency and authenticity. The dialogic approach taken by the ENHANCE Scheme has been explored within this [publication](#).

Advocate Supporting Statements and Practice Observations – you are required to provide supporting statements from advocates, or where appropriate, a record of observation of teaching practice.

Advocates must be people who are in a position to comment on your teaching and learning support practice and/ or leadership of L&T. Their statements should supplement the information being provided by you and should demonstrate, through recent and relevant examples, how they feel you meet the PSF dimensions at the level of Fellowship being applied for. Advocates must have an opportunity to read or discuss your application. Normally, advocates should hold a category of Fellowship.

Observations of teaching practice must be carried out by expert peers who hold a minimum of FHEA and who follow the guidance and template provided in the Fellowship category folder on BBL.

- AFHEA: One Statement or One Observation of Teaching Practice
- FHEA: Two Statements or One Statement and One Observation of Teaching Practice
- SFHEA: Two Statements
- PFHEA: Three Statements where one is external and at least one holds a category of Fellowship.

Advocate guidance notes and templates are provided for each category of Fellowship. The template requires advocates to confirm the following:

In submitting your supporting statement, you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question, it will not be accepted.

☐ I have read and understood the declaration

Date:

The Application Process

The process you will follow is outlined in the following stages:



Step 1: Access to General Guide, Briefing workshops and Readiness Audit

Read this handbook and use the [AHE Fellowship Category tool](#) to help select the correct briefing for your experience. If you have less than two years' experience in teaching and/or learning support in higher education you should look at our taught routes to Fellowship, see [First Steps](#) and [PgCHEP](#)

A number of briefing workshops are held. Dates and details of how to sign up are available at: <https://www.ulster.ac.uk/cherp/academic-development/professional-development-scheme>

- Briefing Workshop for AFHEA and FHEA
- Thinking about Senior Fellowship
- Considering Principal Fellowship

You will be expected to attend a Briefing Workshop prior to registering for recognition. These will run, online, regularly through each academic year. The workshop will provide detailed information on the PSF, the application process and ongoing support. You will also have an opportunity to conduct an initial Readiness Audit to identify and be confident in your level of preparedness for recognition and the most appropriate category of Fellowship to apply for.

Step 2: Registering for recognition.

Following attendance at a workshop you should complete the ENHANCE Scheme Registration Form (emailed to you post workshop). You will then be provided with access to the Blackboard Learn course area and alerted to all available support sessions.

Step 3: Action planning – building a case for recognition.

Once you have registered on the ENHANCE Scheme you will need to **build a case** for the category of Fellowship you wish to attain. Your key objective is to provide evidence to the ENHANCE Scheme Panel that demonstrates that you have met the Descriptor criteria listed under the category of Fellowship that you are applying for.

Step 4: ENHANCE Scheme on-going support sessions and resources.

Attend as many of these as you wish to support your application process. All are facilitated by ENHANCE Scheme Leads.

Online Mentoring Network (AFHEA/FHEA)

Monthly Mentoring Network sessions will provide an opportunity for those working on AFHEA/ FHEA applications to seek guidance and advice as they progress applications.

Individual Mentoring (SFHEA/ PFHEA)

All SFHEA and PFHEA applicants are provided with a list of trained mentors who they can approach for advice and guidance. The advice is to contact someone with the same Fellowship category as you are aiming for. Mentors are not responsible for the final outcome. Mentors cannot be involved in the recognition decision making process for anyone they have supported.

Sessions (held online)

Identifying your L&T Leadership, Influence and Impact

This session provides an opportunity for SFHEA and PFHEA applicants to focus in on their own leadership approach and where and how they have had relevant influence and impact. This will

support drafting of context statements and the *SFHEA: Record of sustained practice, influence and impact grid* and *PFHEA: Record of Strategic leadership and impact grid*

Identifying your evidence base and influences: professional learning, pedagogy and impact data

This session provides an opportunity for applicants (any Fellowship) to reflect on the learning and influences that have shaped their effective practices (V3, A5). It will also consider how you can use evaluation to underpin your claims for effective practice (K3).

Writing Retreats

Writing retreats are designed to support you to make progress writing your application for Fellowship. You are welcome to attend as many writing retreats as you wish. The one-day event will provide space and time where you can develop your application for your chosen category of recognition.

The Final Stages

If you are planning to submit your application for the next deadline you might find attending one of these sessions useful. The aim is to give you an opportunity to check any final queries you have plus provide time to finalise your application.

Preparing for Your APC

A video is available on BBL giving guidance on how to prepare and what to expect in your APC.

Blackboard Learn Support Area

In this area you will find detailed guidance, pro-formas and links to a wide range of L&T resources. Monthly digests will be provided alerting you to support sessions, opportunities to network with other applicants and fellows and advice in preparing your submission.

Step 5: Your application:

Before each deadline an Intention to Submit Form will be shared, you should complete this if you feel you are ready to submit your application. Once your Case for Recognition is fully developed, submit your completed application template, including your advocate statements or observations of practice, via the BBL Panel Deadline Dropbox (dates listed on Blackboard Learn – **normally 3-4 deadlines per year**). Your application will then be progressed and, where relevant, a date set for your assessed professional conversation.

Advance HE Professional Integrity Statement

As part of the HEA Fellowship process, you are asked to confirm that you have written the case for Fellowship yourself and that the information you have provided reflects your own practice. If the professional integrity of any application is in question, the application will not be accepted. On submitting your application template, you will need to indicate that you have read and agreed to the following statement:

In submitting my case 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 acknowledge it will not be accepted.

GDPR and ENHANCE data sharing with ADVANCE HE

Following the implementation of GDPR you should be aware that, at the successful outcome of your Fellowship application, personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your Fellowship registration and certificate being recorded on their MyAdvance HE database <https://my.advance-he.ac.uk/> Advance HE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision.

By submitting your application, you are confirming you agree to this data sharing.

Step 6: Assessment of your case for recognition

For all applications:

- Decisions will be communicated within one week of the Panel meeting.
- All APC dialogues will be recorded, and audio files retained for QA purposes.
- A sample of submissions will be moderated for QA purposes by the external assessor.

Dialogic Route –assessment of applications will take place through scrutiny of submitted written evidence, followed by an Assessed Professional Conversation (APC) carried out by two trained ENHANCE Scheme assessors for **AFHEA/FHEA and SFHEA**. Assessors will hold SFHEA or PFHEA.

For Principal Fellows assessment of applications will take place through an Assessed Professional Conversation carried out by two ENHANCE Scheme Panel Members and an external assessor of the Panel. All assessors will hold PFHEA.

The written evidence and supporting statements will be used as reference points during the conversation. Evidence will be triangulated against the descriptor of the PSF commensurate with the category of Fellowship being applied for.

Documentary Route – assessment of applications will be conducted virtually by two trained ENHANCE Scheme assessors. Assessors will hold SFHEA or PFHEA. The written evidence and supporting statements will be used as evidence against the descriptor of the PSF commensurate with the category of Fellowship being applied for. Where required the ENHANCE Scheme Panel retains the right to seek clarification through an additional assessed professional conversation.

Who will assess your recognition claim:

Assessors and Panel Members are members of University staff who have a sustained track record of active engagement in teaching and learning. They are trained annually to ensure that they fully understand the PSF and are confident in making assessment judgements about participants applying for Fellowship. Assessors will make summative judgements and will also provide participants with formative feedback. For AFHEA, FHEA, SFHEA all will be Senior or Principal Fellows. For PFHEA applicants all assessors will hold PFHEA.

Anyone who has supported you in producing your submission i.e., mentors cannot be involved in assessing your claim.

The **external assessor** is a highly experienced UK higher education professional who has demonstrated engagement with the PSF through institutional and external roles. The external will hold Principal Fellowship.

Quality assurance and enhancement

All judgements will be made by trained assessors who hold SFHEA or PFHEA. All Assessed Professional Conversations are recorded and stored securely for 3 years for QA purposes. The recognition decision made by the assessors and external will be presented to and confirmed by the ENHANCE Scheme Panel. A sample of submissions will be moderated by the external assessor. The Chair of the Panel will confirm that the application has either been successful or that it has not yet been achieved. In both cases feedback will be provided to guide your future development and any subsequent applications. Reports from the external assessor will feed into annual review of the ENHANCE Scheme and discussed at the University Learning and Teaching Committee. An appeals procedure which allows process related appeals to be heard will be operated.

The ENHANCE Scheme is not an academic programme of study therefore you are not eligible to appeal through the University appeals against academic decisions process. The ENHANCE Scheme provides a verification of professional practice and follows robust, fair and consistent assessment and moderation methods that are verified by trained internal and external assessors.

If you are not satisfied with the panel decision which is made, then you may contact the ENHANCE Scheme Manager to discuss your concerns.

Complaints

If you are not satisfied with the level or quality of support you have received during the process of preparing your claim, you will be invited to submit a statement to pdscheme@ulster.ac.uk or if this is not appropriate to the PVC Academic Quality and Student Experience. This statement will provide details of any procedural or other irregularities relating to the scheme or the decision-making process.

Your concerns will be raised and considered during quality assurance discussions within the next available Panel and if necessary, additional training or resources may be put in place. The External Assessor monitors the quality assurance of the ENHANCE Scheme and will initiate further investigation if it is felt that the accreditation process has been compromised. This investigation will be held in accordance with Advance HE Accreditation Policy.

Accreditation of prior learning and recognition (APL)

There are no APL/R opportunities.

Step 7: Decisions

Decisions will be communicated within one week of the Panel meeting. The range of decisions includes:

1. Recognition requirements have been met – Fellowship awarded
2. Recognition requirements have not yet been made – feedback is provided to support resubmission, and you can access further support from the ENHANCE Scheme Manager.

Minor Changes:

If minor changes are needed such as clarification of information or additional detail to address a gap, you will be asked to provide a short-written response and will be given 1 month to respond.

Major Changes:

If more significant changes are needed, for example a significant re-write or where time is needed to gather further evidence of practice, you will be asked to provide a longer written response and for dialogic applicants a further APC may be scheduled. The timeline for resubmission is within 1 year. If no resubmission is made in this period, you will need to make a new application in the future.

Step 8: Feedback and Your award

Once your application has been deemed successful you will be notified and provided with developmental feedback. You will be encouraged to use this plus your APC recording (where relevant) to reflect on your learning from the recognition process.

Advance HE will be informed by the ENHANCE Scheme of your recognition, following which will receive your Advance HE certification for the category of Fellowship you have obtained.

Good standing

It's implicit within the PSF, and required by Advance HE, that all Fellows remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations.

It's the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the Framework) and the [Fellowship Code of Practice](#).

Once registered applicants will have access to a closed Blackboard Learn area where additional support and resources will be available.