Applying for Senior Fellowship of the Higher Education Academy Pathway Programme

Mary Kitchener SFHEA

https://moodle.brookes.ac.uk/course/view.php?id=30081
Fellowships

Associate Fellow
Fellow
Senior Fellow
Principal Fellow
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- Recognition (and celebration) of your teaching
- To support promotion and/or Contribution Salary Points
- To guide and support your professional development against a recognised international standard
The lowdown

• It is not as onerous as you might think

• People enjoy doing it (once they get started!)

• Receiving recognition from peers gives a sense of achievement

• Can help clarify career development

• Parts can be reused for different purposes
Resources for you

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Peers who are also applying
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Find a fellow Fellowship applicant

PSF Pathway Intro: 18th Jan 2018 10-12  CLC 2.12
A peer-supported process

Apply
- Complete your initial audit
- Determine your action plan and timescale

Engage
- Undertake development to meet the priorities in your action plan
- Reflect on learning and development with aid of coach and peers

Reflect
- Prepare your claim demonstrating impact of your leadership
- Provide evidence through examples and testimonials

Review
- Peer review and improve
- Prepare for submission

Submit
- Submit your claim to the Programme Co-ordinator
- Receive the award of Senior Fellowship or Principal Fellowship
## The UK Professional Standards Framework

### UKPSF Dimensions

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<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
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<tr>
<td>A1 Design and plan learning activities and/or programmes of study</td>
<td>K1 The subject material</td>
<td>V1 Respect individual learners and diverse learning communities</td>
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<tr>
<td>A2 Teach and/or support learning</td>
<td>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
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<td>A3 Assess and give feedback to learners</td>
<td>K3 How students learn, both generally and within their subject/disciplinary area(s)</td>
<td>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
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<td>A4 Develop effective learning environments and approaches to student support and guidance</td>
<td>K4 The use and value of appropriate learning technologies</td>
<td>V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice</td>
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<td>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.</td>
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<td>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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The UKPSF Dimensions from [http://www.heacademy.ac.uk/assets/documents/ukpsf](http://www.heacademy.ac.uk/assets/documents/ukpsf)
Senior:
‘a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision.’
Descriptors – Senior Fellow

In addition to the Dimensions:

iv. successful engagement in appropriate teaching practices related to the Areas of Activity;

v. successful incorporation of subject and pedagogic research and/or scholarship within

vi. successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices;

vii. successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.
Demonstrating ‘leadership’ in learning & teaching

In pairs, discuss:

• What evidence / examples do you already have to demonstrate your own ‘leadership’ in learning and teaching?

vii: successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching.
What might a ‘claim’ look like?

‘An evaluative commentary on your developing practice’

For example:

• a critical reflective essay (normally around 7,000 words),
• an annotated CPD record with reflection,
• video narrative,
• website,
• recorded professional dialogue (approximately 45 minutes)
• evidence based portfolio
Examples of Claims

Gina  Website

Frances  Professional Dialogue

Mary  Narrative submission
How are claims assessed?

Professional dialogue:
• Dialogue with experienced colleagues (you might provide documentation, e.g. slides / audit to guide the conversation), 40-60 minutes

• Video record of dialogue is reviewed by external

Text / artefact based routes:
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For Senior Fellow:

- 2x references from colleagues to support your claim, verifying the accuracy of claim and that it meets Descriptor 3.
- CV
- Supporting documentation
- Checklist and evidence of engagement with peer
- Audit
Next Steps

1. Audit
2. Peer coach
3. Decide on the mode for your claim
4. Collect evidence
5. Gather references
6. Submit next cycle: 30/06/18
AUDIT

UKPSF: Where am I today?
Using the segments, note where your strengths are, and identify areas to work on.

Inner segment
I have thought about this; I have experience of doing it; my evidence is limited.

Second segment
I have reflected on this; I have experience of developing my practice; I have some evidence.

Outer segment
I have researched relevant literature; I have reflected on a range of experiences; I have good examples of evidence to support my claims.

Locating your practice within the UKPSF

Professional Values
- Values, beliefs, and principles that underpin professional practice.
- Understanding the ethical and moral perspectives in practice.

Areas of Activity
- Reflecting on and developing practice.
- Identifying and addressing limitations.
- Adapting and improving practice.

Any additional areas of strength
- Critical thinking and analysis.
- Effective communication.
- Adaptability and flexibility.

Knowledge
- Deep understanding of the subject area.
- Application of theoretical knowledge.
- Lifelong learning.

Competence
- Ability to apply knowledge and skills in practice.
- Continuous improvement and development.
- Professional self-awareness.

Evaluation
- Reflecting on and evaluating practice.
- Identifying and addressing limitations.
- Adapting and improving practice.
Peer support

- Part of the process
- Needs to be demonstrated on final submission
- Encourages, supports, probes and challenges
- Organised: agenda, open and probing questions, action points and date of next meeting
Developing your claim: Questions to guide you

• What do you do and **why do you do it in those ways?** – theoretical and professional rationale, demonstrating scholarship and your reflection on the professional values…

• How do you know your approaches are effective? – evidence of impact, student/colleague feedback, enhancement data … Appendix 2

• How might you improve what you do? – planned innovations, reflection and professional development… Appendix 3

More questions in handbook
How do we know how we are doing? ... maybe Brookfield’s 4 lenses

1. our “autobiography as teachers and learners”, i.e. through our own eyes
2. through our students eyes
3. through our colleagues’ experience and peer review
4. through the theoretical literature
How do we know how we are doing? … maybe Brookfield’s 4 lenses

Self
- Reflection on actions
- What are you known for?
- Use of coaching style

Students
- Informal conversations
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- Engagement in group activities
- Demand (e.g. as Academic Adviser)

Colleagues
- Within and beyond your module programme team
- Statistics - PLs/HoDs
- Dialogue within wider academic or disciplinary community

Literature on…
- Teaching quality enhancement
- Learner development
- High impact teaching practices
- Employability
Tips

1. Collect evidence
2. Diary time
3. Check Deadlines
4. Teaching and Learning
5. Demonstrate a Scholarly approach
6. Less is more
7. Peer support

http://events.arts.ac.uk/event/2017/10/25/HEA-Professional-Recognition-Claims-Reflection-and-Evaluation-UAL-Staff-/>
Interested?

Contact Fiona Smith, flsmith@brookes.ac.uk

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Or go to http://brookes.moodle.ac.uk and search ‘PSF pathway’ in Course search box

Any Questions ask Mary m.kitchener@brookes.ac.uk
Any Questions?
UK Professional Standards Framework (UKPSF)

Working with individuals and institutions in higher education (HE) to provide students with an excellent learning experience is core to what we do at the HEA. This is why we manage and lead the development of the UK Professional Standards Framework (UKPSF), a nationally-recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of learning and teaching in HE.
Recognition of teaching experience and expertise is increasingly becoming more common in the sector. This session will introduce you to senior Fellowship HEA to recognise your contribution to excellent learning and teaching. Fellowships (Fellow, Senior and Principal) of the HEA are nationally and increasingly internationally recognised marks of teaching quality. Brookes offers a supported CPD route to the different levels of fellowship.

These four categories reflect the wide range of professional practice carried out by individuals who teach and/or support learning in higher education; from those who have a partial role in teaching/supporting learning through to senior professionals with strategic impact on teaching and learning in an organisational, national and/or international setting.

The four categories of Fellowship are awarded on the basis of evidence of personal professional practice which meets the requirements of one of the four Descriptors of the UK Professional Standards Framework (UKPSF). The UKPSF has been developed as a standards framework for the higher education sector that sets out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting higher education learning.

- Consolidate personal development and evidence of professional practice in your higher education career;
- Demonstrate commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and
Fellowships are awarded on the basis of a successful and effective demonstration of one of the four UKPSF Descriptors. In deciding which category of Fellowship to apply for at this stage in your career, you will need to determine which of the four Descriptors of the UKPSF is most appropriate to your practice and professional experience:

ASSOCIATE FELLOW (AFHEA)
If you are able to provide evidence of effectiveness in relation to your professional role which will typically include at least some teaching and/or learning support responsibilities, by applying for Associate Fellowship you will present an understanding of specific aspects of effective teaching, learning support methods and student learning.

- an early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral researchers etc.);
- new to teaching (including those with part-time academic responsibilities);
- a member of staff who supports academic provision (e.g. learning technologists, learning developers and learning support staff);
- an experienced staff member working in a relevant professional area who may be new to teaching and/or supporting learning.
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The **UKPSF** is made up of four descriptors (UKPSF 2011, pages 4-7), which set out specific criteria, and three Dimensions:

- **Areas of Activity** which describes what a teaching and learning professional does;

- **Core Knowledge** outlines what they need to know;

- **Professional Values** outlines the manner in which they should carry out their activity.
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Print out some examples, e.g. mine – evidence based portfolio / Gina http://p0070750.wix.com/gina-dalton-sfhea (as website), Frances did a professional dialogue https://www.youtube.com/watch?v=3vyKFcPymmA&feature=youtu.be (1m38 to 3m)
Denis – narrative, essay style
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UKPSF: Where am I today?

Inner segment:
I have thought about this. I have experience of doing it, my evidence is sketchy.

Second segment:
I have reflected on this. I have experience of developing my practice. I have some evidence.

Outer segment:
I have researched on this. I have reflected on a range of experiences. I have good examples of evidence to support my claims.
Questions – leading into the role play Remember that the coaching session is about getting the coachee to think for themselves what are the right actions for them.

In an advisory situation, you start with agreement about the agenda for the meeting.
First some open questions and then some probing questions
Feedback (back and forth)

Draw the session to a close with actions, and indicate the next meeting and your availability in the meantime (email, office hours etc)

Record the session and actions on your part and the part of the coachee
Developing your claim: Questions to guide you

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Extracts from the nominations for AAs= motivational, giving time, welcoming, approachable, knowledgeable, positive mindset, knowing the students, linking them to external research/professional practice
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You need to be reflective about your teaching practice
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