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### 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 Senior Fellowship applications**. **We hope that you find this workbook useful in supporting your application.**

LEAP is accredited by the Higher Education Academy (HEA), can award Associate, Fellowship, Senior and Principal HEA 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 fabulous news and 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, Associate Dean teaching, Learning and students.

In addition to the programme of activities we have in place peer support groups and LEAP mentors offering advice and feedback on your application. As Head of the **Centre for Academic and Researcher Development and Academic Lead for LEAP I welcome you onto the programme**



**Dr. Judith Williams**

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

**Academic Lead for LEAP**

### Senior Fellowship Assessment criteria

### 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 provide two referees’ statements (one of which needs to be independent and external to your 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 will examples will be provided within the workshops.

### Oral presentation route

The oral presentation of between 30-40 minutes should cover three examples of practice. At least one of the examples must focus on D3.7 within the UKPSF specifically. This will be followed by 20 minutes of questions from the assessors. In addition to your presentation you need to provide referee’s supporting statements covering elements of your presentation and 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. 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

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### 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

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A2 Teach and/or support learning

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A3 Assess and give feedback to learners

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A4 Develop effective learning environments and approaches to student support and guidance

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A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

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**Core Knowledge**

K1 The subject material

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K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

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K3 How students learn, both generally and within their subject/disciplinary area(s)

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K4 The use and value of appropriate learning technologies

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K5 Methods for evaluating the effectiveness of teaching

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K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

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**Professional Values**

V1 Respect individual learners and diverse learning communities

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

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

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

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**Descriptor 3 – for Senior Fellowship it is important to capture all aspects of descriptor 3 - so in addition to the evidence above your application will need to capture**

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

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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

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

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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.

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### 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.

### Ensuring that you fully evidence D3.7

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.

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### Examples of Senior Fellow case studies

### Example 1

**Design, planning and delivery of the New Academics Programme to support the professional development of new academic staff.**

This case study explains how I have designed, planned and delivered a new academic programme across the Faculty and focuses on the mentoring scheme that supports the programme in more detail. In 2008 I was asked to lead the Faculty's New Academics Programme (NAP) and redesigned the curriculum to reflect the skills development needed for academic success within the University of Manchester. The NAP supports the development of all new academics in the Faculty, ranging from clinicians and health care professionals to basic scientists. At the time I can remember feeling very excited, the thought of being able to design and deliver the programme to my colleagues was a challenge that I felt ready to grasp. I felt that I had gained a lot of skills from leading the postgraduate research programme that were transferable and the feedback that I had received had been extremely positive. I was slightly concerned that as a junior member of staff I would have limited influence with senior colleagues so I set up a programme committee that contained the three Associate Deans for Research, Teaching and Learning and Graduate Education that could guide and support me.

Prior to 2008 the NAP focused on modes of teaching, delivered as discrete sessions that did not build into a curriculum. The perception across the Faculty was that it was not working; new academics were not gaining the skills they needed to excel in their role. When designing the programme I wanted to make sure that our academics were able to demonstrate national and international standards of excellence, making them globally competitive. I started with national frameworks including the HEA Framework, Research Development Framework, Professional Bodies’ standards? (GMC, NMC, GDC, GPC etc), HEFCE, QAA guidance etc. I also consulted the University 2015 and 2020 strategy and vision documents and Faculty strategy and performance enhancement documents to ensure that I was developing a programme that not only met national guidelines but was also linked to the strategic needs of the University and Faculty (A1). Consulting these and staff development programmes at other institutions I pulled together a draft programme that I split into 3 sections: (i) research excellence, (ii) inspirational teaching and (iii) professional development (K1).

I undertook a consultation process with a selection of new academics, experienced staff and senior management from across the Faculty. Within the Faculty there was a culture of resistance to academic professional developed as colleagues prioritised their clinical continued professional development. I wanted to use this consultation to start to challenge this culture, demonstrating a programme outline that people would actually want to be part of. By taking this approach I felt confident that I had thought about all the elements of the programme that are essential for developing academic competencies. Also, through consultation, that I was developing a programme that met the needs of the participants and stakeholders.

To help me in this process I reflected on what I wished I had received in training and support when starting my academic career and tried to bring elements of this into the programme. I was very familiar with the work by Phil Race, and had found his lecturer’s tool kit a great source of information when I started teaching (1), giving practical advice and support. I asked the senior management group for their vision and strategic direction, in other words did my research and planning and draft programme cover what the Faculty needed for academic development of its staff now and for the next five years? I have continued this consultative process throughout the programme using a variety of feedback mechanism (based on a Kirkpatrick model of evaluation) to continuously shape the programme (2). This continuing refinement allows the programme to adapt to meet the needs of the participants, University and professional bodies. In addition to the session feedback forms I have set up an exit questionnaire to capture the impact of the programme (K5). This approach has been highly successful in capturing the culture change from one where academic professional development was seen as a chore to active engagement from participants and their line managers. On reflection, I feel that my methods of communication have helped this process.

I am responsible for the content and delivery of the programme (D3.2 and D3.4). When I first developed the programme I ran it as a series of compulsory full day events supplemented by optional workshops. I made sure that I placed all of what I considered essential materials that linked to the UKPSF in the compulsory programme and placed elements to stretch individuals or to cover niche aspects of development in the optional workshops. The initial feedback I got from participants indicated that colleagues were unhappy with the compulsory nature of the programme and the length of the sessions (A4 K3). I had opted for full day workshops in order to allow people to book time in their calendars (A4). Many new academics had years of experience as health care professionals prior to joining the University, others had worked in higher education already and felt elements of the compulsory sessions were too basic. The feedback for the optional workshops on the other hand was fantastic, as was the number of people attending. I then started to question my initial thought process of making sure that everyone had a good basic level of training that they could then build upon. Using this evidence I decided to take an alternative approach to the senior leadership team. I proposed to make the whole programme flexible, allowing individuals to design their own learning, creating bespoke training solutions in consultation with their mentors (V1). My reasoning was that people would learn more if they wanted to be there, if they had identified a learning need or gap in knowledge (V1). This had a huge effect on feedback. In 2009 with full days and compulsory elements average feedback was 4.16 (out of a maximum of 5) and 83% found the course beneficial. In 2011, participants built flexible learning and feedback scores increased to 4.8 and 96% found the course beneficial. In addition, the exit survey indicated that 96% of participants had changed their practice as a direct result of learning gained from the NAP. These changes ranged from introducing new practices to their supervision of PhD students, incorporating e-learning into lectures, successful grant applications, taking on leadership roles and developing new course units. I created the exit survey to determine whether participants were integrating learning into their practice. This exit survey is demonstrating the impact the programme is starting to have (D3.5).

I find teaching this programme both challenging and rewarding. My colleagues can be my harshest critics as well as the most inspirational learners. I have found that as my confidence has grown I am able to stretch learning within the group to levels beyond my initial thoughts, confirming to me the importance of generating an environment with experiential learning at its heart. The feedback that I receive indicates that I am able to generate rapport and enhance learning, with comments highlighting my motivational and inspirational delivery, the enhanced knowledge gained and my ability to stretch participants to reach their full potential. I am delighted that a number of alumni have gone on to further study (PGCerts, MAs and PhDs) and six are delivering workshops as part of the NAP. To support and enhance junior colleagues I have matched them with senior staff and National Teaching Fellows in a mentoring model that provides sustainable delivery of the programme.

For the programme I designed a reflective portfolio as the assessment, allowing individuals to demonstrate their learning, detailing how they meet descriptor level 2 of the UKPSF framework, how they are starting to meet their probation objectives and the strategic priorities of their School and the Faculty (A3). Many undergraduate programmes have portfolio generation as part of their curriculum, with many new academics teaching these units. When marking the portfolios I quickly became aware that further support was needed to help individuals reflect, think broadly about their role linking to the dimensions of the framework and their professional bodies (A2-5, K1-6, V1-4). I found that I was providing similar feedback to many participants on their draft portfolios (A3, K6), with pieces being very descriptive and not reflective. I therefore developed an interactive session, and peer support scheme to provide additional provision and promote reflection. To help me I prepared a range of reflective examples, both good and bad, allowing individuals to discuss the merits of each and grade them. I produced a number of sample completed portfolios, giving the academics a holistic view of what they needed to produce. I use alumni from the programme to come and mentor individuals. These approaches have worked very well allowing individuals to realise that they are not alone, providing peer support and guidance. The feedback from this session has been excellent (scoring 5.0 out of 5.0). Academics who participate in this session have all produced portfolios that meet the examination criteria (D3.7).

When writing this case study I realised that to cover all elements of the programme would be too detailed therefore I have decided to focus on the mentoring programme that links to a wider Faculty programme that I run with a colleague from the staff training and development unit. I find that having effective mentors is very important, being able to gain an independent sounding board for my ideas and vision, asking questions outside of my discipline and political sphere helping me to think outside of the box and question myself and my ways of working in a safe non-judgemental environment. In recent years there have been a number of studies looking at whether mentoring is effective in the workplace (D3.4, D3.5). Longitudinal studies have determined that mentoring has a positive impact on individuals’ increasing self-awareness and vision, resilience and confidence as? individuals (3). Therefore I felt it was important that the NAP was underpinned by an effective mentoring scheme (D3.7). When developing the programme I actively sought senior academics who could act as mentors and provided training for the mentors and mentees. Having set up the scheme I was surprised by its limited success. Few new academics actively sought mentors and would usually come to me as programme director for advice and support. Reflecting back on the process had I developed a scheme that had enough opportunities for mentors and mentees to meet and generate rapport? Had I placed enough boundaries and scaffolding around the scheme to generate success? Had I managed expectations of academics as to what they could receive? I felt I needed to increase my knowledge in this area to really understand why this first attempt was not successful. I searched for an appropriate training programme after realising that my experience of mentoring was limited to the few, and excellent mentors that I had. I identified the Institute of Leadership and Management mentoring and coaching programme (D3.6). I also discussed the programme with the lead from the highly successful Manchester Gold mentoring programme. I had been a mentor and mentee as part of this programme early in my career. I also mentor as part of the disability mentoring scheme (4) (D3.3). The University is developing a coaching culture of management and leadership and therefore is supporting the development of internal executive coaches and mentors. I got a place on the mentoring programme and having successfully completed it I felt able to develop a Faculty wide mentor programme incorporating the skills I learnt.

I found the GROW model by John Whitmore (5) an excellent framework to work around with colleagues. It is easy to use, demonstrate and teach. I have developed workshops for both mentors and mentees. In this training I cover the structure of the mentoring programme; I have used a model of 3 meetings, as during my training this has been the optimum number of meetings to facilitate learning and behaviour change. I highlight the importance of expectation setting as part of the introduction meeting, generating rapport, communication styles and active listening. What I have learnt from this is the importance of understanding the theories underpinning learning and behaviour change and bring these into the structure of any mentoring programme. I discovered that we needed a much more structured programme linking to elements of Manchester Gold mentoring programme. Together with the head of Manchester Gold we developed a Faculty mentoring policy, programme guidelines and training for mentors and mentees. So far I have trained 64 mentors and 131 mentees. My expertise in this area has been recognised across the University and I have been asked to advise other faculties. I was invited to speak at the Kidney Research UK conference (6) and to provide consultancy to help them develop a mentoring programme for renal research experts. I am delighted that I am able to share my learning in this area with the wider academic community.

**References**

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3. Sambunjak, D. Strus, S.E. and Maruŝić, A. (2006) Mentoring in Academic Medicine: a systematic review. JAMA vol 296:9 page 1103
4. Williams JC (2013) The dyslexic lecturer: Making mistakes shows my human side. Learning and teaching hub from the higher education network. The guardian
5. Whitmore, John. Coaching for performance. Vol. 108. London: Nicholas Brealey, 2002.
6. Williams JC (2013) Tips from the Top: how to develop successful mentoring relationships. Kidney Research UK Conference, Manchester. Oral presentation and workshop.

### 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

**Curriculum Development: Enhancing Employability**

Acknowledging the potential impact on the future employment of our graduates and recognising that academic and employability skills are equally important, as Adult Branch Co-ordinator (DPSN/BSc Programme, 2005-2009) and Adult Field Lead (Batchelor of Nursing Programme, 2010-present) I have played a significant role in the design, planning, implementation and evaluation of both curricula. Having a specific responsibility for liaising and closely collaborating with key stakeholders (students, service users, employers, clinical and academic staff) I successfully established a collective 'vision' for the adult student journey (involving approx 280 students per year from a cohort of 400) that met professional and academic requirements whilst also reflecting changes in adult health care policy, provision and contemporary practice. Recognising the importance of good curricula design in assisting students to construct understanding, knowledge and skills I am cognisant of the underpinning theoretical frameworks (Yorke & Knight 2002, Knowles, 1984, & Bondy, 1983) and professional career structures (NHS Nursing Careers Framework, 2010) that have been used to construct an integrated approach to enhance student employability. However, enhancing 'employability' within a curriculum is sometimes a challenging endeavour. It has demanded a strategic insight and the ability to design and plan learning and assessment strategies at programme rather than unit level. Identifying gaps in the core student pathway and negotiating with colleagues (both academic and professional) to ensure a coherent student journey also called upon my capacity to clearly articulate a vision and the desired outcome of proposals. Ensuring that colleagues were able to consider the aims of the overall programme rather than those of an individual unit or practice placement also called upon my ability to communicate effectively and compromise where possible ***[A1-4; K1-4; V3&4]***.

Whilst practice placements are an essential component of all undergraduate nursing curricula and inherently contribute to the 'employability' aspect of the programme, students do not always fully appreciate how theoretical aspects (other than attaining a professional qualification) impact upon their employability. This is often compounded when didactic teaching methods and poorly aligned assessment tasks are used. This challenges us to design more meaningful student activities and authentic tasks, focusing on the provision of wider opportunities for students to engage in learning (e.g. group work, presentations, posters, case scenarios, simulated environments, service improvement case studies) and in making the links between theory and practice more explicit in terms of employability. Therefore in order to provide clarity and ensure a cohesive approach amongst colleagues, I developed a 'road show' presentation outlining 'the vision' for the B Nurse programme highlighting innovative aspects which aimed to enhance employability. The 'Roadshow' was subsequently adopted by the programme management team and delivered to all academic staff, students and partners in NHS Trusts across Greater Manchester. I was also able to successfully influence developments at programme level to ensure that students now have wider opportunities to engage in learning activities within alternative settings, environments and/or countries and along with other colleagues played a key role in establishing an agreed framework for ensuring 'protected time' (one afternoon per week) so that students were able to access 'added value' activities, highlighting to students (and staff) the benefits of active participation in extra-curricular activities to enhance employability ***[K1-4; V1-4] .***

Subsequently, after carrying out an 'employability' audit of the programme which illustrated that students (and staff) needed more explicit information and guidance in this area I established additional initiatives aimed at enhancing student 'employability'. In an attempt to highlight potential future career pathways and raise student aspirations I instigated the inclusion of Field Conferences (Mental Health, Child and Adult Nursing) for second year students (Circa > 380 each year) within the programme. Organising and leading the delivery of the Adult Nursing Field Conference (>230 students) I invited local, national and international guest speakers (one to represent each of the four nursing career pathways of research, education, leadership and clinical practice), to outline their own career trajectory and explain how their role had impacted positively on patient care: thus providing students not only with an opportunity to reflect upon their own development but to consider future career opportunities ***[A1, 2 & 4; K2-4: V1-2]***

Additionally feedback from local recruiters suggested that some students had difficulty 'selling themselves' on paper in a way that reflected job requirements and/or presenting themselves confidently when answering questions at interview. Working closely with academics, practice colleagues and the University Careers Service I successfully planned and coordinated an in -house 'Enhancing Employability' conference that was attended by all final year nursing students (>380). The conference programme (which is now an annual event) includes keynote lectures from leading national experts on employability issues in nursing, seminars focusing on writing job applications and personal statements (delivered by the Careers Service) and smaller workshops focusing on effective interview techniques (delivered by practice colleagues). I hold information meetings for staff and support these with widely circulated written workshop facilitator, staff and student event guides., The events are also attended by potential employers including local NHS Trusts, Voluntary and Armed Services and the Private Sector (>10) who operate promotional stands; thus providing small groups of students with the opportunity to meet face to face with employers and discuss employment opportunities within their sector. I have also developed an on-line resource aimed at supporting staff and students to enhance employability which includes links to the careers advice service and I provide guidance on writing student references for junior staff colleagues ***[A1& 4; K1,4; V 2 & 4].***

Any meaningful evaluation of the impact of such initiatives is difficult. Whilst latest school DHLE data indicates that student positive destinations are at their highest for four years (98%), I acknowledge that such figures provide a limited viewpoint. However feedback from students, staff, practitioners and potential employers provides significant evidence that both initiatives have a positive impact. However further work is needed particularly in raising awareness amongst lecturers of the services offered by the University Careers Service and in increasing Alumni (and therefore ex-student) engagement with the school following their graduation. Meeting with employers to identify perceived skills gaps and exploring student perceptions on employability will also be my focus over the next 12 months ***[A1-5; K1, 3, 4 & 6; V1-4].***

Readily acknowledging that successful curriculum development is always a collaborative endeavour, I consider that my success in these areas demonstrates my appreciation of the need to maintain a strategic overview of programme delivery and also my ability to identify workable solutions in order to improve the quality of the programme and the student experience. Both case studies demonstrate how informed by disciplinary and pedagogic theory I have been able to implement and evaluate effective learning environments, engaging with students as partners to promote their participation and encouraging colleagues when necessary to develop the knowledge and skills required to facilitate student learning in a supportive environment.

In recognition of my achievements in this area I was subsequently appointed as Academic Lead for Employability within the school.

### Example references

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:

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| --- | --- |
| 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

**Reference for Dr. X**

I am delighted to be asked to provide a reference for Dr. X. I do so in the capacity as X. I confirm that X meets all of the dimensions of the UK Professional Standards Framework for descriptor level 3.

X clearly demonstrates a sustained commitment to excellence in teaching and learning which has resulted in a number of awards and grants. Her teaching is underpinned by her research expertise and her knowledge of adult education. X has further enhanced her teaching by continuing her professional development and undertaking professional qualifications that she uses to enhance her teaching. An example of this is how she weaves her coaching skills into her teaching programmes to support and develop her colleagues.

X teaching portfolio is truly impressive, her knowledge and expertise range from research methodology, teaching and learning pedagogy, leadership to a vast array of generic skills training. She is highly regarded within the faculty and across the University. She is often the first person to ask, due to her expertise and if she doesn't know it is more than likely that she can introduce you to someone that does. X receives exceptional feedback from peers, new academic and postgraduate students which was evidenced in her award of teacher of the year.

X's contributions to teaching postgraduate students and academic staff have been recognised at the National and international levels, for example her invitation to sit on the X strategy board and being awarded grants to X.

X is the Faculty head of X. A role that requires her to lead multiple programme at the postgraduate level for students and academic staff. Her leadership of the new academics programme has seen the programme develop and flourish into a course that is activity sort after by new staff. The new academics programme she has developed provides support and training for academics starting their teaching careers, research portfolios and provides tailored professional development opportunities. The success of the programme can be measured by the high number of HEA fellow graduating and the programme has contributed to the increase in student satisfactions scores.

As Faculty academic lead for the new academics programme, X provides teaching, support and guidance for all of the faculties new teachers. X also runs the faculty senior leadership programme, leaders in teaching and teaching excellence programmes demonstrating her ability to support and develop colleagues at all levels. X thrives on innovation, and her passion and enthusiasm are infectious. She is supporting numerous new academics to think differently about their teaching to increase interactions with students and innovate. X is a working mum and has a registered disability, she brings both of these experiences into her teaching allowing her to be normal and to have a clear understanding of the challenges staff and students face. X has mentored four colleagues through promotion on grounds of teaching. She goes the extra mile to support and develop staff and students alike.

There are many examples of X demonstrating innovative approaches to teaching and learning. Her application and cv are full of examples, where she had identified problems, created solutions that have made a sustainable difference. These have then been used across the faculty and regionally and nationally. An example of this is her employability workshops for PhD students which was shortlisted for a times higher award for outstanding support for early career researchers.

X's expertise has been recognised by the University through her invitation to be part of the Manchester college assessment group. This university wide group produced the marking criteria that span the whole undergraduate education across the University. X chairs a number of committee across the faculty and region again demonstrating her teaching leadership.

X contributes to undergraduate teaching in the dental school, focusing on communication skills, academic writing and critical appraisal. She was approached to support the second year school visit module. Her input and teaching has lead to a marked increase in the quality of essays produced by the year group and exam marks for the unit.

In summary, X's innovation and excellence in teaching is what she does. She is a highly valued colleague, respected for her teaching, leadership, collegiality and support for others. I strongly support her application for the position of 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,