Additional guidance: Accreditation applications in Pedagogy

*As a <u>minimum</u>, **Pedagogy** applications would be expected to evidence the following to demonstrate the required level of competence to meet Accreditation standards.*

1. **Evidence of appropriate standing or esteem in relation to learning and teaching (e.g. PGCert; AHE Fellowship; external examiner; internal or external committee membership; research output in pedagogy).**

    o Demonstrates
        ▪ Competence Area: 1. Scientific Knowledge
        ▪ Competence Area: 5. Self Evaluation and Professional Development
        ▪ Competence Area: 8. Management of self, others & practice
        ▪ Competence Area: 9. Understanding of the delivery environment
        ▪ Competence Area: 10. Professional relationships and behaviours

2. **Evidence of involvement in the Scholarship of Learning and Teaching (SoLT) (e.g. Pedagogy Conference attendance or presentation; Institutional learning and teaching enhancement projects; Research output related to learning and teaching; Action research in a specific aspect of learning and teaching; Research-Informed teaching).**

    o Demonstrates
        ▪ Competence Area: 1. Scientific Knowledge
        ▪ Competence Area: 3. Application of Knowledge and Skills
        ▪ Competence Area: 4. Understanding & use of research
        ▪ Competence Area: 5. Self Evaluation and Professional Development
        ▪ Competence Area: 7. Problem solving and impact
        ▪ Competence Area: 10. Professional relationships and behaviours

3. **Evidence of leading or involvement in development of curriculum at a subject or programme level (e.g. Review and revalidation activity; CPD; BUES application; knowledge exchange)**

    o Demonstrates
        ▪ Competence Area: 2. Technical Skills
        ▪ Competence Area: 3. Application of Knowledge and Skills
        ▪ Competence Area: 4. Understanding & use of research

- Competence Area: 5. Self Evaluation and Professional Development
- Competence Area: 6. Communication
- Competence Area: 7. Problem solving and impact
- Competence Area: 8. Management of self, others & practise
- Competence Area: 9. Understanding of the delivery environment

4. **Evidence of a role in relation to educational improvement at a subject, programme or departmental level (e.g. Analysis and evaluation of higher education based data; lead enhancement projects; lead subject group or programme; quality assurance/enhancement committee; evaluation of pedagogic initiatives; 'student voice' processes)**

  o Demonstrates
    - Competence Area: 2. Technical Skills
    - Competence Area: 3. Application of Knowledge and Skills
    - Competence Area: 4. Understanding & use of research
    - Competence Area: 5. Self Evaluation and Professional Development
    - Competence Area: 6. Communication
    - Competence Area: 7. Problem solving and impact
    - Competence Area: 8. Management of self, others & practise
    - Competence Area: 9. Understanding of the delivery environment

In each of the areas, applications submitted should show evidence of the impact and effectiveness of their work in terms of:

- **Value**: the benefit for the end user (students, staff, Institution)
- **Reach:** the scale of influence across Schools, Faculties, their own and other institutions, national and global boundaries.
- **Impact:** the difference that has been made to practice, and the end user.

THRESHOLDS FOR EACH CRITERION:

1. At least one of the following: HEA fellowship; senior Fellow; promotion in HE role; publication in pedagogy; external examiner; committee/board membership.
2. At least one detailed example of involvement in the Scholarship of Learning and Teaching relevant to sport and exercise science.
3. At least one of the following: UG or PG programme development; enhancement of existing curriculum beyond unit/module level; leadership role in HE (course director, subject leader etc.); led application of BUES or laboratory accreditation.

4. At least one further or additional example of role in relation to educational improvement in sport and exercise science through evaluation, engagement with new and emerging ideas and technologies, leading enhancement projects across subjects or programmes. Evidence of how their vision for change has led to improvements in outcomes for the end user (students, other staff, institution, etc).