# C@N-DO Application for Fellowship

## Applicant Details – all required

### Personal

|  |  |
| --- | --- |
| Title |  |
| Given names:   |  |
| Family name:   |  |
| Please **indicate clearly** how would you like your name to appear on your certificate:   |
|  |
| Email address:  |  |

### Employment

|  |  |
| --- | --- |
| Faculty |  |
| Department |  |
| Job Title |  |

### Professional information

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| --- | --- |
| How many years have you been teaching or supporting learning?  |  |
| How many years have you been teaching or supporting learning in higher education?  |  |
| Please briefly detail your learning and teaching related roles in higher education, focusing onthe last 1-3 years. List up to five in the table provided. |
| Learning and Teaching related role | From | To |
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| Are you a member of any professional bodies or subject associations? – if so, list below |
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### Referee Details

(Referees do not have to hold HEA Fellowship, but should know your practice and be able to comment on your work in relation to the UKPSF.)

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|  | **Referee 1** | **Referee 2** |
| Name |  |  |
| Position |  |  |
| Contact Details – including email address |  |  |

Declaration:

|  |
| --- |
| Please check the boxes below to indicate that you have read and agree to the following statements: |
|  | Please tick below |
| • the information I have provided is true and correct, and does not breach anyone else's rights to privacy or confidentiality; and |  |
| • if I am successful in this application, I will commit to:o upholding the Advance HE Code of Practice (https://www.heacademy.ac.uk/system/files/downloads/Code\_Of\_Practice.pdf);o remaining in good standing with Advance HE by continuing my professional development and enhancement of my teaching skills, knowledge and practice; |  |

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| Please summarise briefly the support you have drawn on in preparing for this application (e.g. from within your Faculty or department, or through C@N-DO)  |
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## In completing your application remember that

* Your application is a personal account so you should focus throughout on your own professional practice and decision-making
* You will need to incorporate relevant subject and pedagogic research and/or scholarship and the impact of CPD within your approaches.
* The award of Fellowship (D2) requires you to demonstrate achievement against the UKPSF Fellow assessment criteria. You will need to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and to provide evidence of:

D2i Successful engagement across all five Areas of Activity

D2ii Appropriate knowledge and understanding across all aspects of Core Knowledge

D2iii A commitment to all the Professional Values

D2iv Successful engagement in appropriate teaching practices related to the Areas of Activity

D2v Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice

D2vi Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

Thus, when addressing the Areas of Activity indicated you should aim to include example(s) of your use of relevant elements of Core Knowledge and your commitment to relevant Professional Values.

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| For details of the Dimensions of the Framework – Areas of Activity, Core Knowledge and Professional Values – see the UKPSF at: <http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2012_v2_050912_1044.pdf> |

**Please adhere to the indicated word count and remember that only the written submission will be considered alongside the referee statements. No other information will be considered by the panel members, therefore do not include footnotes or appendices in your application. Applications that exceed word limits will not be forwarded to the assessment panel.**

**Remember: Evidence to support Fellowship should be based on Higher Education experience, not on experience teaching at other levels, such as in the school sector.**

## Complete all three parts of the application.

## Part 1 : Critique of the effectiveness of your role in ONE selected area of your work.

## (1500-1800 words + 100 words)

Select **ONE** particular area of your practice to critique through the lenses of UKPSF Areas of Activity 1-4 and the relevant aspects of Core Knowledge and Professional Values, using your critique of this selected area to explain **your role** in enabling an effective Learning and Teaching process.

You could choose one of the following:

* One particular module that you lead or are closely involved with
* Your work in teaching or supporting students at a particular academic level
* One area of learner support or development activity that you lead or are closely involved with
* One programme of study, explaining your role across different academic levels
* One particular student group that you work closely with, for example a group of international students or students with a particular support need.

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| Please provide a short introduction to your chosen module or area of practice here:Maximum 100 words |
| Please provide a short introduction to the students you work with in this module or area of practice, the diversity of the group and other factors that drive your teaching and support approach. (This will help you address V1 of the UKPSF)Maximum 100 words |

Against each of the Areas of Activity listed below explore the detail of your contribution, including your use of digital and learning technologies and strategies to accommodate student needs, providing examples evidencing the effectiveness of your approach to design, delivery, assessment and student support and providing reasons for the choice of activities you discuss.

Remember that when addressing the Areas of Activity indicated you should also explain your use of relevant elements of Core Knowledge, your commitment to relevant Professional Values and how your research, scholarship (D2v) and CPD (D2vi) influence your practice.

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| --- |
| Design and plan learning activities and/or programmes of study (A1)  |
| Word Count: |
| Teach and/or support learning (A2) |
| Word Count: |
| Assess and give feedback to learners (A3) |
| Word Count: |
| Develop effective learning environments and approaches to student support and guidance (A4) |
| Word Count: |

## Part 2 : Discussion of the learning gained from a peer-to-peer observation undertaken of your teaching or student support work (face-to-face or online) (1300-1600 words) (A5)

The observation chosen should have taken place within 2 years of making your Fellowship application.

**NOTE: Observation of online practice should involve a focus on tutor and student activity and interaction online, note simply an audit of a NILE site or activity design.**

The observation should be undertaken using the C@N-DO observation forms (See Appendix 1 of the C@N-DO Handbook), which focus on the peer-to-peer observation as a learning and developmental process. You do not need to submit the forms themselves, which remain the ‘property’ of the person observed and confidential between observer and observee. However, the discussion should address the learning gained through the observation process and address similar aspects as those included in the form. Typically you would include discussion of:

* the issues selected as the ‘agenda’ for the observation & the reasons why they were selected – explain the learning goals
* the learning actually gained through the observation & related discussion
* the implications this learning has for the development of your future learning & teaching practice – what will you start doing, stop doing and/or keep doing?

Throughout the discussion you it will be useful to relate this learning through engagement in the peer observation to your wider Learning and Teaching work, the ways in which the observed practice is or is not representative of other areas of your work with students, how this has developed through your career and the knowledge, values and scholarship which influence the way you work.

Remember to indicate where you feel there is evidence relevant to your demonstration of UKPSF Areas of Activity, Core Knowledge and Professional Values, and to explain how your research, scholarship (D2v) and Continuing Professional Development (D2vi) influence your practice.

We suggest the following format for this section of your application:

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| **The observation context** (e.g. who observed who, information about the context that was observed e.g. Course / Module, Level, Topic and/or Aims of the session, where it fits into the wider learning / teaching process etc.) |
| (<60 words) |
| **The student group** (e.g.the size/nature of the group, the diversity in terms of factors such as race, ethnicity, age, disability etc) (<60 words) |
| **The issues selected as the ‘agenda’ for the observation & the reasons why they were selected** (What did the person observed want to learn, and why? What did the observer want to learn, and why?)(c.300-400 words)  |
| **Outline of what was observed** (What happened in the session, what methods were used, and why, student response)  |
| (c.150-200 words) |
| **What was learned through the process** (including observer feedback, the discussion of issues selected as the ‘agenda’ for the observation, other issues discussed arising from what was observed)  |
| (c.550-600 words) |
| **The implications of this learning for the development of your future learning & teaching practice** (e.g. What you will start doing, stop doing and/or keep doing, any implications for other areas of your teaching and/or student support work) |
| (c.250-300 words) |

Part 3 : Record of engagement in CPD showing learning & application to practice **(**5-10 Examples, within the last 3 years.**) (A5, D2v, D2vi)**

Examples might include (but are not limited to) participation in academic development workshops internal to the university (e.g. C@N-DO workshops) or external to the university (e.g. Advance HE workshops), conferences, roles within or external to the university e.g. panel membership, committee involvement, external examining etc. The key thing is that you can identify learning gained, and how this has been implemented and extended within your practice.)

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| **Participation in L&T CPD**  | **Date** | **Led by** | **Key Learning gained & links to UKPSF** | **Implementation – How you have used the learning** | **Further action planned** |
| *e.g. CAIeRO for the Masters in Integrated Urbanism* | *June 2013* | *SB & AA* | *- New appreciation of the need to plan for student LEARNING rather than concentrating on the design of teaching. (A1)**- New strategies for planning for OL/BL delivery (K2, K4)* | *e.g. Storyboards developed for 2 other modules of the Masters in Integrated Urbanism.**A minimum of one etivity introduced into each module.*  | *Obtain student evaluation of new approach to Blended Learning**Arrange peer observation with focus on my management of online discussion.**Obtain support to rollout CAIeRO process with 2 departmental UGrad programmes* |
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**(Extend as needed –** 5-10 Examples, within the last 3 years (300 words minimum**)**

### Reference 1

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| --- | --- |
|  | **Referee 1** |
| Name |  |
| Institution / Department / other |  |
| Email address |  |
| Position |  |
| Your HEA Fellowship Status (if appropriate) |  |
| In what capacity do you know the work of the applicant? |  |
| How long have you worked with the applicant (insert dates) |  |
| Declaration | Please check the box below to indicate that you have read and agree to the following statement:*In submitting your supporting statement you are confirming that the applicant’s submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.*\_\_\_\_ I have read and understood the declaration.Date:  |
| **Drawing on your knowledge and experience of the applicant’s work, please comment on their demonstration of the criteria for the award of Fellowship of the HEA:****(NB Use examples from your own experience - 1-2 sides of A4 will be sufficient).** |
| **Fellowship Assessment criteria** Claims for Fellowship should demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning and should provide evidence of: |
| **D2** I. Successful engagement across all five Areas of Activity |  |
| **D2** IV. Successful engagement in appropriate teaching practices related to the Areas of Activity |  |
| **D2** II. Appropriate knowledge and understanding across all aspects of Core Knowledge |  |
| **D2** III. A commitment to all the Professional Values |  |
| **D2** V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice |  |
| **D2** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices. |  |

### Reference 2

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| --- | --- |
|  | **Referee 2** |
| Name |  |
| Institution / Department / other |  |
| Email address |  |
| Position |  |
| Your HEA Fellowship Status (if appropriate) |  |
| In what capacity do you know the work of the applicant? |  |
| How long have you worked with the applicant (insert dates) |  |
| Declaration | Please check the box below to indicate that you have read and agree to the following statement:*In submitting your supporting statement you are confirming that the applicant’s submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.*\_\_\_\_ I have read and understood the declaration.Date:  |
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| **D2** VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices. |  |