Self- Assessment Proforma Descriptor 3
The following grid represents the YSJ institutional view of what a Senior Fellow should be able to demonstrate and this can be used in conjunction with the criteria of descriptor 3.

The Criteria	What evidence can you provide that demonstrates your achievements in this area?	Links to Activity A1-5 Core Knowledge 1-6 Professional Values 1-4
A scholarly, reflective and self-evaluative approach to learning, teaching and assessment practices that incorporates feedback from students and peers and demonstrates a commitment to continuing professional development in pedagogic expertise	Success in gaining e-pedagogy teaching fellowship in recognition of prolonged demonstration of technology enhanced learning within academic environments. Development & implementation of innovative assessment & feedback practices within taught modules. Engagement with academics & support staff to develop academic practice & discrete ICT development needs to facilitate academic practice. Collection & presentation of data related to assessment & feedback strategies at conferences & internal staff development sessions. A record of positive student reviews of teaching & module delivery which is commonly representative of a large portion of the cohort (≈90%), enabling informed staff review, reflection & subsequent modification of module content/ delivery. An on-going commitment to CPD through engagement with external sporting organisations & the completion of their awards / acknowledgement of competencies.	AA1, AA2, AA3, AA4, AA5 CK1, CK2, CK3, CK4, CK5, CK6 PV1, PV2, PV3, PV4
Ability to foster students' enthusiasm for learning through leading innovation in pedagogic approaches designed to maximise student engagement	Successful integration of SOL & formative assessment into module design alongside the development of a positive student culture that embraces the value of formative assessment & reflection as part of their learning process. This is evidenced by statistics reporting a >95% engagement rate with formative work on modules I deliver on. The 'Talking about Teaching' conference presentation reports back on student data identifying the perceived development of reflective practitioners as a consequence of engagement with the process	AA1, AA2, AA3, AA4 CK1, CK2, CK3, CK4, CK5 PV1, PV2, PV3, PV4
Ability to lead, support and collaborate with colleagues in assisting them to enhance their	Acting as a mentor to new staff, engaging in regular meetings in addition to team delivery & (informal) reflection of teaching & learning.	AA2, AA4, AA5 CK2, CK3, CK4, CK5, CK6

learning, teaching and assessment practices	Development & implementation of innovative assessment & feedback practices within taught modules, that has been subsequently disseminated & adopted both across sport & other departments (Physiotherapy, OT, Theatre)	PV1, PV2, PV3
Leadership through their own pedagogic practice that drives forwards quality enhancement aims and objectives of respective faculties or departments in line with university strategic aims	Development, & piloting of innovative assessment & feedback practices within taught modules, that has been subsequently disseminated & adopted both across sport & other departments (Physiotherapy, OT, Theatre). Innovations include adoption of central formative assessment, the employment of e-feedback, development of video feedback & most recently the piloting of synchronised audio & video feedback. Employment of the VLE in a manner that fosters student engagement & interaction with Moodle. Including the utilisation of a 'standardised' format of moodle pages & effective use of 'assignment' links. Dissemination & adoption of good practice across the programme in light of success within the programme aimed at enhancing student experience Input, advice & recommendations to York College through their degree validation process upon innovative ways to consider embedding assessment & feedback into their programmes in light of FE/HE environment	AA2, AA3, AA4, AA5 CK1, CK2, CK3, CK4, CK5, CK6 PV1, PV2, PV3, PV4
Sustained engagement University wide and with external audiences to develop exceptional pedagogic practice and/or pedagogic research that is subsequently integrated into practice	Presentation internally & externally at conferences covering a range of projects related to assessment & feedback: Linking Learning & Research (2007) The Role of Video & e-feedback in assessment (2012). Higher York e-learning conference. Video & e-feedback in Sport (2012). BASES Workshop – Emerging Signature Pedagogies The role of video and online feedback in assessment in non-traditional teaching environments (2013) Talking about Teaching Conference	AA4, AA5 CK2, CK3, CK4, CK5, CK6 PV2, PV3, PV4
Ability to create effective and innovative environments that support student learning and feedback on that learning in both physical and virtual settings and share this good practice with others	Developed & lead support / information sessions on e-pedagogy projects. Leading to investment in technology & instigated development in teaching practices in our faculty. The development & refinement of a paperless system of submission, assessment & feedback, which is provided in a timely (24hr period) & professional manner.	AA1, AA2, AA3, AA4, AA5 CK1, CK2, CK3, CK4, CK5 PV1, PV2, PV3
Commitment to facilitating an inclusive approach for all students that acknowledges diversity and promotes equal opportunities	HOP for Sports Science degree programmes & consequently interact with a range of student services & deal with students that are having difficulties with their studies. Lead tutor on practically orientated modules that present (a greater) range of challenges than those found more commonly in classroom environment. Often requiring discrete strategies to be employed to facilitate student engagement & satisfaction	AA4 CK2 PV1, PV2, PV3, PV4