AdvanceHE tool (Phil Race)

**Q1. Design and plan learning activities/programmes** Choose **ONE** statement below that most closely matches your involvement in designing and planning learning activities/programmes:

I plan teaching, guidance, training or support sessions for small groups/individual learners.

I design and plan a wide range of effective learning activities and resources related to teaching, training and/or supporting learning at different levels of higher education.

I have been invited to design new modules, courses or a series of learning activities in collaboration with colleagues to enhance existing programmes of study.

I lead colleagues in the design, planning and critical review of new programmes of study and/or schemes of teaching and learning activities prompted by factors such as subject discipline, student surveys, sector best practice and scholarship (SOTL).

I contribute to the development of (inter)national frameworks, accreditation and/or standards related to a subject discipline and/or sector developments.

I lead institutional/(inter)national strategy, policy and/or curriculum planning and review, based on contemporary pedagogy and projected sector/discipline developments.

**Q2. Teach and/or support learning** Choose **ONE** statement below that best reflects your direct teaching and/or supporting learning engagement and interaction with learners:

I deliver specific teaching, guidance or training activities which facilitate learning.

I am involved in a wide range of teaching, training and/or support activities and adopt innovative approaches to benefit different groups of learners.

I pro-actively influence others in the development of effective approaches in teaching and supporting learning and model these in my own practice.

I actively promote institutional and/or (inter)national strategic schemes and/or policy that champion best practice in teaching/supporting learning, and recognise and reward impact and achievements.

**Q3. Teach and/or support learning** Choose **ONE** of the following that best describes your teaching and learning activities:

My specific teaching and/or training and support activities contribute in a positive manner to the student learning experience and I receive encouraging feedback from students and colleagues.

Through a broad range of teaching and/or training and support activities, I have received positive learner feedback which demonstrates direct impact on learners in terms of knowledge acquisition, skills and self-development.

I share experiences with colleagues on different approaches to teaching and learning and contribute to a peer review process.

I have received institutional recognition for excellence in my teaching activities and/or broader professional practices.

I have received an institutional/national award for excellence in my teaching activities and my teaching, training and/or supporting learning innovations have been recognised and adopted by colleagues within my institution and/or have impacted externally.

My championing and strategic leadership of learning has had impact institutionally and (inter)nationally.

**Q4. Knowledge of subject material** Choose **ONE** of the following statements that best reflects your use of your specialist knowledge in your teaching and learning practice:

I have a clear understanding of up-to-date knowledge in my discipline/practice area and support learners in developing their understanding of the key concepts and/or key skills.

I use my up-to-date discipline/practice knowledge to develop learners’ understanding of key disciplinary concepts, arguments and skills in a systematic and constructive way across a broad range of activities.

I regularly take opportunities to develop and deepen my specialist and pedagogical knowledge and can evidence how this impacts on my current teaching.

In addition to deepening and applying my own specialist and pedagogical knowledge, I actively contribute to the development and dissemination of practice-related learning resources through staff development events, publications and/or online networks.

I facilitate (inter)national practice-related initiatives and projects within my specialism/department and/or institution.

I promote a strategic approach to adopting and implementing contemporary (inter)national initiatives and projects across a wide range of specialisms/departments and/or the institution.

I actively influence the (inter)national development of teaching and learning initiatives.

**Q5. Knowledge of appropriate methods of subject-related teaching, learning and assessment** How do you ensure that your approaches to teaching and supporting learning are appropriate for your subject area

I recognise and use appropriate methods for teaching and/or supporting learning in my subject discipline and/or practice area.

I ensure that I use a broad range of teaching, guidance and assessment methods and that these are appropriate and effective for my subject discipline and/or practice area.

I contribute to the evaluation and internal critical review of subject-related approaches to teaching and supporting learning, and adopt new methods where appropriate.

I lead others in the critical review of teaching, guidance and assessment methods within the discipline or practice area, and contribute to the development/evaluation of innovative approaches.

I actively contribute to (inter)national initiatives related to disciplinary/practice-specific pedagogy and facilitate their adoption within my department and/or institution.

I champion a strategic approach to adopting (inter)national pedagogical initiatives across my institution.

I take a lead in the (inter)national development of pedagogical initiatives specific to my own and/or other subject disciplines.

**Q6. Knowledge of how individuals learn** How do you apply your understanding of the characteristics of different learners within the context of your subject area?

I use my knowledge of how individuals learn to inform my teaching practice.

My professional practices and activities are all influenced by my knowledge of how individuals and groups learn in general, as well as how they learn with the specific context my subject or practice area.

I use a range of different theoretical models and concepts of learning to underpin the development of new approaches in my professional practice.

I actively contribute to the on-going development of pedagogy in my discipline, department or practice area, through the scholarship of teaching and learning (SOTL) and research.

I have been instrumental in developing a strategic approach that recognises and encourages pedagogical scholarship and research by staff.

I have taken the lead in pedagogic scholarship and research that has a demonstrable relevance at an institutional and/or (inter)national level.

**Q7. Promote participation in higher education and equality of opportunity for learners** What do you do to promote participation in higher education and equality of opportunity for learners?

I am able to facilitate an inclusive and accessible approach in my teaching/learning support, and adapt activities to meet specific learning needs of individuals.

I actively design my teaching and support for learning activities and resources to be inclusive and accessible for all learners.

I am involved in activities/initiatives that promote widening participation, related to my subject discipline and/or practice area.

I support colleagues in enhancing their practice by leading on cross-departmental/ cross-institutional activities and events that promote inclusive and accessible practices and widening participation.

I have been instrumental in leading on (inter)national initiatives that champion widening participation and equal opportunities in higher education in general.

I have been instrumental in developing/implementing institutional policy/strategy for promoting equal opportunities and an inclusive approach to teaching and learning.

**Q8. Assess and give feedback to learners** What is your role in assessment of learning and giving feedback to learners?

I give informal/formal feedback to learners to support their learning.

I select and use relevant assessment methods and provide developmental (formative) and evaluative (summative) feedback to a wide range of learners to support and measure their learning.

I have designed/adopted innovative methods of assessment and feedback that have demonstrably enhanced learning in an inclusive way.

I take the lead on developing and adopting evidence-informed approaches to assessment and feedback at a programme/departmental/service level, and model their use within my own practice.

I have supported and influenced a wide range of colleagues to effectively manage assessment and feedback processes.

I lead/champion policy development and/or strategic level guidance that improves assessment and feedback processes at institutional/national level.

**Q9. Assessment and quality processes** How do you contribute to the overall assessment process?

I informally or formally assess student learning and/or assignment work which contributes to a learner’s progress or programme.

I contribute to formative/summative assessment marking, moderation and quality assurance processes within/across modules, and/or programmes.

In my role as a critical friend and/or an internal or external reviewer, developer or examiner, I influence the quality assurance of standards in departments, service areas or institutions other than my own.

I am a staff developer or mentor for new programme or service directors, and exam panel chairs and members, coaching them in processes that promote quality assurance and enhancement.

Through my strategic leadership of assessment and feedback processes there has been a demonstrable impact on the quality of cross-institutional and/or (inter)national policies and practices.

As an experienced external examiner, reviewer or consultant, I have a track record of influencing several different institutions beyond my own in the quality assurance of their programmes or relevant service areas.

**Q10. Develop effective learning environments (physical/virtual)** What is your role in creating learning environments that facilitate learning?

I develop teaching activities and learning resources to support individuals in specific learning environments.

I create a range of different and effective learning environments to engage learners and promote learning.

I produce high quality resources in different formats to guide and facilitate independent learning by a range of individuals.

I influence my colleagues by modelling different ways of managing the physical, emotional and virtual elements of learning environments, and sharing resources and activities for them to adapt.

I have led departmental/service area initiatives to design/redesign different learning environments and resources that optimise learning.

I lead on cross-institutional/national strategies that stimulate the optimum use of effective environments to enhance learning for all users.

**Q11. Provide student support/guidance** Choose the most appropriate statement to reflect your involvement with learner support and guidance:

I support learners to plan and manage their learning and/or personal/professional development.

I support a range of learners at different levels of study to plan, manage and successfully engage with their studies and/or their personal/professional development.

I have successfully embedded activities and resources into my professional practice which support and enhance the student learning experience.

I have coordinated/managed/led effective practices in learner support, retention and success across my department, service area, team and/or institution.

I have developed institutional/(inter)national strategic initiatives and policies that promote learner retention and enhance learning support resulting in positive outcomes for learners.

**Q12. Respect individual learners and diverse learning communities** What do you do to ensure that your practice supports the individual needs of learners and diverse learning communities?

I respect and consider the needs of learners when engaging in my teaching, facilitating learning and/or supporting learning.

I design and deliver appropriate learning activities and opportunities for a broad range of individual learners and groups, to accommodate diverse backgrounds, experiences and aims.

I support and manage colleagues to ensure that teaching and/or training and supporting the learning of diverse student cohorts, at different levels, is effective and based on good practice.

I actively champion strategic and/or (inter)national developments that acknowledge diverse communities and individuals and positively impact on their learning experience.

**Q13. Knowledge of the use and value of learning technologies** Choose **ONE** of the following statements to reflect the role of learning technologies within your practice:

I use a range of suitable technologies to support learning.

I choose and incorporate a wide range of contemporary technology in my teaching activities and practice, in order to support learning and learning preferences.

I design innovative approaches to optimise teaching and learning using a range of different technologies and digital learning spaces/resources

I take the lead in initiatives and share good practice, in order to engage colleagues and learners in using appropriate technologies to support their teaching, learning and professional development.

I actively influence policy and strategy in order to increase the adoption and use of different technologies to support learning across the institution and/or at (inter)national level.

**Q14. Knowledge and use of methods for evaluating the effectiveness of teaching** Choose **ONE** statement below that best represents how you use methods for evaluating the effectiveness of teaching to lead to future enhancement:

I reflect on learner feedback and guidance from my colleagues to develop my practice.

I use a range of different methods to evaluate my teaching and student learning in the modules/course for which I am responsible and use these to inform and improve practice and learner success.

I take part in peer review of my teaching/supporting learning activities and participate in that of close colleagues to enhance my professional practice.

I coordinate teaching evaluations and/or feedback on learner experiences at a programme, departmental or service level and devise action plans with colleagues to address emerging issues.

I act as a mentor/coach for colleagues through peer review of their professional practice and evaluation processes to support their individual professional development.

I take a strategic lead in using effective means for the evaluation of teaching and the learner experience to inform cross-institutional improvements and success.

**Q15. Knowledge of the implications of quality assurance and enhancement for professional practice, especially teaching** Choose **ONE** statement below that best represents your engagement in quality assurance and enhancement activities:

I participate in relevant quality assurance processes, using reviews on my activities, feedback on my approach to practice and moderation exercises to inform my professional development.

I actively engage with a range of quality assurance activities that promote and maintain high standards, enhance my practice and result in a high quality learning experience.

I contribute to periodic programme/service review, validation processes, and other programme/service level quality assurance mechanisms to enhance practice and the student learning experience.

My leadership of periodic programme/service review, validations and assessment boards promotes adherence to quality assurance processes, influences actions to address emerging issues and ensures a high quality learner experience.

Through leadership of institution-wide policy, I directly influence quality assurance policies and activities that facilitate effective scrutiny, improvement and enhancement of teaching, learning and student support.

**Q16. Engage in Continuing Professional Development (CPD), research and scholarship, and apply the outcomes to inform teaching/professional practice** Choose **ONE** statement below to best reflect your engagement in subject-related research and scholarly activity:

I participate in CPD activities (e.g. taught programmes, facilitated workshops, discussion with colleagues and pedagogical scholarship) to enhance my practice.

I participate in a broad range of CPD activities (e.g. personal scholarship, reflection on practice, training events, internal conferences) and use my learning to enhance practice.

I undertake pedagogical research/scholarship and disseminate my findings to colleagues.

I actively collaborate with, and support, colleagues who are undertaking pedagogical research/ scholarship and encourage staff to develop evidence-based practices.

I create a culture of CPD and enhanced practice by acting as a role model, and mentor and coach colleagues, through the establishment of focused CPD plans which enhance practice.

I engage in CPD which is then shared and influences the strategic direction of the institution in relation to teaching and learning.

I provide clear strategic direction so that staff can actively engage in CPD, I have facilitated a learning culture between colleagues that actively champions enhancements and innovations in teaching and learning.

**Q17. Use evidence-informed approaches and the outcomes of research, scholarship and CPD** How do you use the outcomes from your research, scholarship or professional development to inform and enhance your professional practice and the learning experience?

I use reflective learning and scholarship to inform and develop my teaching practice and/or support of learning.

I reflect and evaluate on personal learning gained through CPD and actively implement changes where appropriate to enhance my teaching practice.

I lead initiatives to encourage evidence-informed practice by my colleagues.

I promote a strategic approach to adopting evidence-informed practice, which informs my own leadership style.

**Q18. Acknowledge the wider context in which higher education operates recognising the implications for professional practice** How do you recognise and respond to the wide range of influences that may impact on the learner experience and the impact that this may have on your professional practice?

I recognise the influences of the wider social context on higher education and learner experiences, and reflect the associations within my practice.

My recognition of the wider context when designing modules/courses to enable learners to deliberate on the influence of broader professional and global issues.

I contribute to the activities of my wider professional community and utilise these perspectives within the higher education context.

I promote a wider perspective (sector/national/international) in teaching and learning by leading and managing initiatives for colleagues related to sustainability, employability, and/or wider professional/disciplinary matters.

I ensure I am fully informed of (inter)national sector developments, and lead their cross-institutional implementation when/where appropriate.

Through contributing to (inter)national committees/groups in relation to higher education developments I am able to bring an informed and influential perspective back to my institution.