# MSc in Digital Education

**Handbook for the**

# Higher Education Academy Route

**Postgraduate Certificate in Digital Education**

**Session 2018/19**

# Contents

# 1. Introduction

The University of Edinburgh has a strong association with the Higher Education Academy (HEA, part of Advance HE), encouraging its own staff to gain Fellowship. There are several programmes that are accredited routes to Fellowship in the University, of which the Postgraduate Certificate in Digital Education is one.  This means that not only the University's own staff but also some of its postgraduate students can benefit from recognition by the HEA.

Our programme handbook, available from the Digital Education Hub http://hub.digital.education.ed.ac.uk/handbooks/ includes brief information on the HEA route: this handbook supplements that information to let you know what is required from you and what support you can expect if you decide to take this route.  However, if you do still have questions after reading it, please contact the programme director, listed at the end of handbook.

Throughout the handbook, we stress the importance of continuing professional development for practitioners in higher education and how engagement with the **UK professional standards framework** (UKPSF) can support this, whether you are based in the UK or another country. This is in keeping with the ethos of all stages of the Digital Education programme: professional development is essential in an environment that is rapidly changing through, with – and sometimes even because of – digital technology.

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### Summary of main messages

To be eligible to take the HEA route through the programme, you must be teaching or supporting learning in higher education.

You will be expected to:

- Complete and pass *An Introduction to Digital Environments for Learning.*
- Identify how you have engaged with the dimensions of the UK Professional Standards Framework (UKPSF).
- Include in your blog at least three and no more than six entries on the three HEA themes identified in Section 5.
- Complete and pass a 20 credit option course.
- Submit two references from people who can verify your practice.

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## 2. Eligibility for the HEA route

### Working in a suitable role in higher education

You can take the HEA Fellowship route through the Postgraduate Certificate stage (the first 60 credits) of the MSc in Digital Education if you are:

- working in higher education (this is usually in a university or college)
- teaching or supporting student learning in higher education

There are four categories of fellowship (see next section) and we are offering a route to Level 2 – Fellow of the Higher Education Academy (FHEA).

People who achieve recognition at this level are able to demonstrate effectiveness in their roles in higher education in teaching and/or supporting learning and also show that they understand how effective approaches support high quality student learning.

It is worth reading about the other three levels to see whether they might be more appropriate for you. However, Fellow of the Higher Education academy is the most usual category for early to mid-career professionals and is the only route for which we are accredited.

### For those currently ineligible…

Although only practitioners in higher education are eligible, we have had interest in the route from others – for example, those working in schools, government or the corporate sector.  This handbook is made available to all students on the programme so that they can be aware of the UK professional standards framework.  If you are not currently eligible – or are eligible for a different category – the advice is still likely to be professionally relevant.  You can apply later through another route if you do become eligible.

# 3. About the Higher Education Academy (HEA)

The Higher Education Academy (HEA) works with individuals, institutions and government agencies to support and champion good teaching.  It does this through advice, training, events, campaigns, opportunities for networking and accreditation.  The last of these is the main focus of this handbook, but see the HEA website for more information about the HEA's other activities: https://www.heacademy.ac.uk/

## Four categories of accreditation for individuals

### Associate Fellowship (AFHEA)
This is for people who are new to teaching or have more limited opportunities to demonstrate teaching or supporting learning than those applying for Fellowship.  They might include early career researchers, PhD students, learning technologists, librarians.

### Fellowship (FHEA)
This route is for early to mid-career professionals who have significant teaching or supporting learning responsibility as a key element of their role.  It may include professionals who are experts in their field but relatively new to higher education teaching.  Recognition allows consolidation of professional development: it is becoming increasingly useful for applications for jobs or promotion.

### Senior Fellowship (SFHEA)
For this category of Fellowship, people need a thorough understanding of effective learning and teaching and the ability to demonstrate impact and influence on colleagues, probably through leadership roles – for example, through being a programme director.

### Principal Fellowship (PFHEA)
This is for people with a sustained role in strategic leadership in academic practice and educational development.  They are likely to be working in a senior position with responsibility for institutional decision-making on teaching and learning.

**NB: Our accredited route only supports the Fellowship category.**

There are separate descriptors for each of these routes.  See pages 4-7 of the UK Professional Standards Framework https://www.heacademy.ac.uk/ukpsf The relevant descriptor for our programme is shown in Figure 1 below.

More information can be found at https://www.heacademy.ac.uk/individuals/fellowship.  Individuals can apply for Fellowship through a direct application or through an accredited route.

| Descriptor 2 | Typical individual role/career stage | Related HEA recognition |
|---|---|---|
| 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:<br><br>I.  Successful engagement across all five Areas of Activity<br><br>II.  Appropriate knowledge and understanding across all aspects of Core Knowledge<br><br>III.  A commitment to all the Professional Values<br><br>IV.  Successful engagement in appropriate teaching practices related to the Areas of Activity<br><br>V.  Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice<br><br>VI.  Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices | Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:<br><br>a.  Early career academics<br><br>b.  Academic-related and/or support staff holding substantive teaching and learning responsibilities<br><br>c.  Experienced academics relatively new to UK higher education<br><br>d.  Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings | Fellow |

Figure 1: The HEA descriptor for recognition as Fellow (reproduced with permission from Higher Education Academy)

The areas of activity, knowledge and values referred to in Figure 1 relate to the UK Professional Standards Framework, covered in Section 4.


## Accreditation for institutions

https://www.heacademy.ac.uk/individuals/fellowship/application#section-3

The HEA has subscriptions and partnerships with universities all over the world.

Subscribing institutions can submit appropriate programmes for accreditation by the Higher Education Academy. These are frequently postgraduate certificates in teaching and learning.  A suite of programmes, including the Postgraduate Certificate in Digital Education, was accredited in 2013 and reaccredited in 2017. A number of changes were made to reflect revisions in the HEA's accreditation policy.  This Handbook is one of them, with a key

feature being a strengthening of the relationship between continuing professional development and the UK Professional Standards Framework (UKPSF).  This is the subject of the next section.

It is the postgraduate certificate stage – the first 60 credits – of our programme that has been accredited. After the relevant graduation for that programme (even if you don't graduate because you are continuing to diploma or MSc), the HEA will be notified of your eligibility for fellowship.

If the institution you work in is a subscribing institution, then there will currently be no fee associated with your application for Fellowship through our accredited route.

# 4. The UK Professional Standards Framework (UKPSF)

At the heart of the HEA's accreditation process, there is a framework comprising activity, knowledge and values. This useful diagram summarises the dimensions of this framework and is used to support both development of good practice and the provision of evidence to demonstrate it.
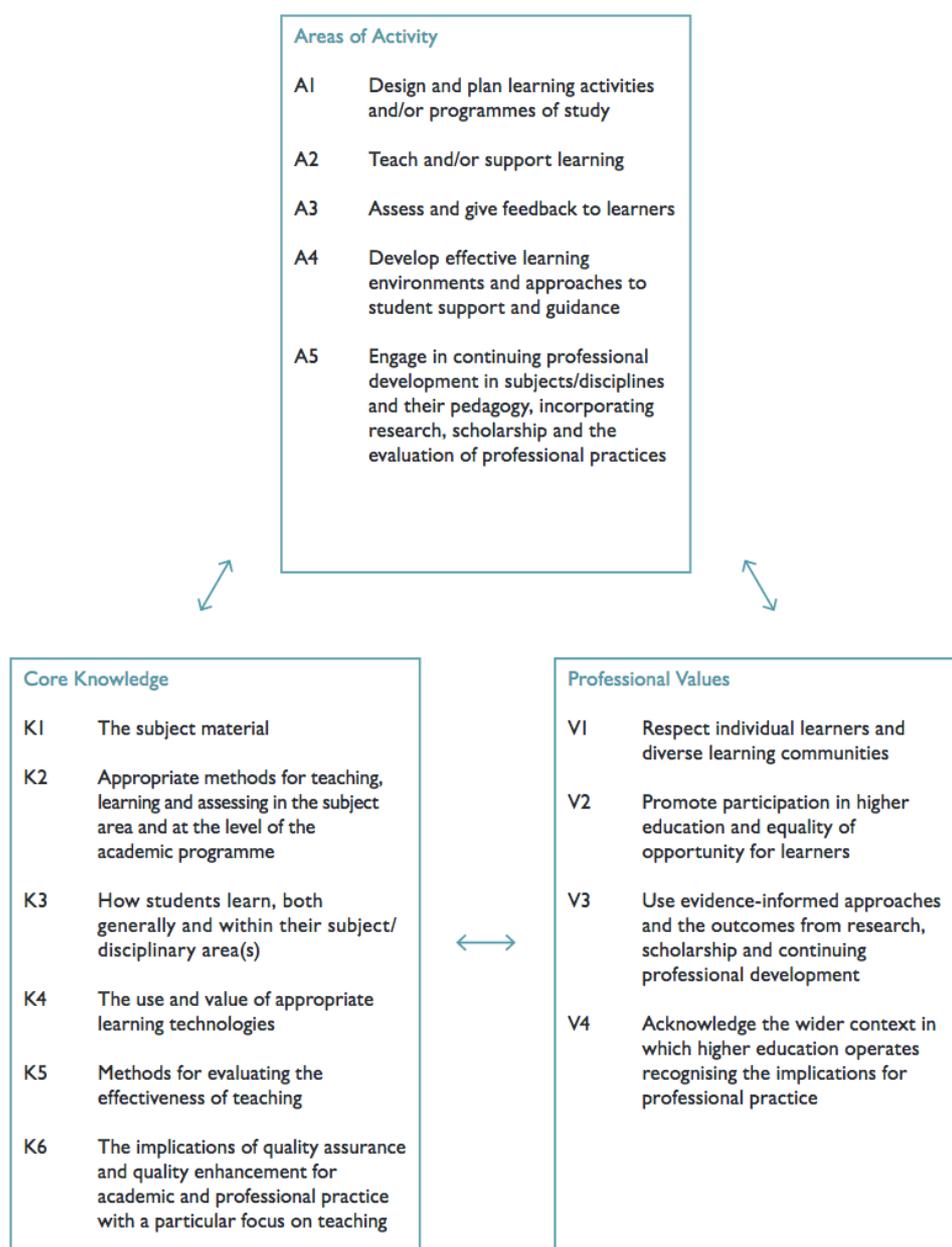
**Areas of Activity**

| | |
|---|---|
| A1 | Design and plan learning activities and/or programmes of study |
| A2 | Teach and/or support learning |
| A3 | Assess and give feedback to learners |
| A4 | Develop effective learning environments and approaches to student support and guidance |
| A5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |

**Core Knowledge**

| | |
|---|---|
| K1 | The subject material |
| K2 | Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme |
| K3 | How students learn, both generally and within their subject/ disciplinary area(s) |
| K4 | The use and value of appropriate learning technologies |
| K5 | Methods for evaluating the effectiveness of teaching |
| K6 | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |

**Professional Values**

| | |
|---|---|
| V1 | Respect individual learners and diverse learning communities |
| V2 | Promote participation in higher education and equality of opportunity for learners |
| V3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |
| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

Figure 2: The dimensions of the UKPSF (reproduced with permission from Higher Education Academy)

The UKPSF dimensions are explained in detail at https://www.heacademy.ac.uk/ukpsf.

# 5. IDEL and the UKPSF

## IDEL's synergy with the UKPSF

The Digital Education programme is concerned with issues in teaching and learning in online environments and encourages a critical, reflective and analytic approach. It is likely that most or all of the HEA dimensions arise during our discussions and activities in each of our courses. We would expect that this would be reflected in assignments and discussions.

We start our programme with a core 40-credit course – *An Introduction to Digital Environments for Learning (*IDEL) – which introduces you to our own ethos and encourages you, through a regular blog, to reflect on issues of teaching and learning in digital environments. This seems to be a place where the HEA dimensions might reasonably be expected to be present.

A mapping of IDEL does indeed find explicit engagement with all of the HEA activities, core knowledge and values, as shown in Figure 2 on the next page. However, to be sure that you explicitly provide the evidence that the HEA requires, we have two additional stages for those on the Fellowship route. The first is to ensure compliance with what is requested. The second is more aligned to our own critical take on current educational practices (and the HEA encourages this as well).

## Additional activities during IDEL for the HEA route

1.  Fill in the grid in Appendix 1 noting for each dimension where you feel you engaged with it.

2.  Write blog posts that include the following topics:
    *   Assessment and feedback
    *   Diversity of how students learn
    *   What makes online environments effective and participatory.

    There is more information on this second activity in the next section. Appendix 2 shows what you must submit to your blog tutor.

Both of the forms in the Appendices are also available electronically on the Moodle site for you to submit to your blog tutor.

| | A1 | A2 | A3 | A4 | A5 | K1 | K2 | K3 | K4 | K5 | K6 | V1 | V2 | V3 | V4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Intended Learning Outcome** | | | | | | | | | | | | | | | |
| critically evaluate a range of technologies in terms of their impact on teaching and learning | Y | Y | | Y | Y | Y | | Y | Y | Y | Y | Y | Y | Y | Y |
| begin to design your own online learning resources | Y | Y | | Y | | Y | | | | | | | | | |
| contextualise your own practice in terms of the key issues emerging from current research in digital education | | | | | Y | Y | Y | | | | | | | Y | Y |
| **Curriculum element** | | | | | | | | | | | | | | | |
| Minecraft activities | Y | | | Y | | | | Y | | | | | | Y | Y |
| Constructing community | | Y | | | | | | | Y | | | Y | Y | Y | Y |
| Technology and the teacher | Y | Y | | Y | Y | | Y | | Y | | Y | Y | Y | Y | Y |
| Critical perspectives | | | | | Y | | | | Y | Y | Y | | | Y | Y |
| Spaces | Y | | | Y | | | | | Y | Y | | | | Y | Y |
| Open everything | | | Y | | | | | | Y | Y | | | Y | Y | Y |
| Data and analytics | | | Y | | | | | | Y | Y | Y | | Y | Y | Y |
| **Assessment criteria** | | | | | | | | | | | | | | | |
| Does the weblog demonstrate sustained reflection on the course content and its application for the participant's professional practice? | | Y | | | Y | Y | | Y | Y | Y | Y | | | Y | Y |
| Are entries into the weblog frequent and substantial enough to demonstrate such sustained reflection, throughout the duration of the course, including structured tasks | | | | | | | | | | | | | | | |
| Does the weblog demonstrate a good critical understanding of the technologies and ideas introduced? | | | | | | | | | Y | | | | | | Y |
| Does it show a critical awareness of the strengths and weaknesses of a range of technologies and pedagogical approaches? | | | | Y | Y | | | | Y | | Y | | | | Y |
| Does the assignment show a critical engagement with the concepts and theories introduced? | | | | | Y | | | | | | | | | | |
| **Additional assessment requirement for the HEA route** | | | | | | | | | | | | | | | |
| You will write at least three of your blog posts on topics that evidence how the course material intersects with issues of assessment and feedback in your own Higher Education context; and demonstrates understanding, based in evidence, of the diversity of how students learn and what makes online environments effective and participatory. | | | Y | Y | | | | Y | Y | Y | Y | Y | Y | Y | Y |

Figure 3: Mapping of IDEL against UKPSF Dimensions

# 6. Your blog entries with the HEA tag

The blog is an online reflective diary, a place for your commentaries and musings on the course themes, readings, activities and how they might relate to your professional practice. It is a place where you bring together your various threads of investigation and thought. It is intended to be a record of your thinking and development as you progress through the course, not a neatly finished 'place of arrival'.

For IDEL, your blog will be read only by your tutor and, for moderation purposes, another blog tutor or the course coordinator. In this respect, the blog is a private dialogue between your tutor and you.  It's an ongoing, preservable dialogue growing around your developing ideas and insights.

A blog is usually text-based, but we encourage you to explore different modalities and play with self expression through the use of hyperlinks, images, animation, video, sound and so on.  Using this specifically online format gives you the opportunity to think about how alternative – digital – literacies might be used within teaching contexts.

We try to avoid being too prescriptive about what a blog post looks like. This is because the amount you write, the topic you write on and how you express that writing (whether by text or other modality) will be affected by your own experiences, interests and other blog posts. For instance, you may write a short (say 300 word) post earlier in the week reflecting on a specific course activity, post an image with a brief descriptor later in the week and then develop a longer, more synthesized post later in the week that brings course readings and themes to bear on a particular professional problem you are contemplating.

So, the word count, modalities and topics covered in the blog are all very flexible and open to your specific interests in the course.  There are assessment criteria for the blog as a part of IDEL in the course handbook. But for HEA specific posts, you may find it useful to 'self plot' your way through the blog in relation to Descriptor 2 of the UKSPF (see Section 3) and to talk with your tutor for additional reading where you would like to flesh out a post beyond the course's core readings.

We do not offer exemplar blog posts for either IDEL or HEA blogging for a few reasons. Firstly, these can sometimes be interpreted too prescriptively – we want you to find your own path through the blogging experience.  Secondly, simply giving exemplars is not enough for students to develop an understanding of quality – instead this comes from engaging with creating, evaluating, and iteratively engaging with a range of quality works. We think this will come partly through engagement with your own blog and with tutor feedback. Finally, you can engage with that wider range of quality partly through sharing posts with other students on the course, where appropriate, or by browsing how other students across the programme continue to use their blogs via http://blogs.digital.education.ed.ac.uk/wp/shared-posts/.

Your blog tutor will give you feedback at least weekly on your posts, helping you to develop them in accordance with the course learning outcomes, IDEL assessment criteria and pointing to where you could develop ideas further in relation to your HEA blog work. There are also structured blog activites as part of the IDEL work that will help you develop specific skills, such as critical thinking, and a mid-blog review (around week 5–6 of the course). With these many opportunities for feedback and dialogue with your tutor, we're confident you will find your own unique path through the blog activity.

So, your blog is serving many purposes on the IDEL course.  It provides a record of your progress through the course; it mediates a dialogue with your blog tutor; it contains structured IDEL activities to allow your tutor to see where you need support; it forms a major part of the assessment of the IDEL course (60%) and it also contains evidence of engagement with the UKPSF. Don't let all this overwhelm you at the start of the semester – your blog tutor will work with you step-by-step through the blogging process and offer guidance throughout the semester.  This is developmental process that leads to two final products that may share individual entries– your assessed IDEL blog and your evidence for the HEA route.


## Writing your blog entries

You may want to write some general posts before explicitly tackling HEA topics.  It sometimes takes a little while to find your blogging voice and there is a lot going on in the first week or so.  Having said that, there are likely to be relevant issues arising in the first couple of weeks.

The HEA entries are likely to be quite concrete – they should be providing **evidence that you are an effective practitioner**. So it is not just case of giving opinions about a topic; you should be thinking about what you actually do.  But the HEA is interested not in just **what** you do but also (especially) in **how** you do it and **why** you do it that way. This means that it is still valuable to be able to relate that experience to what you are reading and discussing in the course.

When you tag your blog with HEA, it should be addressing one or more of the following topics and providing evidence of your current practice in relation to it:

- Assessment and feedback
- Diversity of how students learn
- What makes online environments effective and participatory?

Here are a few notes and prompts under these headings.


**(a) Assessment and feedback**
If you have not yet done any online assessment and feedback it is OK to refer to your classroom-based practice.  However, as this is a programme on digital

education, it would also be useful to reflect on any implications for assessment and feedback for online courses. For example:

- Would you need to adapt classroom-based assessment and feedback practices for digital environments?
- What benefits and barriers are there for assessment and feedback in digital environments?
- How might multimodality and asynchronicity affect assignments and/or processes of assessment and feedback?

(These are just suggestions; there is no need to answer all or indeed any of these questions.)

**(b) Diversity of how students learn**

Diversity might refer to general differences in approaches to learning, subject or disciplinary differences, and practices relating to different communities.  It therefore crosses both the Core Knowledge and the Professional Values aspects of the UKPSF. Again, your existing practice might relate to the physical classroom, but you may still be prompted by our course to include reflections on:

- Are students likely to be advantaged or constrained in how they can approach learning because of, for example:  access, disability, cultural reasons, finance and infrastructure, previous experience, time zones?
- To what extent might familiar learning experiences set up expectations for online students?

Under this heading, if you find yourself wanting to use shorthand expressions such as 'digital natives' or 'learning styles', your blog tutor is likely to point out that these are highly contested terms and suggest you find more nuanced ways of explaining your point!

**(c) What makes online environments effective and participatory?**

If you know how to make an environment effective and participatory but have not yet done this online, you can again use your existing experience to display your good practice in relation to the HEA requirements, but use this as a way in to thinking about effective online environments. Some questions to prompt you might be:

- What strategies do you use to encourage students to engage with their courses?
- Are there differences in what you have to think about when students are online?

Remember that in the blog we are encouraging you to develop a critical stance.  This does not necessarily mean being negative; however, it does entail a questioning approach, and consideration of assumptions, vested interests and alternative perspectives. You will particularly discuss this in Weeks 3 and 4 of the course.  By then, you may even find yourself questioning your own assumptions, the course team's and the HEA's as well! We mention this just to let you know it's OK if this happens.  Your tutor will help you to find your blog voice as well as to negotiate the different requirements of academic and regulatory demands.


## Working with your blog tutor

You will have been assigned a blog tutor who is likely to be a Fellow of the Higher Education Academy and is familiar with the UKPSF.  Note that if you have been late notifying your intention to take this route, this may necessitate a change of blog tutor.

Blog tutors tend to check in once or twice a week, often assigning regular times for this.  However, they all work differently and are likely to let you know about this at the start of semester.  Your blog tutor will read all your posts, though will not necessarily comment on them all.  You will see from the course handbook that you are asked to tag one post per week that you would particularly welcome feedback on. This is to encourage you to identify key issues for dialogue.

Your tutor will give you some midway blog feedback around Week 5.  If you have used the HEA tag already and flagged it up for feedback, the tutor will be in a position to comment on how you are getting on towards the requirements. By the second half of the semester you should definitely be thinking about the posts that you will put forward for consideration for the HEA route. Your tutor will perhaps chase you up if this is not the case, but the main responsibility lies with you.

Just as you don't have to submit all of your blog posts for assessment, you may have written some HEA flagged posts that you decide not to put forward. That is OK – you can change their status to draft which means that only you can see them.

At the end of semester you should decide which of your entries to submit to your tutor using Appendix 2 (or the equivalent form on the IDEL Moodle site). These will be assessed along with your blog and assignment.

## 7. How your blog entries will be assessed

You will have received regular feedback on your blog throughout the semester.  At the end of the semester, any blog posts designated with the course tag (e.g. IDELSep18) will be counted towards the IDEL blog mark.

You will have a little longer to develop any additional posts you might like to make for the HEA blog posts if you feel the IDEL posts do not fully evidence how your professional practice relates to Descriptor 2.  To submit these posts, please complete the form available in Appendix 2, indicating which blog posts relate to which topics (assessment and feedback, diversity, effective and participatory environments). It is your responsibility to send this form to your blog tutor after your blog is complete at the end of semester. If you are worried about having substantive enough posts, it may be worth noting that the usual route to HEA fellowship involves an application of around 3000 words, and so it might be reasonable to expect your combined HEA blog posts to be of similar length (though that is sometimes difficult to judge when taking a multimodal approach!).

Your tutor will mark your IDEL blog and assignment and examine your entries for the HEA route at the same time.  All work on our programme is subject to moderation – that is, someone else will check that grades and feedback are reliable.  In the case of someone on the HEA route, the blog posts and evidence of engagement with the UKPSF will be checked by a moderator who is also a Fellow of the Higher Education Academy.

No resubmissions of the IDEL blog or the assignment are allowed (unless there has been a case made by the Special Circumstances Committee). However, the entries relating to the HEA route will not be subject to this condition and it is possible that the tutor and moderator recommend you do more work on them. If this is the case, then you can treat tutor feedback as feedforward, helping you develop your posts further.  You will have another month to compete the work.

All students on the HEA route will be subject to a final check for this course by an external examiner who is a Senior Fellow of the Higher Education Academy and who has been approved by the University and the HEA to undertake this role.  This level of scrutiny will not be required for the following optional course that you take.

# 8. Completing the HEA route after IDEL

The HEA route is accredited for the Postgraduate Certificate in Digital Education.  You complete this by undertaking a further 20 credits – one of our option courses (see [http://digital.education.ed.ac.uk/courses)](http://digital.education.ed.ac.uk/courses). You must pass this additional course, though it will not be subject to any additional work or scrutiny for the HEA.

Even if you are going on to the Diploma or the MSc in Digital Education, you will be eligible for the HEA Fellowship once you have completed the certificate and the graduation for this qualification has happened.

There is one final stage for you – and we recommend that you set this in motion soon after completing IDEL, though it can be completed any time up to the submission of your final assignment for your optional course.  This is to obtain two references from people who are able to confirm any claims about your practice that you have made in your blog entries (see Section 9.)

Thus, to obtain your HEA accreditation you need to:

- Complete and pass *An introduction to digital environments for learning.*
- Complete the identification of engagement with the dimensions of the UKPSF (Appendix 1).
- Include in your blog at least three and no more than six entries on the three HEA themes identified (Record this in Appendix 2).
- Complete and pass a 20 credit option course.
- Submit two references from people who can verify your practice.

# 9. Authentication of practice

## Choice of referees

In Section 5 of this handbook, you are encouraged to write explicitly about your own practice in higher education.  The HEA lay great store by the authentication of any claims made about effective practice. While your blog tutor can verify that you are relating practice to what you are reading and learning in our course, only someone who is aware of what you do in your higher education role can really authenticate your work.  Effectively, references allow a triangulation on the claims you have made in your blog, verifying your professional practice through informed peer review of your work context and teaching/support practices. All routes to Fellowship seek this kind of warranty through references or observation of practice.

You should therefore identify two referees who are experienced staff and familiar with your day-to-day practice. A co-tutor on a course you teach, fellow marker or line manager might be ideal.  If this is difficult, it may be necessary to ask a colleague to sit in on something you are doing so that they feel confident in commenting on your practice. At least one of your referees should be a HEA Fellow (or Senior Fellow or Principal Fellow), or, if no HEA members are available, an appropriately experienced colleague working in Higher Education.

## What you should give your referees

When you ask your referees if they will write a reference for you, it might be useful to give them a copy of Figure 1 from this handbook or direct them to Descriptor 2 of the UKPSF - https://www.heacademy.ac.uk/ukpsf.  The six requirements can provide useful headings under which to make comments.

Alternatively, the HEA does have its own guidance notes for referees – see https://www.heacademy.ac.uk/system/files/downloads/fellow_guidance_application_notes.pdf

You should also give them your work for Appendices 1 and 2 – and the blog entries on which you are making your claim. You might want to give them the whole blog making a pdf using **All posts** if you think it won't be too long.

Although your referees are not expected to comment on your engagement with the Digital Education programme as a student, they may want to know more about it and so you could refer them to the programme website at http://digital.education.ed.ac.uk

In Appendix 4 you will find a light touch suggestion for referees that you can share with them, if that is useful.

## When to send your references

Your references need to be submitted around the time of that you submit your final assignment on your second, optional course.

Please submit your references to the Programme Secretary at digitaled@ed.ac.uk.  The Programme Secretary is currently Victoria McIntyre.

# 10. The MSc in Digital Education Panel

Your references will be considered alongside your HEA blog posts by members of the MSc in Digital Education Panel. A minimum of three members of the panel will meet to form each adjudication panel. These will usually run in parallel with the MSc in Digital Education exam boards. At any given time the full panel will include:

- An appropriate External Examiner, who will be a Senior Fellow of the HEA.

- One or more further Fellows (or higher) of the HEA from the MSc Digital Education programme.

The panel will respond to your submission with one of the following:

- Award granted

- Advise submission of additional evidence

- Rejection of application and advisement to pursue a different category of award (i.e. Associate Fellow) or when the applicant has developed further in their professional practice.

You would already have had the option to resubmit HEA blog post evidence. But if there are issues with your references at this stage, you will be given an additional month to have your references revised or another reference submitted.  You will be given clear feedback about what may needed if this is the case, including:

- What evidence needs to be
- Date of resubmission
- How to resubmit
- Who to contact for additional support.

# 11. Indicative timeline for HEA route

Your HEA route through the programme will likely be unique, as students start on our programme in semester 1 and semester 2, and sometimes take a semester off after the introductory course before completing their second course.  So, this timeline is very much indicative only and will depend on your own particular circumstances.

| September 2018 | • Enrol on IDEL.<br>• Create HEA blog posts as part of IDEL blog journey | |
|---|---|---|
| December 2018 | • Submit HEA blog form when your IDEL blog is due<br>• Receive feedback on HEA blog posts | If your HEA blog posts require more evidence, you will then have one month to submit that evidence. |
| January 2019 | • Start semester 2 optional course | |
| April 2019 | • Submit final work for semester 2 course | |
| 1 May 2019 | • Submit references for MScDE panel | |
| June 2019 | • Feedback from panel on eligibility for HEA | If the panel requires further evidence (e.g. additional reference), you will then have one month to submit that evidence. |
| July or November  2019* | • Graduate with PGCert | |

* Or, for those wishing to progress to PGDip and then to MSc, enrol for another optional course in September.

# 12. Contact information

For information on the administrative processes involved in the Higher Education Academy route, please contact our programme secretary, Angie Hunter.  For questions about your own eligibility or what to include in your blogs, ask your blog tutor or the programme director.


**Programme Secretary**
Victoria McIntyre
Email: digitaled@ed.ac.uk
Phone: +44 (0)131 651 1196


**Programme Director**
Phil Sheail
Email:  P.Sheail@ed.ac.uk
Phone:  +44 (0)131 651 4192

For further information about the Higher Education Academy see:

https://www.heacademy.ac.uk/


There is additional contact information at
https://www.heacademy.ac.uk/individuals

# Appendix 1: Engaging with the dimensions of the UKPSF

Check the weeks when you have felt most engaged with the UKPSF dimensions during our course – and if you've blogged about it too then add the blog title. (If there is not an associated blog, that's OK.) Please submit this along with Appendix 2 with your final assignment. Taken together, these appendices will support the tutor in making judgements in Appendix 3.

|  | Theme | Week(s) | Blog title |
|---|---|---|---|
| *Areas of activity* | | | |
| A1 | Design and plan learning activities and/or programmes of study | | |
| A2 | Teach and/or support learning | | |
| A3 | Assess and give feedback to learners | | |
| A4 | Develop effective learning environments and approaches to student support and guidance | | |
| A5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices | | |
| | | | |
| *Core knowledge* | | | |
| K1 | The subject material | | |
| K2 | Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | | |
| K3 | How students learn, both generally and within their subject/disciplinary areas | | |
| K4 | The use and value of appropriate learning technologies | | |
| K5 | Methods for evaluating the effectiveness of teaching | | |
| K6 | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching. | | |

|    | Theme | Week(s) | Blog title |
|----|-------|---------|------------|
| *Professional values* | | | |
| V1 | Respect individual learners and diverse learning communities | | |
| V2 | Promote participation in higher education and equality of opportunity for learners | | |
| V3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development | | |
| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice | | |

## Appendix 2: Record of blog posts for HEA route

Identify at least three and no more than six posts. All three themes should be covered; one post may include more than one theme.

| Blog post title | Theme(s) addressed | √ | Tutor feedback |
|---|---|---|---|
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |
|  | –Assessment & feedback<br><br>–Diversity of how students learn<br><br>–Effective and participatory (online) environments |  |  |

# Appendix 3: Tutor assessment of HEA requirements

**Additional Marking Template for IDEL Tutors for Students on the HEA route**

| HEA Descriptor | Dimensions | Evidence in IDEL | Tutor Comments |
|---|---|---|---|
| **I Successful engagement across all five areas of activity** | **A1-A5**<br>**See Figure 2** | **See Figure 3 for mapping** | |
| **II Appropriate knowledge and understanding across all aspects of Core Knowledge** | **K1-K6**<br>**See Figure 2** | **See Figure 3 for mapping** | |
| **III A commitment to all the Professional Values** | **V1-V4**<br>**See Figure 2** | **See Figure 3 for mapping** | |
| **IV Successful engagement in appropriate teaching practices related to the Areas of Activity** | **A1, A2, A3, A4, K3, K5, K6, V1, V2**<br><br>**And others as appropriate** | **Activities**<br><br>**Reflections in blog on teaching practices** | |
| **V Successful incorporation of subject and pedagogic research and/or scholarship with the above activities, as part of an integrated approach to academic practice** | **A5, K1, K2, K4, V3, V4** | **Critical analysis blog activity;**<br><br>**Use of readings throughout blog.** | |
| **Successful engagement in CPD in relation to teaching, learning, assessment and, where appropriate, related professional practices** | **This may highlight different dimensions depending on student's professional context – but likely to be wide ranging** | **Evidence in blog**<br><br>**Evidence in Appendices 1 and 2** | |

# Appendix 4: Reference template

There are guidance notes for referees at
https://www.heacademy.ac.uk/system/files/downloads/fellow_guidance_application_notes.pdf

While there is no standard form for references, please refer to the Dimensions of the UKPSF (areas of activity, core knowledge and professional values) as these are expected to underpin participants' practice.

There is also a Descriptor 2 for the category of Fellowship which indicates what individuals should be able to provide evidence for. **Please refer explicitly to these aspects of the UKPSF within your reference**. It is the participant's responsibility to collect the reference from you and they will tell you which category of Fellowship they are seeking.

The UKSPF is available at https://www.heacademy.ac.uk/ukpsf

Although your referees are not expected to comment on your engagement with the Digital Education programme as a student, they may want to know more about it and so you could refer them to the programme website at http://digital.education.ed.ac.uk

| |
|---|
| Name |
| E-mail |
| Job title |
| School or Department |
| Organisation and address (external) |
| I would like to comment on the following aspects of the participant's experiences and achievements in teaching and supporting learning: |