**Guidance Notes for Referees**

**D4** Principal Fellow of the HEA (PFHEA)

Who is this guidance for?

What is the function of the reference?

What information do I need to provide?

Is there a standard reference format?

*Thank you for agreeing to provide a reference.*

D4 Guidance Notes for Referees 2018-19
https://www.edgehill.ac.uk/dt/professional-development/edge-hill-university-cpd-scheme-ukpsf/
Descriptor 4 is distinctly different to Descriptors 1, 2 and 3. It is relevant to highly experienced teachers who are or have been widely respected for their effective teaching and who have progressed into senior roles. They will have substantial experience and knowledge of teaching and supporting learning and will be using this to make an impact at a senior level. The nature of their work may mean that they will not currently have any direct contact with students in teaching or supporting learning. Their work will normally include the effective strategic leadership of academic practice/development leading to the development and implementation of high quality student learning experiences. The evidence used for Descriptor 4 will be dependent on the context in which the individual is working but in many respects is likely to be fundamentally different from the type of evidence required for Descriptor 3. The focus need not primarily be on an individual’s teaching and learning practices but might focus on the contributions made, for example, to subject pedagogy, innovative approaches, and the evidence of effectiveness and impact at a strategic level. This evidence can draw on a broad range of experiences and activities and be underpinned by an understanding and commitment to the Core Knowledge and Professional Values.

At the heart of this Descriptor lies the demonstration of ‘strategic impact and influence’ in the context of one or more location, institution or organisation. Evidence will therefore need to draw on ‘cycles’ or ‘levels’ of influence including evidence drawn from institutional, national and/or international settings. The emphasis on ‘a sustained and effective record of impact’ means that it would be highly unusual for Descriptor 4 to be evidenced solely on the basis of completing a programme or course.
However, completion of a relevant programme or course, (in leadership for example,) might constitute part of the evidence but would not alone be adequate for successful demonstration of the Descriptor. Because Descriptor 3 and Descriptor 4 are distinctly different it is not necessary to resubmit evidence (with or without additions) for having attained Descriptor 3. However, evidence already provided for Descriptor 3 might be appropriately drawn on, to provide background and context for the developments used to evidence Descriptor 4. This would need to be accompanied by relevant additional evidence of the interpretation and application of the dimensions of practice for Descriptor 4 in current work. One approach to demonstrating the Descriptor would be to present a synoptic narrative which evidences all aspects of the Descriptor. As the individual will not necessarily have immediate contact with students they would need to draw on examples of their work which illustrate their understanding of the use and the value of the UKPSF. This might include how they have used the framework to shape and develop policy, strategy and schemes within their organisation. For example: a learning and teaching strategy underpinned by professional values; an institution wide peer review of a teaching scheme incorporating the UKPSF which is then further recognised in promotion structures; the development and implementation of innovative teaching and learning approaches within the organisation in response to the specific needs of their students.
### 1. Who is this guidance for?

The guidance given in point 3 below is designed to help you prepare your reference. If you have any questions, please do not hesitate to contact a member of the CLT team at CPDScheme@edgehill.ac.uk.

http://www.edgehill.ac.uk/clt/professional-development/edge-hill-university-cpd-scheme-ukpsf/

### 2. What is the function of the reference?

The function of the reference is to provide a peer review of the applicant’s experience and to support and supplement the information given in their application. If possible, please comment on the applicant’s most recent role and responsibilities. Please take time to read the applicant’s account before composing your reference.

### 3. What information do I need to provide?

Your reference should primarily refer to the applicant’s experience and achievements in teaching and learning and should refer to his/her research record only insofar as this directly informs their teaching. Base your reference on how the applicant meets the dimensions of the UK Professional Standards Framework for Descriptor 4 using your knowledge of his/her work, professional practice in teaching and supporting learning and the context within which the applicant works.

Provide practical examples on the template against the Descriptor Clauses indicating the areas of activity, core knowledge and professional values to support your comments wherever possible. If you have been involved in peer observation of the applicant’s teaching or support of learners, please draw on the evidence this provides. Similarly, please comment on any innovative practice, contribution to developments in teaching and learning at institutional level, or contribution to national initiatives in developing approaches to teaching and learning within the discipline in which the applicant is involved.

The Academy expects the core knowledge and professional values of the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF) to underpin the practice of those recognised by the Academy. Please provide examples, where appropriate, of ways in which this underpinning is apparent in the account.
**4. Is there a standard reference format?**

Yes we have provided reference templates for each of the four descriptors D1-D4.

It is the applicant’s responsibility to collect the reference from you. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. We may wish to contact you to clarify points in your reference.

**5. Returning your references to your applicant.**

Please ensure that the applicants have access to your references in good time to meet the submission deadline so they can complete their application as fully as possible and remember that you are corroborating THEIR claim for Fellowship Status. They should, therefore, be in a position to read your references and check that they support what they have presented in their application. It may well be that you have included something they may have overlooked and therefore they may wish to add this to their application. They should not be in a position where referees are citing new information that has not been originally detailed by them in their original submission.