

**Advance HE Recognition - Written Application Guidance**

**Fellow (FHEA) (D2)**

Your submission should consist of one single Microsoft Word document, consisting of the following sections:

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# **Important information prior to completing your application**

This document should be read in conjunction with the 2019 UK Professional Standards Framework which can be found on the UTA website and the MMU Fellow Application Form. For reference, these standards are also attached at the [end of this document.](#_Professional_Standards_Framework)

In order to meet the requirements for Fellow, you must demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. You should be able to provide evidence of:

1. Successful engagement across all five Areas of Activity;
2. Successful engagement in appropriate teaching and practices related to the Areas of Activity;
3. Appropriate knowledge and understanding across all aspects of Core Knowledge;
4. A commitment to all Professional Values;
5. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
6. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

**Submission instructions**

All applications must be submitted to UTA via the PSF Recognition upload form. You can submit your claim at the following web address: <https://utaresources.mmu.ac.uk/psfsubmission>.

The UTA will review your application and will normally return feedback to you within 6 weeks of your submission.

# **1. Career Biography**

Provide a brief summary of your career including details of relevant roles, institutions and qualifications and the values which underpin your practice.

Include in this section any relevant activities, past or current, that are external to the institution, such as external examining.

This section can be formatted as you wish (paragraphs, bulleted lists, etc) and should not exceed 250 words.

# **2. Experience Grid: Evidence of Professional Activity**

Within this grid you should describe examples of your professional activity, cross-referenced with the relevant Areas of Activity (AA), Core Knowledge (CK) and Professional Values (PV) set out in the 2019 UK Professional Standards Framework Dimensions of Practice. For reference, these standards are also attached at the [end of this document.](#_Professional_Standards_Framework)

For Advance HE Fellow (FHEA) you must evidence engagement with all dimensions of practice. For each Professional Activity selected, cross-reference it with the appropriate Areas of Activity, Core Knowledge and Professional Values. Activities such as unit leadership may engage with all dimensions.

You do not need to include everything that you do in the grid but you should select key examples that explicitly demonstrate engagement with the required Dimensions of Practice. The grid should be limited to 2-3 pages of A4.

In each example of activity, use the left hand column to explain briefly what you have been doing, and use the other columns to link this activity to the Dimensions of Practice and the dates / time period for the activity. Ensure that you include examples of your CPD engagement (eg relevant courses/workshops attended) within the grid.

Table 1 below shows some examples of Professional Activities linked to the UKPSF.

**Table 1 Example of Activities Mapped to UKPSF**

|  |  |  |
| --- | --- | --- |
| **Professional activity** | **Broad engagement with the dimensions of practice** | **Dates** |
| Areas of ActivityAA1-5 | Core KnowledgeCK1-6 | Professional ValuesPV1-4 |
| Delivery of workshops for students on study skills and assessment techniques | A2, 4 | K1-4 | V1-3 | September 2016 to date |
| Delivery of 1:1 student tutorials on assessment writing and academic writing | A2, 3 | K1-4 | V1-3 | September 2018 to date |
| Provision of assessment retake support and guidance for individual student | A3, 4 | K2, 3, 4 | V1, 2 | September 2018 to date |
| Design of a VLE area on study skills and assessment writing | A3, 4 | K2, K3, K4 | V1-3 | August 2019 |
| Participation in peer observations of practice and professional dialogues on practice  | A5 | K5, 6 | V3, 4 | Annually x2 2016 - date |
| Attendance at staff development sessions on using screen casts for learning and teaching | A5 | K2, K4 | V1, V3 | Sept 2020 |

# **3: Critical Commentary: Demonstration of Professional and Developmental Activities**

**Indicative word count: 3000 words**

Once you have assembled your record of Professional Activity, you must write a reflective critical commentary that enables you to make a clear claim to support your engagement with Descriptor 2: Fellow. These are outlined below, as set out in the UKPSF.

This commentary should roughly use 60 words on each of the five Areas of Activity.

We recommend that you:

* Write in the first person incorporating examples from your practice so that the reviewers are able to ‘see’ your activities rather than read a theoretical discussion.
* Take ownership for your activities, discussing the active role **you** played in them, incorporating examples from your practice (Speak in terms of ‘I’, not ‘we’).
* Indicate in brackets at the end of each paragraph the aspects of Core Knowledge and Professional Values you have referred to.
* Relate your discussion to the evidence, scholarly activity and/or research that has informed/shaped your engagement with this activity.
* Focus on current practice. If you discuss earlier practice, demonstrate how this still supports your current activities.

Ensure you provide evidence of impact in the student experience – include concrete examples in your commentary and in the supporting evidence section.

**Evidence of scholarship underpinning your practice**

There is an expectation that in this part of the application you evidence appropriate scholarship to underpin your teaching and learning practice. This will generally take the form of references to appropriate literature to support your described practice (use MMU Harvard referencing style). If you need to develop/update this area of your practice, the following are good sources:

* Ashton, S., & Stone, R. (2017). *An AZ of creative teaching in higher education*. Sage.
* Bates, B. (2019). *Learning Theories Simplified:... and how to apply them to teaching*. SAGE Publications Limited.
* The Journal of Further and Higher Education: <https://www.tandfonline.com/toc/cjfh20/current>
* Studies in Higher Education: <https://www.tandfonline.com/toc/cshe20/current>

## **Guidance on completing each area of activity**

Remember, for Fellow you need to complete a 600-word critical reflection, supported with reference to relevant educational literature, for each of the five Areas of Activity. Potential sources of evidence for all areas of activity might include:

* Feedback from peer observations / students /surveys / colleagues
* ISS scores /NSS scores
* Unit statistics
* Nomination for teacher/supporting learning awards

The following may give you some ideas of areas of reflection and sources of supporting evidence.

### **A1: Design and plan learning activities / and or programmes of study**

Examples of suitable activities:

* Involvement in design/redesign of workshops, 1:1 tutorials, webinars, etc.
* Design/planning of workshops, sessions and guidance documents.
* Development of technology-enhanced learning resources .

### **A2: Teach and / or support student learning**

Examples of suitable activities:

Lectures, tutorials, seminars, practicals, labs, studios, screencasts, podcasts, placement support / fieldwork, personal tutoring, dissertation supervision, PG student supervision, mentoring, contributing to staff development programmes.

### **A3: Assess and give feedback to learners**

Examples of suitable activities (delivering/designing/evaluating):

Assessment: written and/or verbal feedback to learners and peers, examinations, written assignments, presentations, portfolio.

### **A4: Develop effective learning environments and approaches to student support and guidance**

Examples of suitable activities:

* Personal tutoring/individual pastoral or tutorial support.
* Moving to and from the physical environment and virtual environment.
* Inclusive practice - ensuring all learners have access to learning opportunities.
* Liaison and planning in support of placement / fieldwork.
* Addressing access via widening participation or for students with disabilities.

### **A5: Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice**

Examples of suitable activities:

* Formal courses eg PGCert
* Informal / non-accredited courses and workshops eg In-service training
* Conference attendance
* Personal reading and reflection
* Engagement with peer observations and dialogues.

## **Support for your writing**

You might consider using the DRIVE model to guide your 600-word reflections. This was developed for use with colleagues applying for PSF fellowships and offers a useful structure for reflection.

 **D -** Describe your activities or initiatives.

 **R –** Provide a reason or rationale for doing what you did and for doing them in the way which you did. You might use literature to support this part.

 **I –** State the impact of your activities. What was the impact on students, colleagues, yourself, and/or the discipline?

 **V/E –** Provide verification or evidence of this impact.

You can view the full model and accompanying discussion at:

Knight, R.A. (2021).Supporting individuals to apply for reward and recognition – the DRIVE model of evidencing educational impact. City, University of London. Accessed 23 July 2021, via: <https://blogs.city.ac.uk/learningatcity/2021/03/18/supporting-individuals-to-apply-for-reward-and-recognition-the-drive-model-of-evidencing-educational-impact/>.

The University of Edinburgh has produced a great online toolkit to aid the production of academic reflections. You can find it at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/producing-reflections/academic-reflections>

Finally, do not hesitate to contact the UTA for additional support on reflective writing.

# **4. Supporting Advocate Statements**

Your application must be accompanied by two references, called advocate statements. The purpose of the statements is to:

* Validate the applicant’s engagement with the activities defined by Descriptor 2 (Advance HE Fellow);
* Validate the applicant’s engagement with the required dimensions of practice as defined by the UK PSF;
* Validate the applicant’s teaching, learning and assessment practice linked to the UK PSF Descriptor 2;
* Validate the experience claimed by the applicant in the experience grid, the written application, or presentation.

Your Advocate should be an experienced colleague, such as your line manager, who is able to comment, knowledgeably, and from **first-hand experience**, on your current role and any other relevant activities you have recently undertaken. Your referee should read your application prior to completing your statement.

Ideally, your advocate should be an Advance HE Fellow, i.e. familiar with the requirements of the UK PSF. If you have difficulty identifying a suitable advocate please contact utacpd@mmu.ac.uk.

You will need to provide your advocate with the advocate statement proforma to complete (this proforma is held within the application form document). Please share this guidance document with your advocate, bringing the [Advance HE PSF Requirements for FHEA](#_Professional_Standards_Framework) to their attention.

It is your responsibility to collect the advocacy statement and submit it with your application.

## **Guidance Notes for PSF Advocates**

Please share the following guidance with your advocates:

Thank you for agreeing to take on the role of advocate for a submission for Fellowship of the Higher Education Academy (HEA), now subsumed by Advance HE. Your time and effort is greatly appreciated.

Manchester Metropolitan’s Professional Recognition Framework is designed to enable staff involved in teaching and supporting learning to have their work recognised in one of four Descriptors (categories) of HEA Fellowship: D1 (Associate Fellow), D2 (Fellow), D3 (Senior Fellow) or D4 (Principal Fellow). Your role as an advocate is to confirm that the practice detailed in the individual’s submission is a true record of their work at the appropriate Descriptor level.

You have been approached because you know their work in detail and can verify the account given. Furthermore, by providing the Advocate Statement you are confirming that you support the participant's claim for Fellowship in their chosen Descriptor category. The participant will let you know the category they are submitting for and when they intend to submit. In order to prepare your statement, you should have sight of the applicant’s application document. The form of these can vary across the different levels of Fellowship.

The Advocate Statement Form is at the end of the completed application document. Please check that the claim provides an accurate picture of the participant’s experience and achievements in teaching and supporting learning. Your verification of the facts presented ensures the recognition process is fair and equitable.

Please write a paragraph of 350 – 500 words, validating the claims made. If appropriate, you can amplify relevant aspects of the applicant’s work, from your own perspective as e.g. line manager, team leader etc, providing practical examples to support your comments where possible. You may choose to make reference to particular dimensions on the framework (A1, A2 etc) but this is not necessary. You should however check that the dimensions underpin the individual’s practice in teaching and supporting learning, and that the individual meets each clause of the Descriptor relating to the category of fellowship they are submitting for. Please Email your completed form to the participant to include as part of their submission. Once again, many thanks for your support.

**The MMU PSF Leads – March 2023**

# **5: Supporting evidence**

Supporting evidence can provide validation of impact evidence mentioned within the commentary. It does not provide additional evidence that is not referred to in the main application. This documentation should not exceed four sides of A4 paper.

**It can include:**

1. Evidence to support your engagement with peer observation of practice and any dialogue with your mentor, such as
* peer observation paperwork and feedback forms
* action plans
1. Any evidence you wish to attach to provide supporting evidence of the impact of your teaching and supporting learning practice, such as
* Student feedback
* Peer feedback (other than peer observation)
* ISS/NSS data
* Excerpts from external examiner reports, committee minutes
* Testimonials
* Teacher awards
1. A list of education-based publications/conference presentations

**Please ensure that you maintain confidentiality and anonymity of students and colleagues when attaching this evidence.**

# **Clarification of Application (Viva)**

Once your application has been reviewed the reviewers may defer making a decision as they require a little more evidence related to a narrow aspect of the application (usually related to one descriptor). In this case you will be invited to a short meeting (viva) with members from the review panel/team enable you to provide additional evidence to the reviewers.

You will be informed in advance of the area of practice in question, and have the opportunity to clarify this with the panel chair or lead reviewer. This will be arranged with you at a mutually convenient time and will take a maximum of 15 minutes.

This is the usual option but you can request to submit further written evidence should you prefer.

# **Professional Standards Framework for FHEA Level**

Information below is taken from the Advance HE UK Professional Standards Framework, published in 2019.

**Fellowship of the HEA requirements**



**Professional Standards Dimensions**

