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#### Fellowship (FHEA) Application Template

# Personal details

Name, role, department, teaching qualifications/awards

# Personal statement/introduction (200-500 words)

Short reflective statement that includes:

* a concise biography;
* the context in which you currently work;
* the reasons for your application.

Please indicate clearly in your application if you are re-applying for a level of fellowship you have previously submitted an application for.

# Examples of your professional practice

There are five activities that contribute to the account of professional practice. More detail about these activities can be found in Appendices 2 and 3 in the STAR handbook.

At the D2 level you need to address **all** of the Areas of Activity.

When choosing which activities you are going to address, these questions should guide your reflection:

**What did you do?**

Concise description of engagement including own role

**How did you do it?**

Explanation of approach/methodology employed

**Why did you do it that way?**

Evidence and rationale for choices made: Knowledge (K) & professional Values (V)

**What difference did it make?**

Impact on learners/teachers/self/institution

# Self-assessment list for submitting an application

Use the table below to help you think of examples of your practice and how they map onto the different dimensions.

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| --- | --- |
| **Demonstrating Engagement with the UKPSF****Examples from your Practice** | **UKPSF dimensions** |
| **A 1-5** | **K 1-6** | **V 1-4** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |

# Account of professional practice (all five activities, around 500 words each)

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

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners. For example, you might:

* plan individual/one to one or small group sessions
* contribute to the creation of learning resource packs and computer-based or open learning materials or the development of virtual learning environments

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| **Introduction** (≤ 50 words)Describe the main ways in which you design and plan learning activities and/or programmes of study.**Main section** (500 words). Use the following headings as guidance* The reasons for your choice of subject material
* The reasons for your choice activities and techniques
* If appropriate, the reasons for you choice particular learning technologies included in your plan
* How your choices facilitate your students’ learning in general and within their subject area

At least one of the other Dimensions of Practice for example:* Which elements of Core Knowledge did you utilise and why?
* Which Professional Values were particularly relevant and why?
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## A2: Teach and/or support learning

This Area of Activity is about your direct engagement with learners whether in groups or individually. These encounters may be in a wide range of environments, such as classrooms, seminar rooms, lecture theatres, labs, learning support centres, offices, etc. For example, you might:

* use a range of teaching approaches appropriate to the environment;
* select activities that are informed by educational research, attendance at a workshop or through observing a colleague.

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| **Introduction** (≤ 50 words)Describe the main ways in which you teach and/or support learners.**Main section** (500 words). Use the following headings as guidance* The activities or techniques you use and why?
* Reasons for using these techniques and why you think they were successful in supporting student learning?
* Which elements of Core Knowledge did you utilise and why?
* Which Professional Values were particularly relevant and why?
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## A3: Assess and give feedback to learners

This Area of Activity is about how you use assessment and feedback to foster and encourage learning, assess progress and make judgments about your students’ learning during and on completion of their study with you. The assessment you undertake may be formative or summative, formal or informal. Feedback can be face to face, written through annotating students work, or through using technologies such as online quizzes. For example, you might:

* make judgments about student work in tutorials, lab-based settings and supervision sessions;
* give formative feedback in face-to-face and online settings (through a discussion forum or via automated feedback you created within an quiz);
* use assessments that support the learning outcomes;
* select appropriate assessments for the student profile.

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| **Introduction** (≤ 50 words)Describe the main types of formative and/or summative assessment that you use with learners, and whether it is formal or informal?**Main section** (500 words). Use the following headings as guidance (note that not all may be relevant to your role)* How and why you choose the particular approaches and methods you employ, insofar as this was your own decision.
* How you ensure your assessments are valid indicators of what you want your students to learn, that your marking is reliable and the standards you set are appropriate.
* How you give feedback to learners.
* How you ensure the feedback you give learners helps them to improve their understanding of the subject or their performance and development as learners.
* Which elements of Core Knowledge you utilised, how and why?
* Which Professional Values you applied, how and why?
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## A4: Develop effective learning environments and approaches to student support and guidance

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning, and how you seek to meet the needs of your learners for educational support and guidance. For example you might:

* use different media and technologies, both in the physical and online space
* engage with different kinds of learners e.g. international, culturally diverse, full-time, part-time;
* support learners through one-to-one advice;
* develop your practice to support learners with disabilities;
* work in different modes of learning e.g. distance-based, blended, clinical work/practice-based etc.

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| **Introduction** (≤ 50 words)The main types of educational environment in which you work and/or what kinds of support and guidance you give to your learners, whether formal or informal.**Main section** (500 words). Use the following headings as guidance (note that not all may be relevant to your role)* How you have contributed to making the learning environment more effective for learners.
* The ways you have contributed to supporting and guiding your learners.
* Why you chose those particular strategies and how well they worked.
* Which elements of Core Knowledge you used, how and why?
* Which Professional Values you applied, how and why?
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## A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

* How you incorporate subject and pedagogic research and/or scholarship within your role as a teacher/supporter of learning
* How you gather and utilise information from your own activities

Group and team activities are valued. You don't have to be directly involved in research and if this is the case, please indicate how you support your teaching and support of learning through other types of scholarly and/or professional activity. Relevant professional activities may include those you engage in outside the higher education context.

For example, you might:

* participate in activities to extend professional development e.g. workshops run by the EDU, Graduate School, your faculty or department;
* be involved in/have completed a relevant teaching pathway e.g. the Supporting Learning and Teaching Programme run by the EDU;
* attend, or present at, teaching and learning conferences.

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| **Introduction** (≤ 50 words)Your main strategies for updating and developing your capability as a teacher/supporter of learning. For example, attending staff development activities or conferences on learning and teaching or participation in projects to develop learning methods.**Main section** (500 words). Use the following headings as guidance (note that not all may be relevant to your role)* How you used the outcomes from the above CPD strategies to improve the student learning experience and your own working practice.
* Which elements of Core Knowledge you utilised, how and why.
* Which Professional Values you applied, how and why.
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# Two references (200 - 500 words each)

Part of your application should include a commentary from two referees. The function of the references is to provide a review of your experience that supports and supplements the information in your Account of Professional Practice. The commentary should be based on a face-to-face meeting in which you and your referee discuss your application.

The references should refer primarily to your experience and achievements in teaching and learning and should refer to your research record only if this directly informs your teaching.

If the referee is your **manager, supervisor, mentor or Head of Department/Unit** you should discuss the ways in which you have contributed to the department’s or unit’s teaching and learning objectives and identify your future professional development needs (for example progression to the next Descriptor category) and how you might be supported to achieve these needs.

If the referee is your **peer** (e.g. fellow participant on the PGCert ULT) they should provide practical examples of your professional practice in teaching and supporting learning. This could include a peer observation of your teaching.

It is the applicant’s responsibility to collect the reference from your referee. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. If you require any further information regarding the referee process, or the accreditation of teaching at Imperial, please contact staradmin@imperial.ac.uk.

There is guidance for referees at each level which can be accessed at:

[**www.heacademy.ac.uk/system/files/downloads/fhea\_referee\_guidance\_notes.pdf**](http://www.heacademy.ac.uk/system/files/downloads/fhea_referee_guidance_notes.pdf)

# FHEA Application Review Criteria (UKPSF, 2011)

At FHEA level, you should be able to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. In your reflection, remember to provide evidence of:

1. Successful engagement across all five Areas of Activity
2. Appropriate knowledge and understanding across all aspects of Core Knowledge
3. A commitment to all the Professional Values
4. Successful engagement in appropriate teaching practices related to the Areas of Activity
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