

# Applying for Associate Fellowship: D1 Applicant Support Pack



The resources in this pack are based on documents designed by Advance HE which contextualize the Dimensions of the PSF for different roles:

- [UKPSF Dimensions of the Framework](#)
- [College-based higher education](#)
- [Music](#)
- [Staff in learning support roles](#)
- [Doctoral supervisors](#)
- [Digital lens on the PSF](#)

The relevant documents can also be found here:

<https://www.heacademy.ac.uk/download/dimensions-framework>

Engaging with these documents can be useful in helping you to see how the PSF can be interpreted for different roles.

This guide also draws on the resources for each category of Fellowship:

<https://www.advance-he.ac.uk/fellowship#categories>

Please note: in some contexts Advance HE are using PSF rather than UKPSF. You may find both used on documentation so please be aware of this.

## Contents

<b>Before you begin...</b>	4
<b>Writing your contextual statement</b>	5
Part 1: General contextual information	6
Part 2: Personal philosophy	7
<b>Writing your Professional Activity Table (PAT)</b>	9
Area of Activity 1:	10
Area of Activity 2:	15
Area of Activity 3:	19
Area of Activity 4:	25
Area of Activity 5:	31
<b>Aligning your application to the PSF</b>	36
<b>Writing your CPD log</b>	41
<b>Your supporting statements</b>	42

## Before you begin...

...it is very important to understand the specific expectations of D1 applications. It is essential to engage with the resources on the website, read the handbook and watch the screencasts before you start working on your application so that you fully understand the expectations.

As the PSF explains, D1 applicants must be able to demonstrate 'an understanding of specific aspects of effective teaching, learning support methods and student learning' and provide evidence of 'effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities'.

At the start of the process we also encourage you to familiarise yourself with the application proforma so that you are aware of what is involved in an application. It is particularly important to be aware of the word counts expected for different sections. It will be frustrating for you if you think you have finished your draft and then find that you have to spend more time cutting things down to fit the word limit.

You will find the handbook, screencasts and application proforma on the website:

<https://www.reading.ac.uk/closed/cqsd/cqsd-D1resources.aspx>

Note: All the experience and evidence included in applications must relate to HE provision. Further information can be found by following this link: <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>.

## Writing your contextual statement

All applicants are individuals. Their practice will inevitably be influenced by a number of factors: the nature/characteristics of their department/school, role or subject discipline. Two individuals with the same role will not be doing exactly the same thing and they certainly won't be doing it in the same way. Their career, prior experience and the particular philosophy/approach/values that underpin their work will also influence their practice.

It is helpful if whoever reads your application can tune into the work you are presenting quickly and easily. The contextual statement is, therefore, an important part of your application. Here you can include any information (school specific, institution specific, discipline specific, relevant prior professional experience, etc.) that will help the reader to understand your application. Please note: the contextual statement is not assessed – the aim is simply to help the reader to understand the work you are presenting.

Use your contextual statement wisely. The word count for each section of the PAT is only 600 words. Putting some key information in the contextual statement means you don't have to put this information in PAT which effectively buys you words to build your case under each of your chosen Areas of Activity.

The indicative word count for the contextual statement is one page of A4.

A common structure for the contextual statement is:

- Part 1: General contextual information
- Part 2: Personal philosophy

### Part 1: General contextual information

Things you might include here are:

- Information about your career and/or previous experience
- Information about your role
- Information about your department/school/function/service
- Information about your students
- Information about your subject/discipline/field

The bullet points above are only suggestions. There is no pressure to include information on all of these. In fact, it is unlikely that you could cover them all within the word count so be selective and only include information that the reader will find useful.

Below is a table to help you to generate and structure ideas for the first part of your contextual statement. They are not meant to be prescriptive or followed slavishly.

## Part 1: General contextual information

<p><b>Information about your career/prior experience</b></p> <p>If it is relevant, include information on:</p> <ul style="list-style-type: none"><li>• your experience of working in other HE institutions or prior roles at UoR</li><li>• your prior professional experience you bring to your role</li></ul> <p>To make it clear why you've included this, don't just outline the experience but explain how it is relevant to what you do currently (why it matters to your teaching)</p>	
<p><b>Information about your current role</b></p> <ul style="list-style-type: none"><li>• What are your key responsibilities?</li><li>• Are there any unique factors about the way your role is interpreted/enacted within your local context?</li></ul>	
<p><b>Information about your department/school</b></p> <ul style="list-style-type: none"><li>• How does your department/school differ to others? What makes it special/distinctive?</li><li>• Is the department/school facing any specific challenges that are impacting on what you do?</li></ul>	
<p><b>Information about your students</b></p> <p>The Professional Values require you to demonstrate that you respect individual learners and diverse learning communities (V1) and that you promote participation in higher education and equality of opportunity for learners (V2). It can be useful to outline the particular profile/characteristics of the students you work with and then draw on this within the application.</p>	
<p><b>Information about your discipline</b></p> <ul style="list-style-type: none"><li>• Are there any pedagogic approaches that are specific to/distinctive of your discipline?</li><li>• Are there any external factors you need to consider within your practice?</li></ul>	

## Part 2: Personal philosophy

It is very important that you outline the philosophy/principles that underpins your work so that the reader understands what drives you and your aims in relation to T&L.

Before you start writing your 'Personal Philosophy' you might find it useful to read the following article. Gillis, C. & Johnson, C.L. (2002). *Metaphor as Renewal: Re-Imagining Our Professional Selves*. The English Journal, Vol. 91, No. 6, pp. 37-43

<http://www.tnellen.com/alt/Metaphor.pdf>

- Activity 1:

The list below is based on the metaphors in the article (plus a few others). Do any of them reflect how you feel about your work, your role and the relationship between you and students? If not, what metaphor would be more meaningful for you?

Movie director	Actor	Coach	Engineer
Sculptor	Conductor	Gate keeper	Architect
Cheerleader	Chef	Spark	Magician
Gardener	Mother bird	Weaver	Preacher
Tour guide	Juggler	Potter	Petrol pump attendant

- Metaphors can help us to express our feelings about our work/role. For example...
  - ...a teacher is a lighthouse, shining a light to guide and give confidence, but not imposing the route. Ultimately students have to make their own decisions and find their own way.
  - a teacher is a cook, gathering the right ingredients, mixing them, shaping them and offering them to be tasted. A good cook won't/shouldn't try to force something down your throat. They want what they offer to be tasty enough to be gobbled up.
- Now try putting your chosen metaphor into a sentence to describe your own feelings about your work/role:
  - For me, an educator/teacher is a...
  - I see my role in supporting students as...

The metaphors we use help to conceptualise our approach. The literature on metaphors and teaching includes transmission metaphors, facilitation metaphors, catalyst metaphors and nurturing metaphors (among others).

- Look at what you wrote in the last activity. Can you now expand this to describe how the way you see your role affects the dynamic/relationship between you and your students?

*Because I see my role as a gardener, this positions me as a nurturer in relation to my students. I prepare the ground, choose the right seeds, plant them, water them and provide scaffolding and support until the seedlings can stand on their own. Then I stand back and let them thrive.*

- **Activity 2**

Making the implicit explicit. Look at the questions below. Choose the most relevant for you.

- What is the most important thing for you in your work (in relation to students, staff, more broadly)?
- What is the vision/aim behind the work you do (in relation to students, staff, more broadly)?
- What principles/rationale underpin what you do?
- What do you want most for the students you work with?
- What specific principles/theories underpin your work? This might be generic pedagogic principles and/or subject specific pedagogic principles. (See the table below for some possible ideas).
- What priorities (departmental/school/institutional) impact on your work? See the table below for some possible ideas

<b>Theories (This supports K2 and K3)</b>	<b>Broader factors you might refer to (This supports V4)</b>
Active learning Androgogy (how to engage adult learners) Bloom's taxonomy Constructivism and social learning Constructive alignment Deep/surface/strategic learning Experiential learning Group work Independent learning Modelling and scaffolding Motivation (intrinsic/extrinsic) Students' prior knowledge Student-centred activities	The University's T&L Strategy The Curriculum Framework Diversity & inclusion Employability Internationalisation/globalisation Research-led teaching TEF  Professional accreditation requirements

Any ideas you've generated through these activities can be developed and used in your contextual statement. A well written contextual statement can be used as a thread to stitch the whole application together and give it a sense of coherence. Top tip: Draw on your contextual statement in your PAT (e.g. in A1 you might refer back to your overall philosophy to explain the key theories you use to design/plan learning).



## Writing your Professional Activity Table (PAT)

The resources in this pack will help you to write an effective Professional Activity Table. Other resources can be found on our website.

You will see on the proforma that all D1 applicants must write 600 words against **three** Areas of Activity:

- A5 (compulsory for all D1 applicants)
- Two other Areas of Activity self-selected by the applicant. In order to choose the most appropriate Areas of Activity:
  - Look at the lists of relevant activities for each Area of Activity in this pack. Highlight where you have relevant experience and compare across the Areas of Activity
  - Talk to us during the webinars

The total indicative word count for a D1 PAT is 1800 words.

The resources below will help you to generate and organise ideas for each section of the Professional Activity Table. The ideas and thinking frames are there to start you off, not be followed slavishly.

You will see prompts for reflection for each Area of Activity. You will find further prompts for reflection as well as relevant literature and resources on the Curriculum Framework website –

<http://www.cms.rdg.ac.uk/draft/internal/cf-home.aspx>

## Area of Activity 1: Design and plan learning activities and/or programmes of study

One of the challenges of writing an A1 section is to frame the writing so that it does not read like an A2 or A4 section. Where A2 focuses on the methods you use in your teaching and when you're supporting learning, the focus of A1 is the **preparation** you do for your engagement with learner. It is about the **design process**, rather than what actually happens in your interaction with students. It is about what happens **before** you interact with students, not about what happens in the interaction itself (which is A2).

Please note, at D1 the evidence of design and planning learning activities will normally be small scale, typically individual activities and/or sessions. You would typically be able to identify a small range of activities from the examples in the list below. Make sure you show that you understand that what you have planned is appropriate and at the correct level for student/s.

You should show you are keeping up to date with developments in your subject/discipline/field and applying your knowledge of these developments within the way you design/plan for learning. In other words you should show that your practice is appropriate for your discipline/field/context. You should also demonstrate that you draw on research, scholarship and teaching methodologies in a continuous reflective process to enhance learning activity development.

Relevant activities for A1 could include:

- planning and designing lectures, tutorials or seminars
- planning revision tutorials or workshops
- designing group workshops, lectures or informal learning sessions
- designing and planning practical sessions for laboratory or studio work
- demonstrating (the planning of this, not the delivery)
- planning activities that facilitate learning
- supporting preparation for fieldwork
- preparing students for work placements or study abroad
- planning academic, digital or information literacy activities (including during induction)
- planning individual sessions on assistive technologies
- assisting with preparations for peer mentor training
- designing online resources
- working with individuals or groups of students to develop academic skills, research skills or digital literacy
- contributing to remote/off-campus learning courses
- contributing to new learning materials
- creating online practice materials for students which offer formative feedback and support
- advising and liaising with course lecturers on curriculum design
- being aware of specific learning differences, disabilities, cultural diversity, and the needs of non-traditional entry students and applying this knowledge to your practice
- developing individual learning plans

### Prompts for reflection

- What are your aims when you sit down to plan learning? What do you want for students?
- What factors do you (have to) consider when designing/planning learning in general?
- What did you have to consider when carrying out the specific work you are presenting in this A1 section? What were the aims behind it?
- What was the rationale behind your decisions (choice of content/material/activities/use of learning technologies)? Why did you think these choices would achieve your aims? (This would normally include a pedagogic rationale and draw on relevant literature).
- In what ways did you consider the cohort of students and their needs? In what ways did you ensure your planning was appropriate for all students (i.e. how did you ensure inclusivity?) In what ways do the examples you've chosen for A1 demonstrate that your planning is appropriate for the subject? (This type of information provides evidence for D1.2, D1.3 and D1.4).
- How do your examples link to the wider context/help to translate institutional strategic priorities into reality (V4)?
- Did you achieve your aims? What impact have you had on the learning/outcomes/experience of students by designing/planning these learning experiences/opportunities? How do you know you had this impact (K5)?

Below you will find a 'thinking frame' for Area of Activity 1. There is a thinking frame for each Area of Activity. These are offered as a tool to help you to generate and structure ideas, not a formal structure that should be followed or applied to how you write up this section. You should present each section in the way you think best showcases the work you have done and best illustrates the impact you have had.

<b>Thinking frame – Area of activity 1</b>
<b>Introduction:</b> What experience do you have of designing/planning learning activities/ programmes of study? (Beginning your A1 section with an overview of your experience helps to evidence D1.1 – 2-3 sentences)
What are your aims and what are the key principles you apply when designing/planning learning? (This should be consistent with the philosophy statement in your contextual statement).
Look at the list of possible examples above and decide which have most potential for being expanded. Choose two examples that show different aspects of designing/planning. For each example, explain what you did and explain why you did it this way. (Balance description of what you did with a strong rationale for the choices you made).
<b>Impact:</b> What aspects of student learning/the student experience have you affected/improved through your work in designing and planning? How do you know you have had this impact?
Reflection: <ul style="list-style-type: none"> <li>• What next?</li> <li>• Will you be making any changes? Why/why not?</li> <li>• Have you learned anything that can be transferred across your teaching or used to influence others?</li> </ul>

Finally make sure you have drawn on relevant literature and mapped to the PSF.

Core Knowledge						Professional Values			
K1	K2	K3	K4	K5	K6	V1	V1	V3	V4

The extracts below are taken from previous submissions and show how other applicants have presented their experience of designing and planning.

## Area of Activity 1 – Design and plan learning activities and/or programmes of study

### Example 1

#### Workshop & tutorial design and planning

Apart from designing lectures, I have also been involved in planning workshops and tutorials. One workshop that I have designed and planned aimed at developing students' data analysis and presentation skills. This was part of a module entitled Applied Project where students developed skills to research and evaluate a topic of their own choice. My vision for this workshop was to offer a practical session which students could easily draw from for future assignments and academic work. As part of this process, I strived to identify and present a set of good and bad examples of presenting quantitative and qualitative data to equip students with the skills needed to critically assess graphs, charts and tables both inside and outside the university environment. Another tutorial that I delivered involved supporting students with their dissertation research (within the final-year Individual Project module) by showing them how they could run their statistical analyses using a dedicated software. I strived to offer an experiential learning experience by asking students to run their own statistical methods with my support. It was very important for me that students do not just watch me do a demonstration, but that they work on their own, according to their own interests. The overall approach that I took in relation to the workshop and tutorial above has been motivated by evidence showing that humans remember topics better when their senses, such as sight and touch, are stimulated (Laird, 1986). The tutorial has been well-received by students, some of whom asked for further support via email and during one-to-one sessions.

### Example 2

#### Lecture design and planning

Apart from convening the above-mentioned module, over the past three years I have designed and prepared several teaching activities on topics ranging from economics, statistics, marketing and research skills.

One lecture that I delivered as guest lecturer has been on the topic of Nudging in Supermarkets as part of the Food Retailing module. My preparation for delivering this lecture entailed different sets of activities. One of these activities has been trying to understand the profile and interests of students taking the module as well as how my lecture could link with the wider module and how it could contribute to the overall learning outcomes (K2, V1, V2). For instance, I made sure that some of the examples that I have included in my learning materials linked to an assignment that students had to submit later in the module. Similarly, I tried to make sure that the same examples were drawn as much as possible from the domain of food and eating behaviours as well as from the field of retailing. Another important stage has been to plan appropriate classroom activities to stimulate student engagement and make my teaching more interactive. In designing these activities, it was important to me to incorporate a wide variety of technologies, both online and offline (K4). For example, offline activities included stimulating debate around nudging interventions and a short classroom experiment meant to illustrate a specific abstract concept. Online activities made use of YouTube videos to illustrate examples as well as quizzes to test overall understanding. The need to use a variety of different activities was informed by past experience as well as academic research advocating for different methods to motivate students' attention (Wilson & Korn, 2007). The informal feedback

received after the lecture has been positive and confirmed that students put a lot of value on being exposed to different interactive learning activities.

## Area of Activity 2: Teach and/or support learning

As pointed out in the introduction to A1, it's very important to make sure that the A1 and A2 sections are clearly differentiated and don't read as being very similar. Remember that whereas A1 is about preparing for engagement with learners (what happens before the interaction in order that the interaction is effective), A2 is about **your direct engagement and interaction with learners** (whether in groups or individually and whether face-to-face or virtually). This can be in a wide range of environments (classrooms, seminar rooms, lecture theatres, labs, workshop spaces, studios, libraries, learning support centres, offices, professional settings and virtual environments, etc).

In the A2 section D1 applicants should demonstrate an 'increasing **awareness of different approaches to and methods of teaching and supporting learning** as well as a growing ability to choose the most appropriate approach for the achievement of curriculum aims'.

You should link the methods of teaching you employ with **why** you teach in the way you do. You need to demonstrate that the way in which you teach and support learning is based upon continued reflection and consideration of how students learn and that it is underpinned by the principles outlined in your contextual statement. You also need to show how your teaching is adapted for different levels of study (i.e. Undergraduate, Taught Postgraduate, and Research Supervision).

Relevant activities might include:

- Giving lectures
- running seminars or tutorials with groups of students to support their learning
- delivering one-to-one tutorials and seminars (including on developing study, IT or library skills)
- providing learning support/advice to individual students through one-to-ones, drop-in sessions, workshops or tutorials
- providing academic/IT skills workshops to students (individuals/small groups – undergraduate/postgraduate)
- running revision tutorials or workshops
- running (introductory) workshops for creative and/or technical skills development
- assisting with/demonstrating in practical sessions
- assisting with fieldwork teaching
- teaching as part of a team
- workshops in critical reading skills for higher level study
- supporting learners in studio work or creative classes
- providing academic support for individual students on work placements or study abroad
- supporting individual students with assistive technologies
- assisting with peer mentoring training
- facilitating online discussions or asynchronous learning for individuals/groups
- providing bespoke online resources
- supporting the development of students' research skills

Prompts for reflection:

- How do you choose the methods you use for teaching/supporting learning. Why do you think these are most appropriate and how do you know if these choices are right/successful?
- In what ways do you consider the cohort of students and their needs?
  - How do you tailor your approach to accommodate the different needs of a variety of learners at different levels/stages of study?
  - How do you ensure inclusivity?
- What are the main ways in which your discipline/subject is taught generally? What types of support are most commonly offered to students of your subject? How appropriate are these general discipline/subject specific methods for your actual students/context? What do you adapt and why?
- Do the intended learning outcomes of the learning activity or programme influence your choice of methods/approaches? In what ways?
- In what ways do you consider the wider context when choosing methods/approaches for teaching/supporting learning?
- How do you help to translate institutional strategic priorities into reality through your practice? (V4)
- What has been the impact of the choices you've made regarding methods/strategies for teaching/supporting learning? How do you know there has been impact on learning/the student experience?
- What might you do in the future? What approaches/methods are you planning to add to your repertoire and why? How will you develop the necessary skills/expertise?



Below is a 'thinking frame' for Area of Activity 2. Remember this is offered as a tool to help you to generate and structure ideas, not a formal structure that should be followed.

<b>Thinking frame – Area of activity 2</b>	
Introduction: What experience do you have of teaching/supporting learning? (Beginning your A2 section with an overview of your experience helps to evidence D1.1 – 2-3 sentences)	
What are the key principles you apply when choosing methods for teaching/supporting learning? (This should be consistent with the philosophy statement in your contextual statement).	
<p>Look at the list of possible ideas for teaching and supporting learning above. Decide which examples have most potential for being expanded. Choose <b>two</b> examples that show different aspects of your teaching/practice in supporting students.</p> <ul style="list-style-type: none"> <li>Remembering that the focus of A2 is <b>your direct engagement and interaction with learners</b> (where face-to-face or online), the reviewers need to have a good insight into what happens when you are engaging/interacting with learners. That means you need to provide some description.</li> <li>BUT the reviewers are even more interested in <b>why</b> you adopt the approaches/methods/strategies you do. As well as describing what you do, make sure you explain <b>why</b> you do things this way (i.e. provide a rationale for your choice of approach/method).</li> </ul>	
<b>Impact:</b> As well as being interested in what you do and why you do things in these ways, the reviewers are even more interested in the impact of your practice. What aspects of student learning/the student experience have you affected/improved through your work in teaching/supporting learning? How do you know?	
<p>Reflection:</p> <ul style="list-style-type: none"> <li>What next?</li> <li>Will you be making any changes? Why/why not?</li> <li>Have you learned anything that can be transferred across your teaching or used to influence others?</li> </ul>	

Finally make sure you have drawn on relevant literature and mapped to the PSF.

Core Knowledge						Professional Values			
K1	K2	K3	K4	K5	K6	V1	V1	V3	V4

The extracts below are taken from previous submissions and show how other applicants have presented their experience of designing and planning.

**Example 1**

Having a chemistry background and experience training people in the use of analytical equipment worldwide, my skills allow me to provide training and demonstrations for many different chemical techniques and correct use on a range of analytical equipment to students and colleagues. From my experience, I find that demonstrating to small groups is the optimal way for people to learn, as it allows all individuals to interact with the equipment or practise the technique. It also alleviates the awkwardness and pressure of asking questions if they were in a large group, giving the students with less confidence a chance to engage (Mills & Alexander 2013, McCourt 2010). Once a subject area has been, I ask the students if they have understood what has taught and if they have any questions, engaging with all members of the group. If no questions are asked, I will question the students about the subject to probe their understanding and to see there are any areas need recapping. Learning scientific concepts through traditional classroom-based teaching can be hard for some students and allowing the learner to play an active role in taking on the new knowledge helps them to make sense of them (Millar, 2004). Additionally, I personally find that students understand concepts better when they work through a scenario / practical, gaining hands on experience and asking them to demonstrate what they have just been taught or to explain why they are doing this. This enables me to formatively assess their learning and to allow for guidance if they get stuck in a supportive environment. (K1, K2, K3, K4, K5, V2, V3)

**Example 2**

Within a different module, I supported in a lab class looking at bird anatomy and ecology. These activities are incredibly complex and technical, so despite my expertise, students regularly ask questions that I cannot immediately answer. In the past, a colleague advised to 'embrace the curiosity, not quell it', thus, I approach this uncertainty by responding with 'I don't know, but let's find out'. This approach encourages students to become more independent and follow the process of searching for the answer themselves, with support if needed (V2). In my experience this generates curiosity often dulled by the instant gratification of receiving an answer, and allows the learner to deeper explore their own interests (Irby et al, 2013), also demonstrating that their teachers are also continuously learning themselves. I also find this a valuable way of communicating feedback (A3), as the student can explain their logic for reaching an answer (Irby et al, 2013) e.g. how have they worked through their scientific key to reach their claim. With the further opportunity to provide additional information or guide them through mistakes, all in an informal and approachable manor (A4).

### Area of Activity 3: Assess and give feedback to learners

This Area of Activity is about how you:

- use assessment and feedback to foster and encourage learning
- assess progress and make judgements about students' learning **during** and **on completion** of their study

Assessment/feedback occurs in a range of situation (e.g. tutorials, work placements, observations, and practical work).

At D1 you are not expected to have set the assessment criteria but you do need to demonstrate an understanding of the importance of assessment and feedback and of the use of criteria for making informed, formative judgements about work and the role assessment and feedback plays in supporting learning through activities such as tutorials, lab work, work placements, reflective diaries, observations, and practical work. This can include giving feedback on submitted work and the assignment of marks, as well as providing formative feedback.

Some of the work you do may include team working or be under the supervision of a mentor. At minimum, you need to demonstrate an understanding of:

- the importance of assessment and feedback in the context of your work with students
- the role that assessment and feedback (formal or informal) plays in supporting learning
- how you make informed, formative judgements about students' work and progress
- the appropriateness of assessment approaches and feedback techniques for their specific context.

Relevant examples might include:

- assigning marks to written work (e.g. grading a small selection of assignments and giving formal feedback)
- summative assessment via (practical) examinations, listening/aural exams, portfolio submissions, coursework essays, seminar presentations and self-reflection
- annotating students' work
- preparing students for assessment (including through academic support)
- informally (formatively) assessing students' work/understanding during sessions
- giving oral/informal feedback to students whilst working in practical laboratory, work-based or fieldwork sessions
- formative feedback/critique to students whilst working in performative settings
- formative assessment on submitted draft projects/dissertations
- giving oral/informal feedback to individual students on their work in seminars or tutorials
- giving feedback to students on how to improve the quality of work they produce
- providing students with guidance on how to use and interpret feedback
- helping students to understand and use feedback from course tutors
- involvement in assessment moderation meetings or processes
- feed forward whilst demonstrating in a practical session or studio context
- providing feedback within online resources
- helping students to interpret plagiarism reports
- preparing students for assessment through academic support
- supporting student reflection and self/peer assessment
- understanding institutional policies on assessment and feedback and how they impact on your professional practice
- creating interactive online practice materials that offer questions and feedback for students
- conversation and dialogue – responding to student problems, enquiries

Prompts for reflection (you may reflect on experiences of formative and/or summative assessment):

- What are the main types of formative/summative assessment that you use with learners (both formal and informal)? Why do you use these particular approaches and methods for assessment and feedback?
- How do you ensure that the assessment/feedback process promotes learning?
- Do students seem to understand what is required in assessments? How do you support/develop understanding of what is required/how do you develop students' assessment literacy?
- Do your assessments really assess that students have met the learning outcomes for the module/programme? Do they fit with the overall way in which you have taught the course?
- How do you ensure that your marking is reliable and that the standards you set are appropriate?
- What methods of formative/summative feedback have you used (written, face-to-face, electronic, audio/video)? What was your rationale for choosing that particular form of feedback?
- How do you want students to use your feedback and how do you promote engagement with feedback? How do you ensure your feedback enables your students to improve their future work (on your own module and/or on other modules)?
- How do you ensure that your assessment/feedback practices are fair (i.e. don't privilege certain students or groups of students within the cohort)?
- Assessment/feedback is known to create anxiety in students. What strategies do you use to reduce anxiety around assessment/feedback?
- What impact have you had on the outcomes/experience of students through these strategies?

Below you will find the thinking frame for Area of Activity 3. Remember this is offered as a tool to help you to generate and structure ideas, not a formal structure that should be followed.

<b>Thinking frame – Area of Activity 3</b>
<p>Introduction: What experience do you have of assessing/giving feedback to learners? Beginning your A3 section with an overview of your experience helps to evidence D1.1 – 2-3 sentences. If necessary provide some context for your ‘learners’.</p>
<p>What are the key principles you apply in relation to assessment and feedback? (This should be consistent with the philosophy statement in your contextual statement).</p>
<p>Look at the list of relevant examples above and decide which examples have most potential for being expanded. Choose <b>two</b> examples that show different aspects of your assessment and feedback practice/experience.</p> <ul style="list-style-type: none"> <li>• Make sure the rationale behind your practice is clear.</li> <li>• What did you do and why?</li> </ul>
<p><b>Impact:</b> What aspects of student learning/the student experience have you affected/improved through assessment and feedback?</p>
<p>Reflection:</p> <ul style="list-style-type: none"> <li>• What next?</li> <li>• Will you be making any changes? Why/why not?</li> <li>• Have you learned anything that can be transferred across your teaching or used to influence others?</li> </ul>

Finally make sure you have drawn on relevant literature and mapped to the PSF.

Core Knowledge						Professional Values			
K1	K2	K3	K4	K5	K6	V1	V1	V3	V4

The extracts below are taken from previous submissions and show how other applicants have presented their experience of assessing and giving feedback to learners.

### **Example 1**

By the virtue of the practical modules that I teach, my strategy for assessment is made up of various types of evidence-based assessment methods (V3) designed to ensure that students gain the appropriate knowledge and behaviours and to measure their preparedness to fit in practice. I am a strong believer in formative assessment as a key element in enhancing the learning process (Pickford R and Brown S, 2006) by considering differences in students' learning preferences and identifying what their needs are in order to improve their work. I also utilise summative methods, e.g. weekly quizzes and oral and written assignments, to enable standard-comparison between students and to meet institutional standards (Race P, 2020) (V1,V2).

I have adopted the learning-oriented assessment model (Carless, 2015) in my assessment strategy, which focuses on developing a productive student learning process by assessing task design, enhancing student self-evaluation capacity (K5), and engaging students with feedback (K2,K5). To apply this model, the most successful thing I have done in relation to assessment in the cardiology rotation is using workplace-based assessments. This rotation covered different skills and knowledge from that found in other taught courses. For that reason I had to modify the tools of assessment to ensure validity to the context; authenticity and practicality to the activities which students are expected to meet when they graduate; and continuity to enable students to benefit from small units of assessment to build up into a final mark (V3,V4). I changed the assessment from being one student at a time to group critique assessment, in order to provide an opportunity for peer feedback. For example, every day I asked students to discuss a real case in front of their peers as well as students from other disciplines (Buring SM et al., 2009) (K2, V4). To appropriately engage students in the feedback, I planned a group critique session in which students asked challenging questions and tried to give feedback to the presenter. Then the supervisor (myself) gave balanced feedback (Nicol D, 2010) focused on both strengths and weaknesses (V1) and on what the student might aim to do, or do differently, to perform better in the next case discussion (feedforward) (K2) (Hounsell D et al., 2008).

### **Example 2**

I provide my undergraduate students with two complementary feedback; an individual feedback explaining their summative assessment against the required learning objectives, and a second formative feedback delivered through a dedicated tutorial session with the two reunited classes. Even when summative, I like adopting a learning-oriented approach in order to write my feedback to the students. In fact, while formative feedback serves one clear purpose, I believe also summative assessments can offer opportunities to develop constructive formative feedback if well-designed (Carless, 2015). In fact, I often recommend students not to concentrate too much on their grade, but rather to focus on the "feedforward" aspects of their feedback which is more critical and informative for them. Writing the summative assessments, on the one hand, I use a positive language to acknowledge students' achievements and the positive aspects of their work. On the other hand, I use encouraging words to suggest how the student can improve their work in future assessments. The in-class session is designed to be more than a simple wrap-up session. After a small recap where I highlight the key strengths and weakness of students' works (Bloxham, 2014), I let the students lead the discussion and proactively come forward with suggestions and criticism of their own work. Students find this session very

engaging (I received many positive feedbacks) as it provides them with the opportunity to reflect on their own work more deeply as well as to share their learning with their classmates. This sort of group-self assessment/ peer-reviewed session adds significant value to their individualised feedback as students can learn not only from their own mistakes but also from others.



## Area of Activity 4: Develop effective learning environments and approaches to student support and guidance

You will see that A4 incorporates two elements:

1. **the learning environment**
2. **student support/guidance**

This Dimension of the PSF, therefore, includes academic and pastoral support, and formal and informal aspects of working within an HE context.

1. **Learning environment:** The concept of the 'learning environment' is multi-layered and, as such, is open to diverse interpretation. For the purpose of your application, it can be helpful to think of the learning environment in three ways: the physical environment, the virtual environment and the 'psychological' environment.
  - Physical environments might include both teaching spaces (classrooms, laboratories, studios, field trips or work places/placements) and the physical resources that you use/are available
  - The virtual environment refers to how technology is used to support learning
  - The 'psychological' environment is a term we use to describe the type of learning culture you develop with/for your learners.
2. **Student support and guidance:** This section is about how you meet the needs of all learners, and can be sub-divided into academic and pastoral interventions. As with all aspects of the PSF, this Dimension should be interpreted in the context of your role. For example, for those in academic roles this might include academic tutoring and/or supporting students with dissertations/theses. Showing awareness of/liaising with support services would also be relevant to this section. Technicians might reflect on how they work alongside tutors to support student learning. Those in support/professional roles might reflect on one-to-one/group sessions they offer and/or how they develop processes/resources to support students.

Recognition of inclusive practice (supporting the needs of a wide variety of students from a range of diverse backgrounds, including those who would be classed as under-represented within higher education) is embedded within A4 (and so is closely linked to V1 and V2).

For Descriptor 1, you should seek to demonstrate an understanding of the importance of learning environments, acknowledging the different styles of learning within physical and virtual learning space, visual, written and practice-based learning.

Relevant examples for A4 might include:

- organising a room for a tutorial, seminar or workshop
- creatively using space for teaching
- changing how students work in a space
- organising specialist facilities
- building rapport with students
- structuring a teaching session, workshop or online resources to meet different learning styles
- using technology for student support, learning development or develop digital learning spaces for specific learners
- adopting approaches which help to develop learner confidence and motivation
- adapting delivery to suit range of cultural or social backgrounds
- promoting student reflection
- creating opportunities for learners to be pro-active in the learning process
- developing and disseminating learner guides and/or resource packs
- using practice based learning
- using technology through, for example, flipped classrooms
- developing the learning environment through designing/producing learner guides and/or resource packs
- offering various forms of support to suit student needs (eg: one-to-one, drop-ins, workshops, online, remote, etc)
- being aware of specific learning differences, disabilities, cultural diversity, and the needs of non-traditional entry students and applying this knowledge to adapt your practice
- ensuring support resources are accessible

### Prompts for reflection

- How do the different physical environments you work in impact on your practice/your learners? Research shows that learning space influences pedagogy. Do the physical environments you work in make it easy/difficult for you to apply the pedagogic philosophy outlined in your contextual statement and achieve your aims/ambitions for students? If not, how do you reconcile any tensions between the two?
- How do you use different media and technologies - and why? Remember K4 is about the 'use and **value** of learning technologies. Draw out why using technology in this way enhances learning. (Please note, there is no requirement to be innovative in your use of technology. However, it should go beyond simply using PowerPoint or the most basic use of Blackboard as a repository for resources).
- How do you adapt your practice for different kinds of learners? How do you ensure inclusion and accessibility?
- What approaches/strategies do you use to support students with dissertations/research projects (undergraduate, postgraduate, doctoral students) – and why?
- What resources/processes have you developed to support students with their studies? This can include academic or pastoral support.
- How do you develop a positive learning culture? People often describe themselves as 'approachable'. What do you mean by this? What do you do that would make your students feel they can approach you? How do you create rapport with students?
- How do you create an environment/culture that promotes student collaboration/social learning? And/or how do you create an environment/culture that promotes independent learning?
- What impact have you had on the outcomes/experience of students through these strategies?

Below you will find the thinking frame for Area of Activity 4. Remember this is offered as a tool to help you to generate and structure ideas, not a formal structure that should be followed.

Because Area of Activity 4 is very broad and involves many aspects of practice, you could not possibly include every suggestion in the frame. You should concentrate on examples from your practice that provide a good sense of how you ensure a high quality experience and good outcomes for students.

THINKING FRAME FOR AREA OF ACTIVITY 4	
Use of physical environment	
Use of virtual environment	
Developing a learning culture/positive relationships (psychological environment)	
Providing academic support	
Providing pastoral support	
Developing resources to support learning	
Making practice inclusive and accessible	
The impact of your approach on student learning/outcomes/experience	
Future plans/next steps	

Finally make sure you have drawn on relevant literature and mapped to the PSF.

Core Knowledge						Professional Values			
K1	K2	K3	K4	K5	K6	V1	V1	V3	V4

The extracts below are taken from previous submissions and show how other applicants have presented their A4 section.

**Example 1**

My main experience in developing an effective learning environment has been related to the in-class simulation of a real-world scenario. During the PRICE Babson Symposium, I truly understand the benefits of this design for facilitating student's engagement and understanding of the activity (see CPD log) [A1, A2, A5, K2, K3]. The goal was to create the best team to carry out the final project. More specifically, a founder, throughout a series of negotiations with other students, should have chosen the best co-founders. When thinking about the most suitable physical design I try to mimic the "Career Fairs" event of the University of Reading where companies are offering job positions to potential candidates [A4, K2, V4]. As such, I placed each founder in a separate table forming a circular structure, leaving plenty of space for the co-founders to move around in the centre of the room. To foster a positive atmosphere, I practically showed them how a proper negotiation should have been conducted and if any issues arose I timely interacted with the students to provide guidance and support on the matter [V1, V2]. I engaged in these behaviours because they can be perceived by the student as an attempt to build positive interpersonal relationships that are at the base of the rapport instructor-student (Frisby & Martin, 2010) and ultimately can positively affect students' satisfaction, motivation, and participation (Frisby & Myers, 2008) [K2, V3]. In this setting, students were involved in almost three times more interactions than the previous year. None of them behaved passively, looking at her smartphone or sitting apart detached from the session. Besides, during the reflections at the end of the session, many students confirmed how their negotiation skills improved with the number of interactions they were involved in ensuring that the learning objectives were fully achieved [A3, K5, V2].

**Example 2**

Developing an effective learning environment and a system for student guidance is particularly important when supervising dissertation students in the research lab (Jiang and Roberts, 2011). Prior to the student entering the lab, I prepare a curated set of reading material as a starting point, shared with them via a OneDrive folder (Stokes and Martin, 2008) (A1, A4, K1, K4). Following collaboration with my academic supervisor, I give a project briefing with the student (A1, A2, K1). For this meeting, I find a quiet, open environment, around a table in a communal area of the laboratory building (A4). I maintain a friendly, professional atmosphere, to put the student at ease and establish a rapport. It's important for their future learning that they are comfortable approaching me with questions and in contributing their ideas in this meeting (A3, K3, V1). The conversation is initially guided by a short PowerPoint (K2, K3), which I use as a prop to explain the scientific background and research questions (A1, K1). I ask the student for their queries and prompt discussion. Through this, I gauge their levels of understanding and evaluate how effective my explanations have been. I then adapt my teaching environment accordingly, in terms of pace, how I approach topics and the level of support the student may need (Lea, 2015) (K5, V1, V2). When starting in the lab, I arrange with the student times to attend, as they are balancing research with other commitments (Thomas and May, 2010) (A4, V1). The projects involve working with *C. elegans*, a microscopic worm, used to model many human conditions. These worms have set developmental timepoints, growing from eggs, to adults in 3-4 days (K1). Timepoints can be challenging to adapt to in planning experiments around- some days much lab time is needed and others less. I

communicate how long tasks should take, so they are able to balance when would be most suitable ( $V_1, V_2$ ).

## Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

A5 comprises a number of elements integral to teaching and supporting learning. These elements are:

1. Continuing professional development in relation to your subject/discipline/field (this foregrounds a need to develop yourself in relation to your subject)
2. Continuing professional development in relation to pedagogy (this foregrounds a need to develop your pedagogic expertise/skills as an teacher in Higher Education)
3. Engaging with research and scholarship
4. The evaluation of your professional practice

However, simply engaging with the above is not sufficient. Your application needs to make clear that your engagement with CPD, scholarship and evaluation has had **impact** on your practice. The A5 section, therefore, needs to contain both information about your engagement with CPD/scholarship/evaluation (what you did) and reflection on how this activity influenced your practice (what you learned and what you then did differently).

Relevant examples for A5 might include what was learned and changed through:

- professional development discussions about your teaching development (e.g. following formal or informal observation of your teaching)
- participation in staff development events (e.g. internal seminar/workshop or external workshop/conferences) relating to teaching, learning development and learning support
- participating in webinars/MOOCs
- postgraduate study/engagement with a credit-bearing programme in HE education
- use of a critical learning journal
- team teaching (i.e. what you learned from this)
- experiential learning
- participation in reading groups
- use of (in)formal student feedback to inform future practice
- use of academic and/or professional practice resources as part of your work
- observing others
- inviting observation and feedback on your own practice

- informal discussion with learners during a tutorial or workshop
- responding to student feedback and evaluations
- evaluating your practice in a tutorial/workshop after the event
- using professional standards or published literature to inform your practice.
- attending conferences/events focusing on the scholarship of your subject/discipline/field, keeping up-to-date with the latest developments
- attending in-house, regional, national and/or international conferences regarding general teaching and learning, applying what you learn to your practice
- maintaining external professional engagement
- participating in meetings about teaching and learning
- discussion and networking
- critical review and preparation of teaching and materials
- reading and reviewing journal articles
- extending the range and scope of teaching practice – new activities
- engagement with professional and statutory bodies

Underpinning A5 is the question: Does the applicant show that engaging with CPD, research and evaluation has had impact and led to changes/improvements in teaching and learning practices?

Prompts for reflection:

- Have you demonstrated that you can take responsibility for your professional development (i.e. that you can identify your own CPD needs and proactively find relevant opportunities to address these)?
- How do you utilise the learning from your engagement with CPD to improve your practice?
- How do you incorporate subject and pedagogic research and/or scholarship within your professional practice?
- How do you evaluate your practice? How have you adapted your practice as a result of evaluation?
- What future plans do you have for your professional development?



Below you will find the thinking frame for Area of Activity 5. Remember this is offered as a tool to help you to generate and structure ideas, not a formal structure that should be followed. Every applicant is an individual. It is perfectly reasonable to expect that some applicants may have more than one example in one section and no example for another.

The priority, therefore, is not to fill in every box on the frame. Instead the priority is that you demonstrate:

- that you take responsibility for your professional development/can identify your own professional development needs
- that you engage in relevant activity to address your professional development needs
- that you reflect on your professional development activity and use what you learned from it to enhance your practice

THINKING FRAME FOR AREA OF ACTIVITY 5			
Engagement with general pedagogic CPD	What I did	What I learned	Impact: What I did differently
Engagement with subject/discipline pedagogic CPD	What I did	What I learned	Impact: What I did differently
Engagement with scholarship/research related to T&L	What I did	What I learned	Impact: What I did differently
Evaluation of practice	What I did	What I learned	What I did differently
THINGS TO DEVELOP/FUTURE CPD PLANS			

Finally make sure you have drawn on relevant literature (where appropriate) and mapped to the PSF.

Core Knowledge						Professional Values			
K1	K2	K3	K4	K5	K6	V1	V2	V3	V4

The extracts below are taken from previous submissions and show how other applicants have presented their A5 section.

**Example 1**

I attended Public Law tutorials as a listener as well. This helped me to learn how a more experienced tutor organises the learning process and to observe what students find challengeable (K1, K2, K3, V1). After this CPD activity, I decided to organise tutorials differently; also, I made a conclusion that became one of my main teaching principles – to put students and their experience/fears/abilities in the first place. Also, I participated in the Law School's meetings for sessional lecturers. They included not only discussion of teaching experience with colleagues but also workshops about existing teaching standards (e.g. related to inclusivity and disability), about using the Law School's teaching resources pages on Blackboard, about marking assignments through Turnitin (K2, V1, V2). I learned how to use Turnitin and what tools I could use for a more effective and faster process of marking. Also, there were workshops about the challenges of small group teaching and innovative technology for teaching (K3, K4). I learned what resources and technologies could be used for classroom quizzes, getting feedback, and making appointments. I have started to use some of them in the classroom. I found different examples of student engagement practices and how I could apply them in the class. Also, I learned embedding principles of good practice in teaching.

**Example 2**

In every domain of my professional and private life, I think I can push to the edge the boundaries of my knowledge and skillset effectively reflecting upon any new experience. Teaching and learning are no exception. Indeed, I strongly believe that any session that I teach is not an end in itself, but instead it is a means to improve my own teaching practices. As such, I follow Driscoll's "What Model" by answering the questions: What? So what? Now What? to effectively reflect on the session and draft an action plan to improve my teaching practices (Driscoll, 2007) [K5, V3].

Before having teaching duties in the UK HE system I had little knowledge regarding the university requirements, different teaching and learning styles, and the topic that I would have taught. Thus, at first, I followed the Preparing to Teach programme to understand the role of UKPSF and how different learning theories can be effectively used in-class [A5, K2, K3]. Subsequently, focusing on the subject I would have taught, I tried to understand what would be a suitable teaching approach. As such, I read specific literature in the field and followed the sessions of experienced colleagues in the subject domain [K1, K3, K5, V3]. This has helped me set the right expectations when in class, improve my self-confidence and efficacy when delivering seminars content and act as a facilitator.

## Aligning your application to the PSF

Although the application is constructed around the Areas of Activity, D1 applications are required to address some other aspects of the PSF (Core Knowledge and Professional Values) in order to meet the criteria:

- D1.3      Appropriate Core Knowledge and understanding of at least K1 and K2
- D1.4      A commitment to appropriate Professional Values in facilitating others' learning

Although K1 and K2 are essential, it is not intended that this will limit your engagement with the PSF. Referring to other Dimensions is a way for D1 applicants to strengthen their applications. Equally, you should not feel under pressure to cover all of the Dimensions. You should be looking to show engagement with those that are relevant. For example, because many applicants will be using technology (K4) and because this is relevant to many of the Areas of Activity, many D1 applicants cover this Dimension in their application. Similarly, most people who teach/support learning in Higher Education recognise the value of evaluating their practice and use what they learn from this to enhance what they do. This means that many D1 applicants may include K5 in their application.

Applicants show their engagement with the PSF by aligning the text to the Core Knowledge and Professional Values. You will see from the examples above how other applicants have done this.

The reviewers will look at your application holistically to decide whether you meet the Descriptors that refer to the Core Knowledge and Professional Values. Below are some questions you can use to evaluate if your application addresses the expectations. Although there are questions for all aspects of Core Knowledge and Professional Values, don't forget that you are not expected to cover every one.



Core Knowledge: Reflective questions		YES	NO
<b>K1 The subject material (required at D1)</b>	<p>Is there evidence to show that my practice reflects/is informed by the nature of my subject/discipline?</p> <p><i>(You might like to look at the Curriculum Framework which mentions that the curriculum should be 'discipline based' and engender 'mastery of the discipline')</i></p>		
<b>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme (required at D1)</b>	Have I made clear what makes teaching/supporting learning in my subject/field/context different to teaching/supporting learning in another?		
	Have I provided a clear rationale, underpinned by scholarship, for the strategies and approaches used to teach or support the learning of the subject?		
	Have I shown that I'm aware some approaches may be more appropriate than others in different situations/context (e.g. the level of the material being taught; the readiness/learning stage of students)?		
	Is it clear that my practice includes some approaches specific to the subject/field/context as well as generic pedagogic approaches?		
K3 How students learn, both generally and within their subject/disciplinary area(s)	Is it clear that I reflect on the characteristics of my learners and their learning needs when deciding on approaches/strategies to use (rather than a simple 'one-size-fits-all' approach)?		
	Have I provided a rationale for the approaches I use, including why I believe my learners are likely to respond to/engage with them and learn through them (why they will have the required/expected impact)??		
K4 The use and value of appropriate learning technologies	Have I provided evidence to demonstrate how I use specific technologies to support learning?		
	Have I provided evidence to demonstrate how/why these technologies enhance learning/have value?		

	Have I shown that my use of technology goes beyond the most basic? (There is no requirement to be innovative but there is an expectation that use of technology should go beyond simply using Powerpoint or using Blackboard simply as a repository for materials/resources).		
K5 Methods for evaluating the effectiveness of teaching	Do I make clear <b>how</b> I know my teaching, assessment and feedback works?		
	Have I made explicit which methods I use to evaluate my practice? Have I made clear that I proactively seek opportunities to obtain feedback rather than relying on the institutional procedures set in place?		
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	Will it be clear to the reader that I am committed to enhancing my practice?		
	Will it be clear to the reader that I don't just collect feedback but that I reflect on and learn from it, and then do something as a result? Are there some concrete examples of changes/improvements as a result of feedback?		
	Have I included some reference to quality assurance processes/mechanism (e.g institutional frameworks/policies; professional/statutory body requirements)?		

Professional Value: Reflective questions		YES	NO
V1 Respect individual learners and diverse learning communities	Have I included some examples that explicitly show that I value and can work effectively with and within diverse learners/learning communities?		
V2 Promote participation in higher education and equality of opportunity for learners	Have I included some examples that explicitly show that I am aware of factors that might be barriers to learning and that I take steps to remove these barriers and ensure my practice is inclusive?		
	Have I included some examples that explicitly show that I take steps/use strategies to ensure all students can participate/actively engage in learning activities?		
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	Will it be clear to the reader that I take a professional approach to my practice by ensuring that what I do/the choices I make are evidence-informed?		
	Will it be clear to the reader that this evidence-base comes from a range of sources?		
	Will it be clear to the reader that I don't just engage superficially with the evidence but actively use it to inform my teaching and learning practice?		
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	Does my application show awareness of current agendas and key priorities? (These agendas/priorities might be at a local level within the school, at an institutional level, at sector level, linked to professional bodies).		
	Have I shown that I draw on this awareness/that it influences what I do?		



## Writing your CPD log

In deciding whether an application meets Descriptor 1.6, reviewers look for evidence of **proactive and sustained engagement with a range of CPD activity**. One way of meeting this requirement is through the CPD log and plan that must be included in your application. Reviewers understand that at this stage of your academic career your experience of formal professional development activity may not be extensive. For that reason they will consider your application holistically and take a broad view of what constitutes CPD activity. Essentially they will look for evidence that you take professional responsibility for and are committed to continually updating and developing your practice.

The CPD log should only include CPD activity relevant for this application. Given that Fellowship is an award for teaching/supporting learning, the entries should focus on things that have helped (and will help) you to develop as someone who is teaching/supporting learning in HE.

Before submitting your application, we recommend that you check your CPD log in relation to the questions below. These reflect the questions the reviewers will ask themselves about your application:

		YES	NO
<b>Proactive</b>	Have I included examples of CPD activity that show I can identify my own CPD needs and find relevant CPD opportunities?		
<b>Sustained</b>	Will the log persuade the reader that I regularly engage with CPD opportunities?		
<b>Engagement</b>	Have I made clear that I apply learning from CPD to my practice (through comments in the CPD log explaining what I learned from my CPD and through drawing on CPD in the case studies)?		
<b>Range</b>	Does my CPD activity look one-dimensional? Have I given the impression that I see CPD broadly and embrace multiple ways of developing myself?		

There is a mock CPD log and plan on the website for you to refer to.

## Your supporting statements

The final part of your submission is the supporting statements. You will find information in the handbook and resources on the website that will help you with collecting your supporting statements.

## And finally...

We hope you have found these resources useful. You will find additional resources on the website: <https://www.reading.ac.uk/reading-cqsd/Developing-and-enhancing/training-professional-development/cqsd-afheapgrresources.aspx> In addition we would recommend downloading the application proforma to ensure you are aware of what is required before you invest too much time in writing your application.

We wish you luck with your application and look forward to supporting you along the way.