AdvanceHE

Edge Hill University

UKPSF EHU CPD Fellowship Scheme – HEA Associate Fellow (D1)

Application Form

Application Number: D1xxx – 2021/22

HEA Associate Fellow **D1** *(AFHEA)*

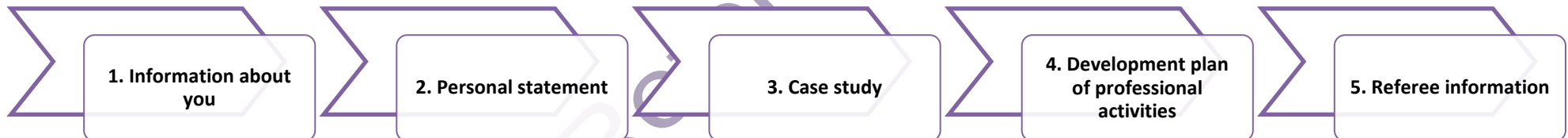| *UKPSF EHU CPD Submission Check List* *Remember to send the completed references as attachments with your completed application form:* *Check List:* **Please check that you have fully completed your application form** |
|---|
| **Information required:** |
| **Sections 1 - 4: (Information about you, Personal statement, Case study, Development plan of professional activities)** |
| **Section 5 - Referee Information:** Referee's Email & Contact Details |
| **Completed Reference** |

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

AdvanceHE

UKPSF EHU CPD Fellowship Scheme – HEA Associate Fellow (D1)

> *Your application should primarily focus on your practice within the last three years.*
>
> *Your application will be processed at the next available 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.*
>
> *Please ensure that all sections are completed before submitting the form.*

1. Information about you

2. Personal statement

3. Case study

4. Development plan of professional activities

5. Referee information

HEA Descriptor 1 for Information Please use the D1 descriptor statements when answering Sections 2, 3 and 4
Associate Fellow (D1)
I. Successful engagement with **at least two** of the five Areas of Activity **II.** Successful engagement in appropriate teaching and practices related to these Areas of Activity **III.** Appropriate **Core Knowledge** and understanding of **at least K1 and K2** **IV.** A commitment to appropriate **Professional Values** in facilitating others' learning **V.** Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities **VI.** Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Dimensions of Practice: Indicate two Areas of Activity from the Dimensions of Practice you are involved with in your role. You must also demonstrate engagement and show how Descriptor 1's CK (K1 & K2), and PV have been integrated into your personal statement and case study.

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 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 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.

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:	**Given name:**	**Middle names:**
Family name:		
Known as:		

Role:	**Faculty/Area/Department/Service:**
Staff ID number:	**Length of employment at Edge Hill University:**
Full time: Yes or No	**Part-time: Yes or No**

How many years in total have you been teaching or supporting learning in HE?

Professional memberships, qualifications or awards relating to learning and teaching, including date of attainment:

Section 2

Section 2: Personal Statement
Use section 2 to introduce yourself and your approach to teaching and supporting learning which, taken together with the one case Study, should cover at least 2 of the UKPSF Areas of Activity, showing how you have engaged with at least K1 and K2 of the Core Knowledge as well as a commitment to the appropriate Professional Values of the UKPSF. This should be a reflective account of your practice. **NB: The combined total for section 2 (the Personal Statement) and section 3 (the Case Study) should be 1700 words including your context statement up to 300 words and citations up to 200 words.**
Personal Statement: [add word count]
References/Bibliography *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 (if covered). Therefore, the application does not require extensive referencing of any current literary canon.*

Section 3: Case study

*In this section please provide a reflective narrative around your chosen **case study** which, taken together, should cover at least 2 of the UKPSF Areas of Activity, showing how you have engaged with at least K1 and K2 of the Core Knowledge as well as a commitment to the appropriate 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 1 (see page 2 of this application) and provide evidence of developmental professional activities to improve performance.*

NB: The combined total for sections 2 (Personal Statement) and 3 (Case Study) should be 1700 words including your context statement up to 300 words and citations up to 200 words.

Case Study:

[add word count]

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

Please provide **an action plan** of your professional activity appropriate to Descriptor 1 of the UKPSF for award of Associate 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	CK	PV
Areas of Activity	Core Knowledge	Professional Values

NB: * *In terms of the specified objectives, these should be SMART. We expect 3 objectives for a Associate Fellow (D1) application. It is also important that you identify each professional activity as commensurate with the descriptor clauses for D1 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.					

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
2.	1. 2. 3.					

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.	1. 2. 3.					

Section 5

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. The referee 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 referee below and ensure that they have a copy of your application. It is your responsibility to ensure that supporting statements are delivered.

Referee
Name:
Job title and Contact details:

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

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 reference 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 HEA D1 Fellowship. Therefore, you need to submit the completed D1 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.

Mentors

*You may identify your own mentor although line managers will need to approve this. 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 1 is intended to relate to staff whose role in teaching and/or supporting learning is focused on at least two, but not all, of the Areas of Activity. They would also be expected to possess the appropriate Core Knowledge and be committed to appropriate Professional Values. Perhaps also, they might undertake their role with the assistance of more experienced teachers or mentors. An example role for Descriptor 1 is an early career researcher with some teaching responsibility.

Other examples of those working towards or at Descriptor 1 would be a clinician who supports students' learning in the clinical setting and who is involved in objective structural clinical examinations (OSCEs); a learning technologist with responsibilities for staff development who is engaged in designing and delivering workshops and online materials but who has no responsibility for assessment, or a librarian who similarly supports student learning, designs activities to develop students' library research capabilities, but who plays no role in assessment.

Associate Fellow (Descriptor 1) Areas of Activity A1-5

Mentors

A1 - You need to identify and plan different kinds of interactions with learners within different contexts and these could be sessions, or a series of sessions with individual learners and/or small groups. This might include, for example: seminar, laboratory, library activities, learning support, online support or fieldwork. You need to show that you understand that what you have planned is appropriate for your learner/s

A2 - As an Associate Fellow you will typically be able to identify activities which might include:
- *running seminars or tutorials with individuals or groups of learners to support their learning in lectures*
- *facilitating learning or supporting another member of staff through mentoring or coaching*
- *demonstrating in practical sessions*
- *teaching as part of a team*
- *providing academic skills/learning support for learners*
- *providing bespoke online resources*
- *supporting the development of students' research skills*
- *working with learners on learning technologies*
- *running a formative exercise in class to provide feedback.*

A3 - You will normally not be setting or writing assessment criteria, but you will need to demonstrate an understanding of:
- *the importance of assessment and feedback in the context of your work with learners*
- *how you make informed, formative judgements about learners' work*
- *the role that assessment and feedback plays in supporting learning*
- *the appropriateness of the assessment approaches and feedback techniques for their specific context.*

This could be through activities such as:
- *one to one meetings in tutorials*
- *teaching sessions*
- *individual appraisals, mentoring and coaching sessions*
- *research interviews*
- *practical work*

- *work placements;*
- *reflective diaries and journals*
- *observation of practice*
- *formal approaches to assessment such as exams, essays and tests*
- *conversation and dialogue – responding to learner problems, enquiries*
- *practical and skills tests*
- *presentations and/or group work*
- *crits and displays*
- *live performance*
- *small groups in surveys and focus groups*
- *delivering a staff development programme.*

It might include the feedback given on, for example:
- *submitted written work and the assignment of marks; through annotating learners' work*
- *formative assessment on submitted draft project/dissertation*
- *informal assessment of learning within digital literacy sessions or information skills sessions*
- *feedback on CVs for learners seeking work*
- *feedback to learners whilst working in practical laboratory or fieldwork sessions*
- *judging learners' understanding during and following library induction sessions*
- *verbal feedback at enquiry help desk*
- *feedback to colleagues during teaching observations*
- *assessment and support to learners during study skills/academic literacy sessions*
- *providing feedback within online resource/training packages*
- *preparing learners for assessment through academic support.*

A4 - *As you would typically be identifying a small range of activities for A1 and A2, it is possible that you will focus on these same activities. The emphasis should be on your understanding of the importance of the learning environment/s, acknowledging the different styles of learning that take place in them.*

Mentors

This may be physical and virtual learning spaces, visual, written and practice-based learning. Learning support activities might refer to learning through tutoring, one-to-one advice, counselling, developing UKPSF Dimensions of the Framework 17 practice to meet the learning implications of widening access, supporting learners with disabilities etc.

This could be through activities such as:
- *physical space layout and/or redevelopment*
- *induction and warm up events*
- *changing how learners work in the space*
- *development of digital learning spaces for specific disciplines or learner needs*
- *practice based learning*
- *using technology through, for example, flipped classrooms*
- *development of learner guides and/or resource packs.*

A5 - This would minimally include showing how you use other people's work to inform your practice for teaching or learner support and examples of activities which have resulted in the development of your understanding and practice.

For example:
- *annual personal/professional development review discussion about your teaching development*
- *participating in staff development events relating to teaching and learning, generally and/or in your discipline*
- *engagement with a credit-bearing programme in HE education*
- *evidence of engagement with continuing professional development activities and how you have used the learning*
- *use of academic and/or professional practice resources as part of your work*
- *observation of teaching/learner support*
- *inviting observation and feedback on your own practice*
- *making use of a piece of published pedagogic research to inform your practice.*

Mentors

More examples of evidence gathering activities may 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 discussion is about teaching and learning issues;*
- *Corridor discussions about teaching;*
- *Implementing new approaches;*
- *Subject and other network activities;*
- *Reading;*
- *Visits to other institutions/organisations.*

Remember that in your reflections you should make explicit use of the relevant elements of Core Knowledge (K1-K2), Professional Values and engagement in relevant continuing Professional development to reflect on the activities you are describing.

K1: The subject material

What is this Core Knowledge about?

This statement is about how the design and planning of learning activities and programmes of study together with associated teaching, assessment and feedback strategies, is informed and influenced by the nature of the subject being taught. For those in learning support areas the 'subject' should be identified as the 'service'. For example – study skills support, information management, learning technologies etc. This aspect of Core Knowledge is particularly influenced by a wider understanding of the nature of the subject, the student body and the context in which learning, teaching activities and learning support happens.

You are expected to demonstrate:

- *an awareness of scholarship, and possibly research (if appropriate to your role) relating to the particular subject, which in turn informs the curriculum/programme of study;*
- *an up to date knowledge of the subject area which links to:*

Mentors

- A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices;
- V3: Use evidence-informed approaches and the outcomes from research, scholarship and CPD.

How should I demonstrate this?
In discussing your practice, you should show that:
- *subject matter links to learning and teaching methods and to assessment and feedback*
- *subject matter aligns with the appropriate method, course design and assessment approaches*
- *there is an awareness of subject matter in relation to academic level of study.*

In the context of supporting learning this may, for example, relate to skills such as digital literacy, employability, specific learning needs or practical skills, such as health and safety within laboratories.

Examples might include:
- *applying knowledge from professional practice, from postgraduate studies or research*
- *awareness and implementation of up-to-date subject knowledge*
- *leading on the development of subject resources*
- *directing staff activities and development of discipline research*
- *leading professional body accreditation.*

How does this Core Knowledge interact with the other Dimensions?
- *A1: Design and plan learning activities and/or programmes of study.*
- *A2: Teach and/or support learning.*

K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
What is this Core Knowledge about?
This is about:

Mentors

- the distinctive methods used in teaching or supporting learning in your subject area
- acknowledging that some approaches are more appropriate than others given the level of the material being taught and the readiness and learning stage of learners.

How should I demonstrate this?

This requires a clear rationale, underpinned by scholarship (see below), for the approach taken and evidence of its effectiveness. An example might be articulating the rationale for the use of large lectures within certain situations versus an alternative approach such as group work. This is clearly linked to demonstrating Core Knowledge 1 and 3 with a focus on understanding the subject material. It is also specifically concerned with the strategies and approaches used to teach or support the learning of the subject. You should also refer to the challenges encountered by different groups or types of learners and indicate how you are able to adapt accordingly. In relation to your application for HEA Fellowship, 'scholarship' will be evidenced differently for each Descriptor but should include a focus on pedagogy and your subject knowledge. It should typically cover a range of exchanges with peers operating at a variety of levels – this might be informal dialogue, conversations and classroom experiments; action research; conferences and seminars; exchanges; publications, all of which potentially provide evidence of good scholarly practice through critique and reflection.

Examples might include:
- group work
- workshops in creative writing
- problem-based learning.

How does this Core Knowledge interact with the other Dimensions?
- A2: Teach and/or support learning.
- A3: Assess and give feedback to learners.
- A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.
- K5: Methods of evaluating the effectiveness of teaching.

Mentors

4. How should I demonstrate my commitment to the Professional Values?

The focus of Professional Values is associated with the integrity of the individual practitioner. How you are able to demonstrate this is likely to be different depending on the role/s you have. The UKPSF articulates how the Professional Values should explicitly underpin teaching and supporting learning in higher education and the process of recognition requires the explicit demonstration of 'a commitment to all the Professional Values'. As with the other Dimensions there is some utility in separating the different components to ensure an understanding of each, but in reality the professional values overlap and are integrated in individual and institutional practice. For example, your Professional Values impact on your Core Knowledge and your Areas of Activity by shaping the activity, your understanding and knowledge. Evidencing the Professional Values takes place in a setting which itself reflects values through the institutional mission and culture, which may shift in emphasis over time. Individuals may themselves place different emphases and importance on values in their professional practice and, like all values, they are hard to evidence. In an application, Professional Values emerge most clearly in the way that you are able to draw examples from practice for each of the Dimensions which provides context, rationale, evidence of impact or response.

For Associate Fellow, Fellow and Senior Fellow (Descriptor 1, 2 and 3) the evidence of commitment to the Professional Values in practice will influence teaching and learning and the adoption and communication of positive attitudes and behaviours will provide evidence of a commitment to the (relevant) values.

V1: Respect individual learners and diverse learning communities
What is this Professional Value about?
The way teaching, learning development, learning support and service provision incorporates activities, actions, attitudes and approaches, which understand, consider and respond to the individual needs of learners and diverse learning communities. 'Diverse learning communities' can be defined in a number of ways e.g. location, campus based students, distance learners, work-based students. Learning communities may also be defined by the protected characteristics as outlined in the 2010 Equality Act. You need to be able to demonstrate that you value and can work effectively with, and within, these diverse learning communities.

How can I demonstrate my commitment to this Value?
Examples:
- *designing flexible learning activities that are accessible to all learners*

Mentors

- *ensuring that the language, content and imagery used in classes or resources, reflect the cultural diversity and identities of the student cohort*
- *tailoring delivery for specific learners, for example: parents with young children, nonnative speakers, first year undergraduate, first generation students*
- *induction for students entering at level 6 from Foundation degrees/HNDs*
- *developing accessible online resources for learners with specific learning needs*
- *developing accessible online resources for staff*
- *providing an enquiry service for remote access*
- *webinars for international learners*
- *video inductions*
- *induction and language support for international learners*
- *assisted learner scheme*
- *provision of individual Personal Learning Plans.*

V2: Promote participation in higher education and equality of opportunity for learners

What is this Professional Value about?

This is about providing evidence of how a commitment to participation in higher education and equality of opportunity for learners underpins your practice in relation to teaching and supporting learning.

How can I demonstrate my commitment to this Value?

There is potential to cover a broad spectrum of activities, approaches and behaviours linked to all the Areas of Activity and Core Knowledge. Evidence should ideally indicate wide and pervasive approaches to ensuring equality of opportunity, supported by examples of inclusive and accessible practice.

Examples:
- *admissions processes*
- *induction activities*
- *outreach work*
- *providing alternative formats*

Mentors

- *digitisation of resources to increase accessibility*
- *widening participation and access strategy*
- *design of a survey regarding accessibility*
- *extended opening hours for library and IT services*
- *adjusting procedures to ensure they are fair and equitable*
- *inclusive curriculum design*
- *review assessment patterns to be responsive to learner employment and other commitments*
- *showing awareness of issues stemming from the social, cultural and economic diversity of the learner population*
- *ensuring websites are accessible for students with SpLD or for non-native speakers.*

V3: Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development

What is this Professional Value about?

This is about the use of evidence informed approaches, the ability to draw on and contribute to, a range of sources of evidence and to use them to inform teaching and learning practice. You should use the outcomes from relevant research, scholarship and professional

development to make principled, informed and considered judgements that enhance practice and the learning experience. This value advocates the importance of direct involvement in enquiry (in teaching and learning) to support your own professional development and to enhance your teaching or learning support activities. V3 closely links to A5: 'Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices'.

How can I demonstrate my commitment to this Value?

Evidence might include:

- *consideration and application of the findings from reading, studies (your own or that of others)*
- *personal enquiry of (for example) teaching, learning, learners, the subject, the environment, support approaches, in order to enhance practice and the student learning experience*
- *conducting and using your own research to enhance the curriculum, for example curriculum design, the nature of the subject and the learners, and to provide a rationale for the design of the curriculum and its delivery*

- *developing and/or using informed approaches to plan learning and support activities in response to relevant professional body requirements, research and resources.*

Examples:
- *learners involved as researchers in projects;*
- *measuring impact on service delivery;*
- *JISC benchmarking;*
- *using NSS data;*
- *learners as producers as well as consumers of knowledge;*
- *enhancement of teaching and learning practice through practice-based and practiceled research.*

V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice

What is this Professional Value about?

This is about being alert to the issues that may impact on institutional missions and/or which might have an influence on the student learning experience, curriculum design and/or personal and collective professional practice. These may arise from a wide range of influences including (but not exclusively) the HE sector, professional associations, disciplinary bodies or networks, government or research bodies.

How can I demonstrate my commitment to this Value?
- *showing how you have responded to the current demands of the Equality Act 2010, the employability or the widening access and participation agendas*
- *addressing professional body requirements*
- *responding to relevant government legislation*
- *addressing any decreasing learning and teaching resources*
- *responding to new institutional strategic aspirations/targets.*

Current agendas include: sustainability (the practice of sustainability and education for sustainability), learner engagement, and inclusive practice which includes reasonable adjustments for learners with disabilities.

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Examples:
- *engagement in/leading on enhancement activities*
- *involvement in regional groups*
- *contribution to senior committees*
- *increasing employability funding and extending availability to sections of the university*
- *developing a multidisciplinary approach.*

Record of meetings with mentor: