

Application Form

Application Number: D2 xxx – 2020/21

Fellow of the HEA **D2** (FHEA)

UKPSF EHU CPD Submission Check List

Remember to send the completed references as attachments with your
completed application form: Check List: Please check that you have fully completed your
application form

Information required:

Sections 1 - 4: (Information about you, Personal statement, Case studies, Development plan of professional activities)

Section 5 - Referee Information: Referee's Email & Contact Details

Completed Reference Forms

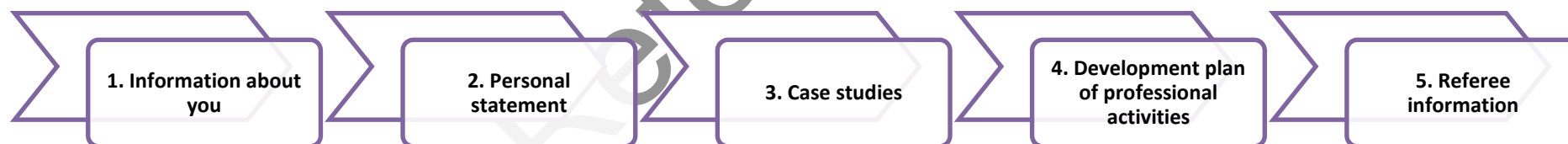
Please send this application form & your references as attachments by email to CLT at CPDScheme@edgehill.ac.uk
using your Institutional email address.

Your application will be processed at the next available Recognition and Accreditation Panel as advertised on the CLT web pages. Your mentor or a member of the CLT team can provide further information and advice and you can work with your mentor in order to complete the form.

This is a standard word document with expandable fields. Please do not change the formatting.

Your application should primarily focus on your practice within the last five years.

Please ensure that all sections are completed before submitting the form.



HEA Descriptor 2 for information

Please use the relevant D2 descriptor when answering Sections 2, 3 and 4

Associate Fellow (D1)	<u>The key difference between the Associate Fellow and Fellow Category;</u>	Fellow (D2)
<ul style="list-style-type: none"> • Successful engagement with at least two of the five Areas of Activity • Successful engagement in appropriate teaching and practices related to these Areas of Activity • Appropriate Core Knowledge and understanding of at least K1 and K2 • A commitment to appropriate Professional Values in facilitating others' learning • Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities • Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities 	<p>Is that Associate Fellows are likely to have some teaching and/or supporting learning responsibilities within their job roles (which may be undertaken with the assistance of more experienced teaching staff), whereas Fellows will have more substantive and broad-based teaching and supporting learning roles and are likely to have greater autonomy/responsibility for planning learning environments, activities and assessment methods; providing feedback to learners; evaluating teaching effectiveness and engaging in quality assurance and enhancement processes. Associate Fellows are likely to be able to demonstrate an understanding of specific aspects of what makes effective teaching and how to support student learning, whereas Fellows should be able to demonstrate a broader understanding of effective approaches to teaching, supporting learning and how students learn, both generally and within their subject/discipline area.</p>	<ul style="list-style-type: none"> • Successful engagement across all five Areas of Activity • Appropriate knowledge and understanding across all aspects of Core Knowledge • A commitment to all the Professional Values • Successful engagement in appropriate teaching practices related to the Areas of Activity • Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice • Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

Dimensions of Practice

Areas of Activity	Core Knowledge	Professional Values
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.	K1 - The subject material K2 - Appropriate methods for teaching and learning 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 of 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.	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.

For Reference

Mapping the Dimensions of Practice

Please use this template to indicate where you have met the dimensions of practice in your application. Also highlight the page number where you feel the dimensions are met and exemplified particularly well. Indicate two Areas of Activity only.

Page number (to add for Section 3)	Areas of Activity	Core Knowledge	Professional Values
	A1 / A2 / A3 / A4 /A5	K1 / K2 / K3 / K 4 / K5/ K6	V1 / V2 V3 /V4

Section 4: Development plan of professional activities	Areas of Activity	Core Knowledge	Professional Values
	A1 / A2 / A3 / A4 /A5	K1 / K2 / K3 / K 4 / K5/ K6	V1 / V2 V3 /V4
Objective 1			
Objective 2			
Objective 3			

Section 1:

Section 1: Information about you

Applicants must register with the Advance-HE at <https://www.heacademy.ac.uk/> and ensure that their details correspond with the details entered in this section.

Title:		Faculty/Area/Department/Service:	
Given name:		Staff ID number:	
Middle names:		Length of employment at Edge Hill University	
Family name:		Full time: Yes or No Part-time: Yes or No	
Known as:		How many years in total have you been teaching or supporting learning in HE?	
Role:		Professional memberships, qualifications or awards relating to learning and teaching, including date of attainment:	

Section 2: Personal Statement

Use section 2 to introduce yourself and your approach to teaching and supporting learning which, taken together with the two case studies, should cover all the UKPSF Areas of Activity, showing how you have engaged with all aspects of the Core Knowledge and Professional Values of the UKPSF. This should be a reflective account of your practice. Please note, for D2 you can opt to also prepare for the development viva component of 40 minutes in which you can articulate and substantiate the evidence in your written submission, although this would be the exception rather than the rule.

The key difference between the Associate Fellow and Fellow Category is that Associate Fellows are likely to have some teaching and/or supporting learning responsibilities within their job roles (which may be undertaken with the assistance of more experienced teaching staff), whereas Fellows will have more substantive and broad-based teaching and supporting learning roles and are likely to have greater autonomy/responsibility for planning learning environments, activities and assessment methods; providing feedback to learners; evaluating teaching effectiveness and engaging in quality assurance and enhancement processes. Associate Fellows are likely to be able to demonstrate an understanding of specific aspects of what makes effective teaching and how to support student learning, whereas Fellows should be able to demonstrate a broader understanding of effective approaches to teaching, supporting learning and how students learn, both generally and within their subject/discipline area.

NB: The combined total for section 2 (the Personal Statement) and session 3 (the Case Studies) should be 3000 words minimum and not normally exceed 5000 words, excluding references.

Personal Statement:

[add word count]

References/Bibliography (these are excluded from the total word count). There is no need to provide extensive nor critical analyses of literature to support your application as this is not built into the UKPSF framework. Looking for **awareness** of research informed literature as a source of evidence for developing practice is important, particularly in relation to the Dimensions A5, K3 and V3. Therefore the application does not require extensive referencing of any current literary canon.

Section 3: Case studies

In this section please provide a reflective narrative around your chosen 2 case studies which, taken together with the personal statement in section 2, should cover all the UKPSF Areas of Activity, showing how you have engaged with all aspects of the Core Knowledge and Professional Values of the UKPSF. For each case study chosen, you should briefly describe and critically reflect on what you have done, citing any evidence to support that evaluation. Your scholarship of teaching and learning should be evident and embedded in this account. You should ensure overall in your application that you demonstrate engagement with each of the clauses of Descriptor 2 (see page 2 of this application) and provide evidence of developmental professional activities.

NB: The combined total for sections 2 (Personal Statement) and 3 (Case Studies) should be 3000 words minimum and not normally exceed 5000 words, excluding references.

Case Study One:

[add word count]

Case Study Two:

[add word count]

Section 4: Development Plan of Professional Activities (Action plan)

Please provide an action plan of your professional activity appropriate to Descriptor 2 of the UKPSF for award of Fellow of the HEA. This should primarily focus on your practice and may include, e.g. internal and external activities, professional development and impact.

Please show which dimensions of the framework your chosen activities correspond to.

AA - Areas of Activity; CK - Core Knowledge; PV - Professional Values

NB: * In terms of the specified objectives, these should be SMART. We expect 3 objectives for a Fellow (D2) application. It is also important that you identify each professional activity as commensurate with the descriptor clauses for D2 and clearly and concisely explain how and why the actions/activities are or will be important and impactful in achieving your 3 stated objectives.

Objective*	Actions /(Activities) Why are they significant? How are they impactful?	Target dates e.g. When?	Status e.g. Ongoing?	Areas of Activity A1 - A5	Core Knowledge K1 - K6	Professional Values V1 - V4
1.	1.					
	2.					
	3.					
2.	1.					
	2.					
	3.					
3.	1.					
	2.					

UKPSF EHU CPD Fellowship Scheme - Fellow (D2)

Objective*	Actions /(Activities) Why are they significant? How are they impactful?	Target dates e.g. When?	Status e.g. Ongoing?	Areas of Activity A1 - A5	Core Knowledge K1 - K6	Professional Values V1 - V4
	3.					

For Reference Only

Section 5: Referee Information

Referees should follow the EHU guidance for referees. For Fellowship categories the function of referees is to provide an informed peer review of your eligibility for Fellowship using their knowledge of your work and the context in which you teach and/or support learning. Referees should be experienced staff and be able to comment knowledgeably, and from first-hand experience, on your current role and any other relevant activities recently undertaken. At least one of the referees should normally be a Fellow of the Higher Education Academy, or an appropriate experienced member of staff working for a higher education provider. All referees need to be familiar with the UKPSF. External Examiners of EHU provision should not be used as referees.

Please provide details of your two referees below and ensure that they have a copy of your application. It is your responsibility to ensure that references are delivered.

Referee 1

Name:

Job title and Contact details:

Referee 2

Name:

Job title and Contact details:

Declaration

In submitting this application you declare that the information provided is true and accurate to the best of your knowledge and that as a holder of HEA recognition, you are committed to maintaining, developing and enhancing your professional knowledge, skills and competence through continuing professional development.

GDPR Update on PGCTHE and EHU CPD Scheme (UKPSF) data sharing with ADVANCE HE (formerly The Higher Education Academy)

Following the implementation of GDPR you should be aware that successful recognition at AFHEA (THE7001) D1 and/or FHEA D2 (full PGCTHE or EHU CPD Scheme (UKPSF), SFHEA D3 and PFHEA D4 (EHU CPD Scheme UKPSF), personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their MyAcademy database:

<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services to EHU, and potentially in any reviews they might carry out of our accredited provision.

By submitting your coursework and appendices you are confirming you agree to this data sharing.

Please remember to send this application form & your references as attachments by email to CLT at CPDScheme@edgehill.ac.uk using your Institutional email address.

Submission Deadlines.

There are two Accreditation Panels in any academic year normally in February and June to recognise D2 Fellowship of HEA. Therefore you need to submit the completed D2 application form by 1st December if you wish to meet the February Panel or 1st April submission deadline if you wish to meet the June panel.

Once submitted you will receive feedback within 4 weeks of the submission deadline date.

NB: Submissions in December will receive feedback within 4 working weeks i.e. not counting the Christmas & New Year break.

Additional Information for Applicants.

Mentors: A mentor can be viewed more as a colleague or 'buddy' who may be undertaking an application to be a fellow of the HEA and with whom you can have conversations around the UKPSF. It is not a formal role and should be viewed as simply a means of collegial support. Applicants may work on their application on their own and will be offered support from a member of the CLT in drop in sessions details of which will be sent to prospective applicants.

You may identify your own mentor. Mentors will not make recommendation decisions. It is recommended that you meet at least three times to:

Develop a dialogue with you about the UKPSF, support you to identify evidence and work with you to devise an action plan/timeline
Review your evidence and offer guidance on how to further develop this to reflect the UKPSF and to help you identify knowledge gaps
Discuss and read extracts from your evidence and advise on your readiness to submit
Discuss your action plan for future development using the UKPSF as a guide and your record of mentor meetings.

Descriptor 2 is intended to relate to staff with a more substantive teaching and supporting learning role(s) covering all the Areas of Activity, Core Knowledge and Professional Values. Individuals will be demonstrating engagement in continuing professional development activities with specific regard to learning and teaching and which result in the enhancement of their teaching. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development. Examples include: presenting or participating in conferences on teaching and learning (often discipline-specific), attending workshops or training events, engaging in peer observation or peer review of teaching, to the less formal activities that individuals are increasingly able to draw on and recognise as valuable contributions to their continuing professional development as a teacher. These might include regular departmental meetings where the discussion is about learning and teaching issues; 'corridor discussions' about teaching; bidding for and involvement in projects or research on teaching and learning; implementing new approaches; subject and other network activities, reading, and visits to other institutions/organisations etc.

Additional Information for Applicants.

Examples include:

- presenting or participating in conferences on teaching and learning (often discipline - specific);
- attending workshops or training events;
- engaging in peer observation or peer review of teaching;
- regular departmental meetings where the discussion is about learning and teaching issues;
- 'corridor discussions' about teaching;
- bidding for and involvement in projects or research on teaching and learning;
- implementing new approaches;
- subject and other network activities;
- reading;
- visits to other institutions/organisations.

Record of meetings with mentor: