###

###

### Senior Fellowship Booklet

### **Leadership in Education Awards Programme**

**On behalf of the LEAP programme team, I would like to welcome you to the Leadership in Education Awards Programme (LEAP) and support sessions for Fellowship applications**. **We hope that you find this resource booklet useful in supporting your application.**

LEAP is accredited by AdvanceHE (formerly the Higher Education Academy) and can award Associate, Fellowship, Senior and Principal Fellowships.

This programme supports you in documenting and evidencing your teaching excellence and is your opportunity to receive a formal national qualification for your teaching or to enhance your HEA fellowship status.

“This is…a great endorsement of the priority that the Faculty places on Teaching & Learning excellence - and will provide invaluable evidence for reporting against the proposed Teaching Excellence Framework” Gillian Wallis, Vice Dean for Teaching, Learning and Students.

In addition to the workshops, we have in place peer support groups, LEAP mentors and a champion’s network offering advice and feedback on your application. As Director of the **Centre for Academic and Researcher Development and Academic Lead for LEAP, I welcome you onto the programme.**



**Professor Judith Williams**

**Director of the Centre for Academic and Researcher Development**

**University of Manchester Academic Lead for LEAP**

### Senior Fellowship Assessment criteria

### Senior Fellow Pathway (D3, SFHEA)

You are able to choose between submitting a written portfolio of no more than 6,500 words or an oral presentation (either a face to face option: no more than 20 minutes, plus 20 minutes of questions; or a pre-recorded video with a 500 word written piece to answer assessor’s questions). The assessment criteria are the same for both pathways and assessors will use the same proforma.

### Portfolio route

There is a word limit of 6,500 words for the written portfolio. The written portfolio must include an introduction (no more than 500 words) that sets the context for your application and gives a brief career history. The main part of your application is made up of a reflective account of practice and three reflective case studies. **One of your case studies must focus on D3.7 within the UKPSF specifically.** To support your application you will need to complete a mapping exercise and provide two referees’ statements (one of which needs to be independent and external to your immediate area of teaching). Further details on choosing your referees and what they need to cover will be given in the workshops. Further details on portfolio generation with examples will be provided in the workshops.

### Oral presentation route

The oral presentation route has two options: a face to face, 20 minute presentation with up to 20 minutes of questions; or a pre-recorded video with a 500 word written piece to answer assessor’s questions. Please note that the face to face option has limited places and the dates/times are set ahead of the submission date. If you cannot make these times or there are no places left, then you will need to submit by pre-recorded video. Your oral presentation should cover three examples of practice. **At least one of the examples must focus on D3.7 within the UKPSF specifically, although it is recommended that you weave D3.7 throughout your portfolio, where you have evidence.** In addition to your presentation you need to complete a mapping exercise and provide two referees’ supporting statements covering elements of your presentation, highlighting how you fulfil the criteria D3 from the UKPSF. A maximum of 1 page A4 handout may be given to the assessors in addition to a copy of the PowerPoint slides with notes, if you choose. Further guidance will be given in the workshop on the content and number of slides.

### My initial thoughts on which route of assessment to take

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

### Mapping my activity against the UKPSF

Capture your initial thoughts around the evidence that you may use

**Areas of Activity**

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

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Core Knowledge**

K1 The subject material

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

K2 Appropriate methods for teaching, 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 for 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

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Professional Values**

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

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Descriptor 3 – you will need to capture all elements of this descriptor for Senior Fellowship. In addition to the criteria above, please evidence in your application the following:**

D3.4 Successful engagement in appropriate teaching practices related to the Areas of Activity

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

D3.5 Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

D3.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Evidencing D3.7 is what sets a senior fellowship above a fellowship of the HEA and from our experience it is usually a lack of evidence around how you co-ordinate, support, supervise, management and/or mentor your colleagues where applications fall down. To ensure that you meet this criteria you need to clearly evidence your wider sphere of influence as an educator and how your support your colleagues. You should document this throughout your reflective account of practice and one of your case studies should focus on this area of your practice. Examples can include unit lead, mentoring junior colleagues, taking on a leadership role etc. It is not enough to evidence mentoring one colleague or drawing on evidence from 5-10 years ago.**

D3.7 Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

### Advice for completing your HEA Senior Fellowship application

* It's a good idea to make the direct connections for the assessors between the assessment criteria and your evidence.  Some examiners like to see the links within the text others are happy for you to indicate. So, in my reflective account of practice, having painted the picture, my final three main paragraphs start *"In terms of the five Areas of Activity from the UKPSF... In terms of Core Knowledge,... In terms of Professional Values..."* and makes direct connections to the evidence already presented.  (Earlier on I also signpost that the RAP will cover those things, to make it explicitly and abundantly clear to assessors that I'm addressing the criteria.)   It's not the only way to structure the RAP, of course, but it seems to me to be an effective way of doing so.

Similarly, it might be wise to make it easier for your referees to make those direct connections on your behalf by providing them with some words "that they might like to use or adapt" that explicitly make those connections, e.g. from one of my referees:

 *"Based on the Guidance Notes for Referees, and having read Dr X’s Reflective Account of Practice and his two Case Studies, I am happy to confirm that the information presented is an accurate account of Dr X’s activities and practices.  Dr X has demonstrated a deep and sustained engagement with all five areas of teaching activity listed in the UKPSF, has solid core knowledge and understanding of his discipline and of teaching and learning more generally, and is absolutely committed to professional values."* (But don't suggest the same words to both referees!)

Make sure that your referees clear describe how you meet the whole of descriptor 3, including D3.4-D3.7

* Don’t use too many quotes - I would advise using these carefully. What is important is your reflection and use of the feedback they provide and including a list of direct quotes is not really appropriate. I recommend summarising or paraphrasing and then saying how you reacted – the odd one is fine but not too many. We want your experience in your own voice rather than other people’s – your Referees provide the external corroboration.
* You need to write a personal narrative/reflection which you strengthen by making your underpinning pedagogic theory explicit. It helps to focus more on ‘why’ rather than ‘what’ in your narrative
* Enjoy the opportunity to reflect and write about how wonderful you are!  We don't get that opportunity very often, and informally most of us recognise our numerous deficiencies more prominently than our modest merits, but this is a formal opportunity to focus exclusively on the merits - enjoy it (while staying modest).”
* You need to evidence D3.7 – don’t forget this one; it’s the one that most people forget to document. If you are struggling to fill this section, then your plan needs to be how you are going to find educational leadership roles that will enable you document and evidence your wider sphere of influence.

### Examples of Senior Fellow Case Studies

### Example 1

**Design, planning and delivery of research methods training**

This case study focuses on how I have designed, planned and delivered research methods teaching to meet the diverse learning needs of learning communities ranging from third year undergraduate to postgraduate students, but with particular reference to the third year course. While describing this, I also reflect on my own development as a teacher, and how my professional development has influenced the learning environment created, the teaching methods used and the student learning experience. What has been influential here has been my own growing experience of practice, reflection on that practice, and development in how I apply theory about teaching and learning to my practice to improve how I am able to support student learning.

In August 2011 I was appointed as a lecturer in Manchester Pharmacy School – an appointment that came with responsibility for the content and delivery of a number of undergraduate and postgraduate taught units as Unit Lead and Lead for pharmacy practice research methods teaching and MSc dissertations (A1, A2). My appointment coincided with the roll out of a new MPharm curriculum that was being introduced to meet revised education and training standards for MPharm curricula1 – and with the new year 3 of the course scheduled to start in September 2011, it was a good opportunity to step back and review what I knew about pharmacy practice research methods, using my expertise as a health services researcher with more than 15 years practical experience (K1), and to think about organising content from the old research methods course in ways that would make sense to a student audience (V1, K3). I also knew that I needed to align my teaching with the intended learning outcomes related to research methods learning that are a requirement of the profession’s regulator, the General Pharmaceutical Council (GPhC),1 for undergraduate pharmacy students (V4) and make sure that students’ learning about research methods was spiraling within the curriculum, increasing in complexity across time from level 6 (in third year) to level 7 (4th year and postgraduate MSc programme) (K2). As well as spiraling vertically and in complexity, I knew that for students to understand the relevance of what they were learning about research methods in all the courses that I was involved in teaching it would be important to integrate my teaching with that of colleagues, following Harden’s model of horizontal integration2 where learning crosses disciplinary boundaries (A5, K3, D3.5).

I started planning and designing my teaching with the third year Unit, as this course represented the beginning of pharmacy students’ higher education learning about research methods. My first step was to look at the content of the old MPharm course and establish what had moved into other areas of the new curriculum. To achieve this I liaised with colleagues within the School, and consulted with them regarding what they previously taught on the research methods course and whether this teaching was moving or was no longer required in the new course being delivered to meet the regulator’s revised education and training standards.1 Having identified what was being taught and where, I then sought to design the learning activities for this Unit that would integrate with other Units in the curriculum and establish where signposting between Units would help students to navigate their way through the MPharm (A1). Grounded in pedagogical theory I had learned about while working as a researcher in the Medical Education Unit (see My Career History on p2 of this application) (V3, D3.5), I sought to apply my constructivist conceptualisation of how students learn and the teaching practices that enable student learning to the design and planning of this course.3,4 This meant designing student-centred learning that recognises the diversity in beliefs, values, backgrounds and learning styles and allowing students to learn in their own way so that they achieve the intended learning outcomes (K3, V3). In this context, I established a number of principles that I would aim to incorporate in the teaching activities I planned, based on evidence that they are useful for students’ learning5 (A1, A4, A5, V3). These principles included:

1. To be student-centred rather than teacher-centred, by which I mean not focussing my teaching on getting across a large quantity of information to students;
2. To make the material interesting and create an environment where students engage with the subject matter using active learning techniques;
3. To give clear instructions to students about what they were learning and why, so that they would understand the meaning and relevance of the subject to their future practise as pharmacists (because being a researcher is part of pharmacists’ professional identity);
4. To provide appropriate assessment and feedback
5. To learn from my students how to improve my teaching

Yet when first designing learning for the third years I found it difficult to move away from focusing on the content of what I was teaching and switch to a focus on the learner, and reposition myself from the ‘sage on the stage’ to the ‘guide on the side’6 (K2), which evidence suggests is an effective method for teaching and learning (K3, V3). Taking a reflective and enquiring approach to understand why this was, I realised that I was experiencing difficultly applying pedagogic theory to my teaching practice, just as many of my students have difficulty in applying learning about research methods to the practice of conducting research. For me, as with my students, the solution lay in creating a learning environment that offers opportunities for experiential learning where learning as discovery and inquiry are emphasised (A5, K2) – for me, this experiential learning came about through seeking out a mentor who is an experienced teacher and learning from shadowing and working alongside her (A5), and for my students this experiential learning was facilitated by my designing teaching activities where they learned about and then practiced research skills (K3). One example here is in the workshops I designed on quantitative research methods, where students are provided with pre-workshop materials about different methods that are subsequently supported by in class application where students design quantitative data collection tools (A1, A2, K2, K3, D3.4). These workshops were designed and delivered to provide academic challenge to students, a central construct of student engagement for learning7 (A1, A4, V3, D3.4, D3.5) – and feedback from students on these workshops has been that I have enhanced and supported their learning, created an effective learning environment (A4) and stretched them to reach the intended learning outcomes; in fact, students enjoyed the workshops so much that I have been nominated for teacher of the year, and student satisfaction scores and comments on the Unit evaluations indicate that the professional development of my teaching practice has resulted in year on year improvements in rating of my teaching (K5).

To address the need for appropriate assessment and feedback in the third year unit I have introduced ‘clicker’ questions to provide interaction opportunities that stimulate and engage learners, and allow for immediate feedback (A3, K4). After looking at the evidence on how best to use clickers to promote participation for learners8 (V2, D3.5) I have made sure to use them appropriately to stimulate higher-order learning (V3). However, as the learning needs of students are diverse, and the learning outcomes of the unit varied, I have incorporated other forms of assessment and feedback as well. Building on evidence that to promote engaged student learning and foster student knowledge and capabilities, it is important to design authentic assessments9 – that is, assessment that emphasises the application of learning in direct measures of students’ ability to transfer learning to completing authentic tasks – I introduced a number of writing and research activities that require students to apply their learning in preparing their assessments (A1, A2, A3, K3). For example, because the third year course is designed to spiral horizontally and help prepare students to undertake a literature review for their fourth year research dissertations, two assessments (one per semester) involve students in critically appraising research papers. In semester one students first of all précis a single paper. To support this, students learn how to navigate a paper and to identify the key information in teaching sessions delivered by an expert tutor in language education. I also prepared examples of a good and bad précis together with an annotated mark scheme where students could see how the assessment was aligned with the teaching,0,11 with these examples available on the online virtual learning environment and used as worked examples in the lectures and drop-in sessions I organise (K3, K4, A4). In semester two, critical appraisal skills are developed further, and are assessed via a more complex assignment, and so are supported by drop-in sessions, and timetabled feedback workshops where students are provided with feeback on a draft of the assignment within one week of submitting the draft (A2, A3, A4). Student evaluation of this feedback and learning support has again been really positive (D3.4).

In line with the final principle I tasked myself with incorporating in the teaching activities I am responsible for – that is, to learn from my students – as well as learning from end of Unit evaluations (which I use to identify professional development targets and areas of activity for improvement related to my teaching effectiveness), I have enhanced student learning and my teaching using partnerships with students, which is a key area of activity for the HEA (A5, K5, V4). Here, I have involved students as partners and co-creators of learning resources, in an action research project where together we designed teaching activities to suit a range of learners, co-creating an effective learning environment for supporting diverse learners (K5, K6, A4, K3, K2, V1, A1). In addition to this action research project, I have also supervised a student project where, using an inquiry-led approach, a final year student worked with her peers to investigate whether the intended learning outcomes of the third year course were perceived as having been met by the student cohort, and the extent to which the course was successful in preparing students for their fourth year projects. The findings from this study suggested that there was some spiraling of learning between third and fourth year, and recommended making online resources developed to support students’ learning in third year available for students when completing their fourth year projects. This recommendation has subsequently been adopted (A4, K3).

I have found the experience of Leading the Research Methods teaching both challenging and rewarding: challenging because coming in to Lead a course that had not been planned but needed to be delivered in two months when I had no experience of designing a course meant that my initial professional development as a teacher had to take place over a very short space of time; and rewarding because designing and planning a course where students enjoy learning and come to class motivated and ready to learn confirmed for me that my attempts to apply my own learning about pedagogy to my teaching practice has been largely successful.

In writing this case study I have provided a lot of detail about how I approached the design, planning, delivery and assessment of a year 3 research methods course that I Lead; but as I also am Lead for research in Manchester Pharmacy School’s PGT programmes I will conclude with evidence of how I have also successfully developed a higher level (Level 7, MSc) blended learning course. Here, the external examiner for the programme made particular reference to high quality teaching and support I provide, and specifically commended the leadership I have shown in developing online learning materials that are challenging and engaging for diverse learners (K2, K4, V2, V1, A4). Feedback from students on my face to face and online teaching has also been extremely positive, with the evaluation scores recorded consistently higher than for other PGT Units on the same programme (mode is 5 on all questions).

**References**

1. General Pharmaceutical Council. Future Pharmacists: Standards for the Initial Education and Training of Pharmacists. General Pharmaceutical Council;London: 2011

2. Harden RM. The integration ladder: a tool for curriculum planning and evaluation. Med Educ 2000;34(7):551-7.

3. McCombs BL, Miller L. Learner-centred classroom practices and assessments: Maximising Student Motivation, Learning and Achievement. Newbury Park;Corwin Press:2007

4. McCombs BL, Miller L. The Learner-Centred Classroom and School: Strategies for Increasing Motivation and Achievement. San Francisco; Jessey-Bass:1997

5. Ramsden P. Learning to teach in Higher Education (2nd edition) London; Routledge: 2003

6. King A. From sage on the stage to guide on the side. College Teaching 1993;41(1):30- 35.

7. National Survey of Student Engagement (NSSE) From Promise to Progress: How

Colleges and Universities are using Student Engagement results to improve Collegiate

Quality*.* Bloomington;Indiana Center for Postsecondary Research:2002

8. Beatty ID, Gerace WJ, Leonard WJ, Dufresne RJ. Designing effective questions for classroom response teaching, American Journal of Physics. 2006;74:31-39.

9. Mueller J. The authentic assessment toolbox: enhancing student learning through online faculty development. J Online Learn Teach 2005;1(1):1-7.

10. Biggs J. Enhancing teaching through constructive alignment. High Euc 1996;32(3):347-64.

11. Biggs J. Aligning teaching and assessing to course objectives. Teach Learn High Educ New Trends Innov 2003;2:13-7

### Example 2

**Establishing Cross-Faculty Peer Review of Teaching**

The Quality Assurance Agency (QAA) insists that all providers of higher education evaluate the quality of teaching and learning and HEIs need to demonstrate that learning takes place as a result of teaching activity (QAA, 2000). It is now expected that academic colleagues participate in internal review of one another’s teaching practice. Blackmore (2005) highlights the fact that any external review will wish to establish whether a robust internal system of peer review (PR) of teaching is in place.

As Academic Lead for Quality Assurance and Enhancement (QAE), I was invited to take a lead on establishing PR of all taught provision across the Faculty. I found the prospect daunting, as I was aware of pockets of resistance, however, I determined to give it my best shot, driven by a passionate belief that we can all learn from observing one another’s practice and that we owe it to our students (and patients) to be open to constructive criticism of our teaching. I needed to ensure that good practice was shared and observed yet establish consensus with a diverse group of individuals with different interests. My professional standing and interpersonal skills were deemed strong enough to take a lead in bringing together outspoken academics who, in turn were representing colleagues with strong beliefs about PR in their Schools. My role was to facilitate dialogue and eventual consensus with a view to agreeing a framework all parties could sign up to.

I established a working group which I chaired. I requested a nominated PR ‘champion’ from each of the five Schools to join me as members of the working group. These five colleagues went on to take a lead in implementing the PR framework in their School. I liaised with the Faculty PG committee to ensure the PG teaching perspective was considered. The working group met during the academic year 2011/12. I invited each School champion to represent the circumstances and needs of their respective parts of the Faculty. Bearing in mind the diverse and specialised nature of the component areas of the Faculty of Medical and Human Sciences (MHS), this was generally regarded as a significant achievement. I pride myself on my ability to provide fair but firm chairing of any discussion which runs the risk of becoming heated. My professional values are strongly embedded and feedback from colleagues present at meetings confirms to me that I was able to manage any emotional responses in group members by placing value on the essence of discussions but reminding group members of the task in hand and bringing us back to the agenda. I facilitated a workshop at the Faculty Education Academy’s annual conference in July 2012 to further discuss the draft framework and solicit views from interested parties in all Schools. The MHS PR Framework was published following consultation on various drafts to ensure Faculty-wide sign-up. I then collaborated with the University Staff Training & Development Unit to develop a training programme for reviewers and in Sept 2012 the new framework was implemented. We are now into the second academic year of implementation and my successor as Academic Lead for QAE is taking forward this work, reviewing progress made.

**Lessons learned and challenges faced:**

* A long way to go in terms of full buy-in by the whole teaching community: some academic colleagues are suspicious and defensive: we face a very long tradition of lecturers operating very much autonomously and some feel threatened by the idea that they are ‘not trusted’ and that they may be harshly or unfairly judged.
* Clinicians should be accustomed to their practice being subject to close scrutiny and clinical governance processes. However, clinical specialists may deem themselves above criticism in their teaching?
* Complexity of delivery of programmes, particularly in medicine and nursing, whereby quality control of many clinical educators in the field is challenging: question is complex as to how we PR staff who are not University employees, yet have significant input to students’ education.
* Senior Faculty members focused at outset on using PR in a performance management/disciplinary way: created a tension for working group when overriding consensus was that PR of one’s teaching needed to be a developmental tool and regarded by all as supportive.
* A culture predominates of not regarding all one’s fellow academics as peers. Hierarchical structures mean some senior staff believe junior staff not in a position to ‘judge’ the quality of their teaching. To a large extent we have managed this by permitting teams of reviewers to exist in some Schools, whereas in other Schools all who teach are reviewers as well as reviewees.
* Need to work at fostering the sense of ‘communities of practice’ in teaching: we have a long way to go before healthy exchange of ideas and good practice is the norm.

I already felt a sense of accomplishment in the sense that I was aware of the outcome of the project and knew that the establishment and implementation of a PR framework had been regarded in the Faculty as a good outcome. However, I am absolutely delighted to read my colleagues’ feedback specifically on my contribution and I have broadly categorized key messages into themes below:

**(1) My interpersonal, facilitation & chairing skills**:

‘a warm and inclusive style which encourages participation and engagement of others’;

‘always willing to listen and explore issues that might be challenging and contentious’;

‘chairing meetings highly effectively and in a manner that engaged colleagues’

**(2) Framework produced:**

‘ a flexible, robust policy that is easy to use and interpret.’

‘a document which has strategic implications in terms of enhancing the culture of excellence in teaching and learning at the University.’

(3) **Supportive & professional leadership in T&L:** ‘[...] Fiona's consummate professional attitude, her attention to detail, her pride in her work, and her utter dedication to ensuring that the experience of our students is continually enhanced.’

'you have been unfailingly encouraging and supportive to me as SPS PR champion’

‘The area of PR is a potentially thorny and controversial one, and it needed somebody with a highly professional and effective manner to drive it through as well as Fiona did.’

**References**

Blackmore, J. A. (2005) ‘A critical evaluation of peer review via teaching observation within

higher education’, International Journal of Educational Management, Vol. 19 Iss: 3 pp. 218 - 232

QAA (2000), Handbook for Academic Review, QAA, London.

### Example 3

**Co-ordination of the PASS scheme (Peer assisted study sessions) and training/support of leaders and student co-ordinators. D3.7-A1-5; K1-6; V1-4**

PASS is a peer support scheme whereby experienced students (leaders) run weekly study session for Year 1 students. In 2005, I implemented PASS to support the semester 1 Genetics unit with training and guidance from Marcia Ody and Will Carey (TLSO), and support from Liz Sheffield (senior advisor). Concomitantly, I was doing my PGcert in HE and decided to evaluate the impact of PASS on student academic performance, identify factors influencing attendance, the current shortcomings, and the benefits for both students and leaders. The evaluation showed that the scheme was overall positive for all stake holders, but indicated scope for becoming more beneficial by including mentoring and supporting the whole first year curriculum instead of one unit. The aims thus became broader in 2006: to improve retention, transition to Higher education and the student experience in year 1, while supporting academic development.

Since then, I have led the further developments of PASS, adapting it regularly to meet our changing needs and in response to feedback from students/leaders/coordinators. I have also trained and supported each year ~90 leaders and 4 student coordinators to run PASS for ~600 students, and trained as a certified UK-PASS supervisor in 2011.

Effective PASS sessions involve proposing activities tailored to the needs of the group that foster collaborative active learning or exploratory discussions, and implementing a safe and fun environment conducive to team work. To achieve that, leaders are trained into facilitation, communication, and group management techniques centrally by TLSO and the FLS training covers mentoring, study skills and tips for a successful transition to HE, and techniques/activities that leaders can use to support the entire semester 1 curriculum.

Over the years, I have developed many bespoke activities for PASS, a Blackboard site for leaders, a comprehensive leaders’ handbook and a 10 sessions program for the training and personal development of our Leaders. All training sessions demonstrate various PASS techniques. After an initial workshop before PASS starts, ongoing training takes place during weekly debrief sessions. In the first half, leaders feedback on their week and we share best practices, solve any problems encountered, or reiterate how to use some techniques. The second half showcases already-made activities relevant for the following week or we ask leaders to design their own focusing on a theme, e.g. design activities to help students with ‘no’ problem.

During these sessions, the student coordinators share their experience and act as facilitators. They also act as mentors; they support leaders and relay debrief information using Facebook, and peer review their mentees PASS sessions after training using a proforma we have devised together. This allows for rapid and constructive feedback to the leaders, reporting of new activities at the next debrief session or any serious concerns directly to me with ensuing discussion regarding what to do next.

The issues we usually face are leaders not promoting the right PASS ethos, not proposing activities that retain students with ‘no problem’, not preparing for their sessions (they just do it for the CV). Our support system and a prescribed programme the first two PASS sessions are our current solutions.

Many debrief sessions also provide an opportunity for leaders personal development, e.g. we discuss learning styles and the shift in study skills required to do well in year 2. PASS also helps developing transferable skills, and I help leaders articulating this in a job application or interview. In 2006, this was very novel, but since 2010 our employability graduate interns have helped me deliver these sessions.

Impact of the project:

* We received several UoM awards for PASS: a team award Recognising and Rewarding Exceptional Performance (2007), a personal award for ‘outstanding’ performance from Students as Partners in 2010 and our scheme was voted the best PASS scheme in 2011.
* PASS also helped me develop my scholarship. With funds secured from Learn Higher (£3500), I led the evaluation and dissemination of our work in four articles [[1]](#footnote-1),[[2]](#footnote-2),[[3]](#footnote-3) , at many international conferences and I have been invited to 7 national events to share the FLS PASS model and my research.
* Our evaluation was used to help build the case for Manchester to become the PASS National UK centre in 2009 and, in 2010, I joined the University working group that reviewed and refined the recommendations made about the deployment of PASS to all disciplines and in higher years.
* In 2013, I collaborated with Ralf Becker from Economics for a cross Faculty evaluation[[4]](#footnote-4).
* Some of the Leaders training sessions and the evaluation package I developed are now used University wide.

### Example 4

**Enhancing Employability and Interdisciplinary team working via the year tutor role.**

I was asked to take on the role of 3rd year tutor in 2011 and then was appointed as employability lead for the school in 2013. There has been a benefit of holding these two titles concurrently as the 3rd year students are at a crucial time in their careers as this is the year where they have to apply and interview for their pre-registration placements and I have been in an ideal position to be able to implement activities that would directly support the students with this process.

As the 3rd year tutor and a practising member of staff I have frequently been asked by my students if I would read through their pre-registration applications and CVs, and although very happy to help with this, it became a very time consuming task due to the number of requests from a whole year cohort. Not all students had academic advisors who were pharmacists and were therefore in a position to give first hand advice about the pharmacy recruitment process, so as things stood it was not possible to refer them to their academic advisors. From my experiences of being an academic advisor (since 2009), I have certainly found times when I have not felt confident about advising upon certain topic areas and been grateful for the ability to refer students to other members of academic staff with the necessary expertise. After consultation with other colleagues I devised and implemented a scheme to try and make the expertise of different staff more accessible to all students. It was initially called the ‘buddying up’ scheme but was quickly renamed as supergroup tutorials. Students still have their own academic advisor, but they now also have supergroup tutorials at certain designated points throughout the year, which involve the amalgamation of three academic advisor groups. I teamed up members of staff in these supergroups so that each team of three academic advisors included one Pharmacist member of staff and two non-pharmacist members (one with a background in biological sciences and one with a chemistry background). The formation of these interdisciplinary teams was designed to have a number of advantages both to the students, but also to the staff. Students would have access to a member of staff through their supergroup that would be their ‘go to’ person with the relevant expertise to assist with any MPharm query. It also meant that the students got to know a larger group of students well (supergroups contain approximately 18 students rather than just the 6 in their immediate advisor groups) [V1, V2]. Staff benefited by getting to know a wider circle of colleagues within the school and it was a great opportunity for networking and increasing interdisciplinary team working. The literature supports the use of interdisciplinary teaching as a platform to support higher order thinking and promoting lifelong learning skills.1 The supergroup initiative is has now been integrated into the curricula across several years as it seems to be achieving its’ aspirational goals.

The increasing number of universities offering an MPharm degree has had a dramatic effect on the employability of our students as the numbers of qualifying Pharmacists is beginning to exceed the job opportunities. This was a concern that wasn’t a factor when I qualified but I see the impact it has on students now as the competition for jobs is so fierce. With the current decision not to cap the number of pharmacy students being trained this situation is likely to get worse in the future.2 As employability lead for the school (and a year tutor) I have helped to develop the Manchester student employability strategy. The employability strategy’s main focal points are on the development of ‘soft skills’ and professionalism, in order to provide our students with the tools necessary to compete for the most sort after positions.

Emphasis is placed on employability from the first year of the course and continues to be built upon throughout. I have given lectures at the start of every year stressing the importance of investing time in employability skills and all students are issued with a ‘Personal and Academic Development Portfolio’ to facilitate and evidence the collection of personal achievements. Members of the University Careers Service have provided sessions on topics such as interview technique, and students are encouraged to update their CVs (for review by academic advisors) at the start of each academic year. [V4]

I felt that it was really important to make students aware from day one of their course the pressures that they were under to make themselves stand out from the crowd, and how vital it was to get good work experience, not just in Pharmacy, but in any customer facing experiences. I have often observed that students that have not appreciated the gravity of the employability issue in Pharmacy until it was too late, at which point they were already behind other students who had acquired, and were able to demonstrate, not only practical experience but also the necessary soft skills sought after by employers. [V2,V3,V4]

The extent of the employability activities taking place within the school are fed back through me to the faculty lead for employability and other school have often been impressed with the extent of our programme. I have also showcased our employability strategy at the FEA conference in Manchester (2013).

I have also written and implemented a supergroup tutorial in the 3rd year, in response to feedback from the staff student liaison committee, on looking at job applications for pre-registration. The students have reported for many years that they don’t feel that they get enough help with how they present themselves to future employers. I used genuine anonymised pre-registration applications for the exercise and I took the decision to look at ‘average’ and ‘poor’ examples with the students rather than excellent ones in order to remove the temptation for student to write very similar looking applications forms. I put together an advice sheet for the facilitators of these sessions to go through with the students in order to get the best out of their application forms. I wanted to make sure that my advice on this subject was current so I asked for the input and feedback from two of the pre-registration co-ordinators for the northwest.

I have also created on-line support for students in the area of employability in the creation of a space on blackboard, which I keep up to date with support on practical elements of employment (i.e. application writing, CV writing, job interview advice mainly form the careers services), current and future pre-registration training opportunities and any presentations given by students or employers with advice for acquiring placements.[K4]

More recently I have tried to focus my efforts on what future employers currently want form our students. I have been in contact with the pre-registration co-ordinators of large multiples to ask them to put together presentations on what they look for in potential employees, so that this information can be passed on to our students either on-line or where possible in person.

It is difficult to directly measure the impact of my involvement in this field but indirectly the successes of this initiative can be measured via the fact that all 4th year student at Manchester to date have managed to acquire pre-registration training positions. Feedback from student year reps has also been positive and the DHLE data on employment numbers for our school continues to be positive.[K5]

**References**

1. Jones, Casey (2009) "Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies," ESSAI: Vol. 7, Article 26. Available at: <http://dc.cod.edu/essai/vol7/iss1/26>
2. Martini L. With no control on student numbers, tomorrow’s pharmacists will have a bleak future. The Pharmaceutical Journal. 5 Nov 2014.

### Example 5

**Management and Support of the Hieroglyphics Teaching Tutor on the Certificate in Egyptology Programme**

This case study explains how I supported, mentored and supervised a junior colleague as he developed the Certificate (Level 1) programme in Egyptology. This work primarily involved helping my colleague to evolve an appropriate teaching method for on-line hieroglyphic learning **[D3.7].** It also included guiding him as he liaised with the eLearning team and Museum staff **[V3-4].**

**Background**

The Certificate programme in Egyptology is taught entirely on-line. Over three years, it provides 120 credits at Level 1. Each year is divided into seven Topics; each Topic is divided into four learning modules. I wrote the original Certificate programme. But I had started to feel that the Certificate programme would be strengthened by the inclusion of dedicated language Topics that would enhance the student learning experience and deepen their knowledge of ancient Egypt. If successful, this could then be extended to the Diploma (Level 2) programme.

I identified a suitable language tutor within my teaching team. This tutor was a language expert, and had experience of moderating on-line discussion boards, but had not previously designed learning modules. I decided that he should lead the implementation of the new Topics, with me offering support, supervision and mentoring as needed. I was a bit nervous about delegating responsibility for an important part of the programme, but I know that it is important to pass my own skills on to members of my team, and I felt that with an appropriate level of support and supervision, he was capable of excellent work. I encouraged the tutor to keep a log of the development project; this would allow him to reflect on the experience. I provided feedback throughout the development process.

**The Challenge**

We started by analysing the problem. We were able to identify two specific challenges:

(1) The nature of the subject. Ancient Egyptian is a dead (unspoken) language with a non-alphabetic script. Students have to learn both the language, and how to write it. In face-to-face teaching, this is taught in small groups, with intensive tutor interaction. We realised that this would pose difficulties for the on-line tutor, but were convinced that this could be overcome with the use of appropriate teaching methods.

(2) The nature of the students. The Certificate attracts a wide range of students. Some have already studied hieroglyphs, while others have never studied a foreign language. This would pose a challenge for the tutor, who would have to keep the more experienced students engaged while preventing them from intimidating their fellow students with their knowledge. We realised that the beginners would soon catch up to the experienced students; the problem was to keep everyone happy during the first language Topic.

Our analysis made it clear that the hieroglyphs tutor would need particular support in establishing an appropriate language teaching method. I asked the tutor to summarise our discussion in a document, which was then circulated to colleagues for comment.

**Implementation**

I received permission to implement changes to the Certificate programme from the Egyptology Board of Studies. I then handed over the development and writing of the Topics to the tutor, guiding him through the process in easy steps [D3.7]. Throughout my mentoring, I endeavoured to maintain my commitment to appropriate professional values, while ensuring that the Topics content incorporated relevant Egyptological and pedagogic research [D 4,5].

I asked the tutor to map out the new programme content. He decided to include one monthly Topic in each year of the programme. Each Topic would include four learning modules. I encouraged the tutor to detail the course aims, intended learning outcomes, learning and teaching processes, and assessment structure for each of these Topics. He then considered where these Topics should be placed within the programme, to best enhance student learning. He decided that placing Topic 1 at the end of year 1, with Topic 2 coming at the start of year 2, would allow the students to use their summer break to work on their language skills. The third Topic would incorporate the year 3 Christmas break, allowing extra time to complete the work.

Next I organised a meeting between the eLearning team and the tutor, which allowed them to discuss the technical aspects of teaching the hieroglyphic script on-line. I attended the meeting, but allowed the tutor to take the lead. Following this meeting, it was decided to use a tablet to demonstrate the actual writing of the script (rather than presenting the students with pre-written script), and to slot the resulting film clips into longer lectures. This would allow the students to see exactly how the glyphs are drawn, something that is almost impossible to learn without watching someone do it. The eLearning team were subsequently able to work closely with the tutor to produce a series of pre-recorded demonstrations.

I then introduced the tutor to the Curator of Egyptology at the Museum. Again, I allowed the tutor to take the lead. Working together with the eLearning team, he was able to create a series of short film clips showing the use of the Egyptian language in everyday situations (a coffin text, inscription on a pot, etc). This was to become an important element of the language Topics. In order to fund this filming, I applied for and was awarded an “Investing in Success” grant from the University.

Next, I worked with the tutor to pull all his information (written text, filmed lectures, recommended reading, short museum film clips) together in groups of four learning modules per Topic. I proofread the material prior to uploading it to Blackboard.

Finally I worked with the tutor to develop appropriate Activities to accompany the learning modules. I supported the tutor’s decision to provide basic and advanced Activities, to suit students with different levels of language competence. This included instructions on uploading hand-written material to the programme discussion boards

**Feedback**

Feedback from the students has been extremely positive. They enjoy the language element of the programme, enjoy the tutor’s teaching, and would like more.

I asked the tutor for feedback on my own mentoring role. He gave me very positive feedback on my handling of the implementation. In particular, he was pleased to have been able to make key decisions himself, as this allowed him to design a programme that was suited to his own particular skill set. He felt that the experience had allowed him to develop his understanding of pedagogic theory, and of University processes.

**Reflections and Looking Forward**

The hieroglyphs element of the course is now flourishing. I am encouraging the tutor to make changes to the material as necessary. Following student feedback I am also encouraging him to thread formative hieroglyphic activities throughout the Certificate programme. These are self-assessed and so take up little teaching time, but they are very useful in maintaining student language competence at points in the programme where language is not being specifically taught.

I am very pleased with the way that I was able to guide the tutor towards this positive outcome. I found that allowing him to take full responsibility for course content and development gave him a sense of pride and engagement in his work. This might have been lacking had I decided to design and write the course myself, with him simply supervising the discussion boards. This creative work developed both his pedagogic skills, and his understanding of the technologies currently available to eTeachers, and that will benefit his current and future work. He has since expressed an interest in developing other aspects of the Egyptology programmes, and I am encouraging him to do so as this will be beneficial to the learning experience.

### Example Mapping Exercise

|  |  |  |
| --- | --- | --- |
| **Areas of Activity** | **Brief Summary of Experiences Reflected Upon in the Portfolio** | **Slide Numbers** |
| *A1: Design and plan learning activities and/or programmes of study* | Case 3 – Planned public engagement activity. I designed and planned a number of learning activities that would be suitable for all ages on the day | 7, 8 |
| *A2: Teach and/or support learning* | Case 3 – Taught and supported student volunteers to assist at a public engagement event | 7,8 |
| *A3: Assess and give feedback to learners* | Case 1 – Gave feedback to students via academic advisingCase 2 – Set assessments and gave feedback within my teaching | 3,45,6 |
| *A4: Develop effective learning environments and approaches to student support and guidance* | Case 1 – Signposted sources of support to students via academic advisingCase 2 – Many years of experience of developing effective learning environments and using appropriate methods | 3, 45, 6 |
| *A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices* | Case 2 - Developed a forward-looking UG teaching strategy and encouraging continuing professional development in Psychology | 5, 6 |
| **Core Knowledge** | **Brief Summary of Experiences Reflected Upon in the Portfolio** | **Slide Numbers** |
| *K1: The subject material* | Case 3 – Selected subject material for inclusion in public engagement event | 7, 8 |
| *K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme* | Case 3 – Considered most appropriate methods for public engagement event | 7, 8 |
| **Core Knowledge** | **Brief Summary of Experiences Reflected Upon in the Portfolio** | **Slide Numbers** |
| *K3: How students learn, both generally and within their subject/disciplinary area(s)* | Case 3 - Utilised ‘experience’ method to promote deep learning | 7, 8 |
| *K4: The use and value of appropriate learning technologies* | Case 2 – Considered most suitable learning technologies for the newly developed ‘Cognition’ course | 5, 6 |
| *K5: Methods for evaluating the effectiveness of teaching* | Case 3 – Used feedback questionnaire to evaluate the effectiveness of teaching methods used | 7, 8 |
| *K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching* | Case 1 – Ensured parity and quality across academic advisorsCase 2 – Managed the resolution of identified teaching quality issues | 3, 45, 6 |
| **Professional Values** | **Brief Summary of Experiences Reflected Upon in the Portfolio** | **Slide Numbers** |
| *V1: Respect individual learners and diverse learning communities* | Case 3 – Considered learning within a wider and more diverse community | 7, 8 |
| *V2: Promote participation in higher education and equality of opportunity for learners* | Case 3 – Promoted participation in higher education at Manchester and the study of Psychology | 7, 8 |
| *V3: use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development* | Case 1 – Designed a new academic advising programme based on an evidence-informed approach. | 3, 4 |
| *V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice.* | Case 3 – Involved and engaged the general public with research | 7, 8 |
| **Descriptor 3** | **Brief Summary of Experiences Reflected Upon in the Portfolio** | **Slide Numbers** |
| *3.4 Successful engagement in appropriate teaching practices related to the Areas of Activity* | I have developed innovative and appropriate teaching practices (Cases 1 & 3) with associated assessment and timely feedback to students. | 3, 4, 7, 8 |
| *3.5 Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice* | I always make sure that my teaching incorporates the latest research findings (Case 1) and have an integrated approach academic practice (Case 3). | 3, 4, 7, 8 |
| *3.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices* | I have engaged in continuing my professional development in relation to teaching, learning, assessment and scholarship. For example, through my Undergraduate Teaching Lead role (Case 2). | 5, 6 |
| *3.7 Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning* | In all cases outlined (Cases 1, 2 & 3) I have demonstrated my ability to successfully co-ordinate and support others in the development, supervision and management of teaching | 3, 4, 5, 6, 7, 8 |

### Example references

#### Example 1

Dear Colleague,

**Re: X application for Senior Fellow of the Higher Education Academy**

I have known X since 2009 when she joined the Faculty’s New Academic Programme and successfully graduated as fellow of the Higher Education Academy. She went on to successfully complete a PGCert in teaching, learning and assessment in professional practice and X has successfully incorporated both her subject knowledge and pedagogic research and scholarship with all the areas of activity described in the UKPSF. Through her leadership roles within the School, X is entirely familiar with the educational standards of the General Pharmaceutical Council and also of the benchmark statements for the MPharm degree produced by the Quality Assurance Agency for Higher Education.

X has an excellent teaching record and this has been recognised through her achievement of the award of ‘Pharmacy Teacher of the Year 2013’, and being nominated for ‘most innovative lecturer’ and ‘best academic advisor’ in 2012-13 through the Manchester University-wide Teaching Awards. This demonstrates her acknowledged ability and contribution in teaching and learning across the entire institution. Furthermore, in view of her pro-active approach professional development and enthusiasm for teaching and developing others, I approached her to become a mentor to staff on the New Academics Programme seeking approval for fellowship of the Higher Education Academy and she has proved to be an invaluable mentor. Furthermore due to her external recognition as assessor for the registration assessment of the General Pharmaceutical Council and experience with assessing and giving feedback within her own School, I approached her to deliver a session to new academics on assessment and feedback which she informs through contemporary practice. X seamlessly links her knowledge on assessment with the UKPSF allowing participants to make the necessary connections.

 X always seeks to develop herself, and demonstrated interest and enthusiasm for new teaching initiatives within the faculty. She has successfully completed the Faculty Teaching Leader’s Programme, which was a competitive programme. She is now demonstrating the confidence in her teaching to match her ability. This has further provided her with the skills to develop and evolve teaching at a strategic and personal level. The experiences that X has gained through her roles from membership of the teaching and learning committee and faculty fitness to practice committee, as well as leadership roles within her School, and existing association with the Higher Education Academy in my opinion, successfully demonstrate achievement of all the criteria required for recognition as Senior Fellow of the Higher Education Academy:

|  |  |
| --- | --- |
| Successful engagement across all five areas of activity | X is an existing fellow of the Higher Education Academy and continues to successfully engage with all five areas of activity through her teaching roles within her School and cross-faculty. |
| Appropriate knowledge and understanding across all aspects of core knowledge | While X is a pharmacist by training she is also a qualified educator and seamlessly integrates her subject knowledge with her teaching role. Her account of professional practice includes evidence of all aspects of core knowledge (K1-K6). She has demonstrated her commitment to teaching and continuously seeks opportunities to enhance her skills. |
| A commitment to all of the professional values | X’s account of professional practice clearly demonstrates her commitment to all of the professional values from her background as a Pharmacist and as an educator. Her commitment can be clearly seen from the beginning of her academic career in her role as admissions tutor through to more senior roles in establishing students as partners. Her success in implementing and maintain her values is clearly demonstrated by her award of teacher of the year for Pharmacy. |
| Successful engagement in appropriate teaching practices related to the Areas of Activity | X’s role as final year programme lead has led to the evolvement of the final year delivery of the MPharm. She has developed a theme of ‘preparing to practice’ which can directly be aligned to the employability theme of the Higher Education Academy. Furthermore her role as strand lead for public health teaching across the curriculum has demonstrated an aptitude for novel teaching, learning and assessment modalities with timely feedback to students. In addition she is recognised across the faculty through the development of an inter-professional programme of work with nursing, dentistry and medical students. |
| Successful incorporation of subject and pedagogic, research and/or scholarship within the above | All of X’s work is endorsed through national and international recognition as best practice in pharmacy education. She was invited to share her work as an example of best practice on an international pharmacy education forum thus demonstrating the successful incorporation of subject and pedagogic research. |
| Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship, and, as appropriate, related academic or professional practice | X is pro-active in her professional development in relation to teaching, learning, assessment and scholarship. She continually looks for ways to enhance and develop further her skills. In the time that I have known her she has successfully completed the new academics programme, a PGCert, the Faculty Teaching Leaders Programme and is now working towards an MPhil which will develop her area of pedagogic research even further. |
| Successful co-ordination, support, supervision, management, and/or mentoring of others (whether individuals or teams) in relation to teaching and learning | X is a mentor on the new academics programme. She support colleagues applying for fellowship of the Higher Education Academy and delivers the session on assessment and feedback. This demonstrates her mentoring capacity and familiarity with the UKPSF. She also manages and supports a team of 15 teaching-focused staff in her role as deputy lead for pharmacy education where she organizes their teaching such that they have each been allocated protected professional time to develop their professional development , which further demonstrating her ability to support and manage others. |

X is a truly innovative teacher, who integrates her professional practice into her teaching providing a truly exceptional learning experience. What sets X above her colleagues us her ability to demonstrate to students that she really cares about their learning and them as individuals. In my opinion, X fully meets all the criteria to be recognized as a senior fellow of the higher education academy and I completely support her application. Her vision for teaching, learning and developing others aligns with the inherent values of the Higher Education Academy and she would therefore be an excellent representative for this acknowledgment.

Yours faithfully,

### Example 2

To whom it may concern

**Dr Y: Reference in support of an application to become a Senior Fellow of the Higher Education Academy**

I am delighted to be writing this reference for Dr Y, in support of her application to become a Senior fellow of the Higher Education Academy. I worked with Dr Y as a Lecturer at the University of A from 2008 to 2016, and so am very familiar with her work. I am currently a Senior Lecturer in University of A.

Dr Y has provided me with the criteria for Senior Fellowship, and I have reviewed them. I can confirm that Dr Y meets all of the dimensions specified in the UK professional Standards Framework for descriptor level 3, as follows:

(1) **Successful engagement across all five Areas of Activity**

Dr Y’s role as Programme Director for the Certificate and Diploma in AB programmes, and Programme Director for two 10 credit UCIL Units, has involved her in the design, implementation and teaching of programmes at undergraduate level [A1.2]. In addition, Dr Y supervises one PhD student, and acts as Advisor for another [A2]. Her teaching methods include frequent learner assessment and feedback, which is given both informally (via discussion boards) and as a more formal response to assignments [A3]. Dr Y designed the University’s on-line AB courses, creating a system of tutorial board discussion groups (small group teaching based on Activity work) which created an effective and enjoyable learning environment for her students; she also pioneered the inclusion of short film clips designed to link the University’s taught Units with the collections of the CD Museum [A4]. Dr Y’s commitment to continuing professional developments is evidenced by her impressive list of publications and invited lectures: her most recent book was awarded a prize [A5].

1. **Appropriate knowledge and understanding across all aspects of Core Knowledge**

Dr Y’s publication record demonstrates her understanding of her subject material. Many of her published works are used as university set texts throughout the world [K1]. Her feedback, from staff, colleagues and external assessors, confirms that she understands how students learn, and that she uses appropriate methods for teaching and assessing AB. This is reinforced by her winning the award of Student Lecturer of the year in 2014, and being commended for Teaching Excellence in 2012 [K2,3]. Her courses are highly innovative; they are taught on-line and include interactive lectures, short film clips and quizzes [K4]. Her teaching evaluation has been praised by the external examiners for both the Certificate/Diploma programmes and the UCIL Units [K5]. She clearly understands the implications of quality assurance and quality enhancement for academic and professional practice, with a particular focus on teaching [K6].

1. **A commitment to all the Professional Values**

Dr Y’s commitment to supporting and developing her on-line and postgraduate students is made apparent by the design of her programmes, which bring university education to diverse learning communities worldwide [V1]. She has created a series of three MOOCS (free, on-line courses, on the Udemy, Coursera and Canvas platforms), which promote interest in the undergraduate teaching of AB, and is a regular lecturer at the annual careers day presented by a local school [V2]. Her teaching is firmly based in AB theory, and always uses an evidence-informed approach; her incorporation of guest lecturers into her courses exposes her students to a wide range of academic approaches [V3]. Her role as a trustee of the noted academic Society (now retired), and as deputy editor of a subject specialist magazine, confirm that she acknowledges the wider context in which higher education operates [V6].

1. **Successful engagement in appropriate teaching practices related to the Areas of Activity**

This is evidenced by Dr Y’s impressive career journey, and by the three case studies included in her Portfolio.

1. **Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.**

Dr Y actively engages in pedagogic and AB research by regularly reading relevant books and journals, and attending appropriate seminars and conferences. She has worked with the eLearning team to produce innovative teaching aids, including an experimental (free) Nearpod suite of lessons based on AB. She is regularly invited to give papers at conferences and seminars, and encourages her students and colleagues to publish their own research.

1. **Successful engagement in continuing professional development in relation to**

**teaching, learning, assessment, and scholarship and, as appropriate, related academic or professional practices.**

Dr Y continually strives to develop and enhance her skill set by attending appropriate training sessions (including computer training, which will enhance her on-line teaching). She is a member of the University Teaching Excellence group.

1. **Successful co-ordination, support, supervision, management and/or mentoring of others in relation to teaching and learning.**

I arrived at Manchester University with no experience in on-line teaching. Dr Y was my supervisor, guide and mentor as I started to understand the complexities involved in teaching remote students. I have personally benefited from her support and guidance, as have other colleagues within the faculty, with an interest in eLearning.

On the basis of the evidence cited above, I would wholeheartedly support Dr Y’s application to become a Senior Fellow of the Higher Education Academy.

Example 3

Dear Colleague

**Reference for Dr. X in support of an application for Senior Fellow of the Higher Education Academy**

I have great pleasure in providing this reference for Dr. X, I am her line manager and have enjoyed working with her in many capacities over the last 8 years in my role as X.

Having reviewed the criteria for Senior Fellowship I can confirm that Dr. X meets all of the dimensions of the UK Professional Standards Framework for descriptor level 3 and I will go through each in turn providing evidence.

***Successful engagement across all five areas of Activity: DR. X is making significant contributions to all of the five areas of activity.***

Within her roles as faculty lead for postgraduate training and the student experience and the New Academics programme she has designed programmes of study at the postgraduate level and modified programmes in response to student and peer feedback (A1). Dr. X is a highly innovative and creative teacher. She was an early adopter of technology and online learning creating blended learning packages that are used by students across the faculty and university and beyond (A2 and K4). She is the academic lead for a number of faculty wide programmes and delivers a large portfolio of teaching and support to students and academic colleagues. Dr. X developed the assessment process for the new academics programme, ensuring that all academics are familiar with the UKPSF and ensuring that it linked into faculty processes. She was part of the accreditation team for the New Academics Programme at descriptor level 2 with the HEA (A3). Dr. X's interactive teaching is delivered in our newly built postgraduate hub. Dr. X had considerable input to the design of the hub which is now popular and valued by our postgraduate students. To utilise the space effectively and maximise learning she has populated the hub with equipment and resources to stimulate learning, she hosts a number of events there some of which I have attended and been delighted to observe the highly interactive learning that occurs (A4). Dr. X practices what she preaches and is fully engaged in her own continued professional development (A5). Her teaching and knowledge are highly sought after by other institutions and nationally. She has been awarded a steady stream of grant funding to develop and enhance teaching, over the last 10 years this has amassed to over £1 million (A6).

***Appropriate knowledge and understanding across all aspects of core knowledge.***

Dr. X's teaching portfolio started from her research background in molecular biology and cardiology which sparked her interest in research-led learning and in how individuals learn and how effective communication can be used to enhance understanding. She has subsequently built up expertise in research methodology and generic skills training in her role as faculty lead for PGR skills development (K1). She has supplemented this with expertise in leadership, coaching and teaching and learning pedagogy. These are evidenced by her award for teacher of the year in the University and her short listing for national awards including as part of a team that won the Times Higher award for outstanding support for early career researchers. As well as leading our Faculty New Academics Programme, Dr. X delivers some excellent sessions on this programme around on how students learn and the impact of teaching methodologies. Indeed, the feedback from these sessions is so good that she was asked to deliver them for other faculties across the university (K2-K3). Dr. X was an early adopter of technology to enhance teaching developing an online academic writing unit to support PhD student thesis writing. This course has been accessed by over 17,500 students since its development. She has continued to innovate and develop faculty wide blended learning programmes, including research methods for postgraduate taught students (K4). Dr. X evaluates all of her teaching programmes, producing annual reports to the Faculty Graduate School Board. These integrate student and colleague feedback with data gathered through national surveys (K5) and evidence the high teaching scores. She also instigates end of programme evaluation surveys to demonstrate impact and behaviour change. In her role as Academic Lead for the New Academics Programme she is acutely aware of the role that quality assurance and enhancement play in teaching and learning excellence and is able to engage in effective QA&E processes (K6).

***A commitment to all the Professional values***

Dr. X's commitment to supporting and developing all postgraduate students is evidenced by the design of her programmes. The postgraduate training programme allows individual learners to create bespoke combinations of courses to build their own programme that meets their training needs. She mentors on the Manchester Gold disabilities programme, supporting students with disabilities to go into postgraduate education and gives talks within schools. Dr. X routinely delivers talks and workshops at open days and online events to promote participation in postgraduate education (V1-2). Dr. X's teaching is grounded in theory and she effortlessly incorporates the latest research and her own learning into her programmes, inviting national and international experts to contribute (V3). Through Dr. X's national role with Vitae, she is frequently asked to contribute to national debates (V4).

***Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.***

Dr. X actively engages in pedagogic research, both by keeping her knowledge base up to date with reading relevant journals, books etc. and attending conference presentations and by undertaking research into her own teaching. For example, she is currently undertaking a longitudinal study on the effectiveness of PhD examiner training which shows an increase of 12% in completion rates since the program began. Dr. X integrates research into her teaching and ensures that her programmes are informed by the latest research findings. In addition, Dr. X's teaches sessions that are specifically designed to support students and colleagues to publish their own research.

***Successful engagement with continued professional development in relation to teaching, learning, assessment and where appropriate related professional practice.***

Dr. X is able to seamlessly tie her continued professional development into providing additional support and teaching for staff and students. A good example of this is how she has integrated her coaching skills into the senior leadership programme, providing 360 degree feedback with 1-2-1 coaching. Dr. X continuously looks for ways to develop and enhance her skill set and is currently becoming qualified to assess and deliver feedback on emotional intelligence.

***Successful coordination, support supervision, management and/or mentoring of others.***

Supporting and developing others is at the heart of Dr. X's teaching. A vast number of colleagues across the faculty have benefited from her advice, support and mentorship. To name just a few examples, she has been instrumental in providing training and support to colleagues for academic promotions, PhD supervision, and peer review of teaching. The level of demand on Dr. X’s time is testament to the extremely high standards she sets for herself and offers to others.

In conclusion I wholeheartedly support Dr. X’s application for Senior Fellow.

Yours faithfully,

## Application Checklist: Senior Fellow

|  |  |
| --- | --- |
| **Written Portfolio (6500 words, excluding references and mapping exercise** |  |
| Introduction – about me (approx.. 500 words) |  |
| Case Study 1 (approx. 2000 words) |  |
| Case Study 2 (approx. 2000 words) |  |
| Case Study 3 (approx. 2000 words) |  |
| Bibliography |  |
| Two references fully aligned to UKPSF |  |
| Completed Mapping exercise (4 A4 sides max) |  |

|  |
| --- |
| **Oral Presentation (20 min present, 20 min discussion OR 20 min pre-recorded video)** |
| Introduction – about me (approx. 1-2 slide) |  |
| Case Study 1 (approx. 3-4 slides) |  |
| Case Study 2 (approx. 3-4 slides) |  |
| Case Study 3 (approx. 3-4 slides) |  |
| Summary/Questions (approx. 1-2 slides) |  |
| Bibliography |  |
| 1 A4 handout (optional) |  |
| Two references fully aligned to UKPSF |  |
| Completed Mapping exercise (4 A4 sides max) |  |

1. Fostier M and Carey W (2007). It’s more than just passing with PASS. HEA Centre for Biosciences, Bulletin 20. [↑](#footnote-ref-1)
2. Fostier M and Carey W (2007). Exploration, Experience and Evaluation: Peer Assisted Study Scheme (PASS), sharing the experience of The University of Manchester - 480 1st year Bioscience students. Proceedings of the Science Teaching and Learning Keele Conference 2007, 143-9. [↑](#footnote-ref-2)
3. Wiles E, Fostier M, Sheffield E (2009). Student-led Final Year Discussion Groups. Proceedings of the Science Teaching and Learning Conference 2009 [↑](#footnote-ref-3)
4. Becker R and Fostier M. (2015) Evaluating non-compulsory educational interventions – the case of peer assisted study groups. The University of Manchester Economics Discussion Paper Series EDP-1509. Available at <http://hummedia.manchester.ac.uk/schools/soss/economics/discussionpapers/EDP-1509.pdf> [↑](#footnote-ref-4)