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# Flair-logo-RGBAFHEA Pathway for Doctoral Researchers: Application for enrolment 2023-2024

Doctoral researchers who teach at the University of Reading are entitled to apply for HEA Fellowship through our institutional FLAIR Framework. The category of fellowship attained is D1: Associate Fellowship (AFHEA). Key information about the scheme is provided on pages 1&2 of this form. Please read this carefully before you fill in the form.

## **Key information**

**What is the University of Reading FLAIR Framework?**

The FLAIR Framework[[1]](#footnote-2) enables colleagues who teach and/or support learning in Higher Education to gain professional recognition for their work in the form of HEA Fellowship. The scheme is accredited by Advance HE and combines three strands:

* an AFHEA pathway for doctoral researchers who support teaching and learning
* the non-taught CPD scheme
* the Academic Practice Programme (APP)

All three pathways are supported by the Academic Development and Enhancement (ADE) team in CQSD (the Centre for Quality, Support and Development).

**What are the benefits of Fellowship**

The scheme is designed to empower colleagues in a number of ways:

#### Principle 1: Community

* Become part of an active community, working collaboratively to develop and share good practice within the University.

#### Principle 2: Excellence

* Thoughtfully design and deliver effective teaching, underpinned by data and scholarship.
* Demonstrate that an enhanced student learning experience is at the heart of what you do.

#### Principle 3: Impact beyond our campus

* Clearly articulate impact supported by evidence. The scheme itself provides international recognition of good practice enabling you to use the post nominal AFHEA.

**What is the AFHEA pathway for doctoral researchers?**

The AFHEA pathway has been established to run alongside the main CPD scheme. It is designed to encourage and enable doctoral students to apply for Associate Fellowship of Advance HE (D1). Fellowship is increasingly recognised by employers globally as a symbol of your existing understanding of what constitutes effective teaching and learning, and your commitment to ongoing professional development.

Each year through the Doctoral and Researcher College, ADE supports a cohort of doctoral researchers to apply for HEA Fellowship at the category of Associate Fellowship (AFHEA) in recognition for their work in and impact on teaching and supporting learning.

The process consists of:

* submitting an ‘application for enrolment’ form for consideration for selection onto the scheme. **Please note: This is a competitive process with a limited number of places**.
* attendance at three compulsory taught sessions (dates for 2024 are 7th February, 19th March and 9th May – all 09:30-13:00)
* school-based support (through a mentor)
* feedback on your draft application (from a tutor allocated by ADE team)
* submission of your application to be reviewed by an assessment panel

## **Fit to Submit**

This is a competitive process. The most compelling applications will demonstrate breadth and depth over time appropriate to D1, and therefore are most likely to succeed. There are two main things to consider when deciding whether your application for enrolment is ready: do you have the right experience to draw upon, and do you meet the eligibility criteria?

1. What Counts as Teaching and Learning activity? Your examples will draw on aspects of good practice which you have been involved with. They need to be appropriate to D1 and your own professional context. There is more on what counts as teaching at D1 in both the handbook on the website and in the ‘[What counts as teaching](https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/what-counts-as-teaching.pdf?la=en&hash=B8BC0CFF7BC40C548E814EF94D868A89)’ document.
2. Eligibility: There are a number of [eligibility criteria](https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/eligibility-criteria-afhea-pathway-for-doctoral-researchers.pdf?la=en&hash=092AF757A683A560BCDDD76379F2149F) that you must meet in order for you application to enrol to be considered. These can also be found in the handbook.

Please ensure you have checked that your application meets the criteria for Fellowship in the resources mentioned in point one, as well as the eligibility to enrol discussed in point two.

## **Application form**

|  |  |
| --- | --- |
| **Section 1. To be completed by the applicant** | |
| **Applicant Information** | |
| **Name in full (the name you would like to appear on the Fellowship certificate):** | |
| **Known as:** | |
| **Student Number**: | |
| **University email address:** | |
| **School/Department:** | |
| **Name and email address of PhD Supervisor:** | |
| **Start date of PhD:** | **Year of study:** |
| **Full time**  **Part time**  **(Please delete as appropriate)** | |
| **This is my first application to enrol YES/NO. – (Delete as appropriate)**  This is for processing purposes only and will not be taken in to consideration at sift. | |
| **Section 2. Preparing to Teach** | |
| **Please use this section to confirm the date of your attendance at the CQSD taught Preparing to Teach workshops.**  **Date of Attendance:**  **Please provide a copy of your certificate of attendance with this proforma.** | |
| **Section 3. Details of previous teaching experience** | |
| In order to meet the criteria candidates will need to evidence both breadth and depth appropriate to D1. To enable us to evaluate whether you have the breadth of experience expected for a successful application, it is vital that you provide details of your experience/roles in teaching and supporting learning in a Higher Education context. This experience must meet the requirement of a minimum 20 hours of completed activity.  The more relevant experience you have, the more likely you are to be able to demonstrate the breadth and depth of activity required. Your chances of success at selection, and with the subsequent application depend on your ability to refer to completed T&L activity/related support, and use these as your examples. The more experience, the more examples you may have to choose from and the greater the opportunity to evidence your understanding. This is a competitive process and the 20 hours is not a threshold but a sliding scale. It does not guarantee success at selection in and of itself.  **Please complete the audit at the end of this form.** | |
| **Section 4. Details of teaching experience planned for 2023-2024** | |
| Fellowship is part of an ongoing journey of professional development. To be successful you will need to show how your experience, and what you learned from it feeds forward in-to future activity.  Please use this section to provide details of your teaching allocation for the coming year. (Although you may not be 100% sure what form your teaching contribution will take this year, it is vital you give an indication of the type of activity you expect to be involved with). | |
| **Section 5. Declarations** | |
| **I confirm that I have discussed my intention to participate in the AFHEA Pathway for doctoral researchers scheme with my Supervisor: (please tick)**  **Yes** | |
| **I confirm that I am able to attend in full the three taught workshops on the dates advertised: 7th February 2024, 19th March 2024 and 9th May 2024 (please tick)**  **Yes** | |
| **I confirm that the information provided is accurate.**  **Please sign your name (or add electronic signature) below:**  **Signature: Date:** | |
| **Section 6. To be completed by the Head of School/Head of Department** | |
| **I confirm that I support this application for enrolment**  **onto the AFHEA Pathway for doctoral researchers.**  **I understand that, should this application be accepted, it will require**  **from the school/department:**   * **allocation of suitable and sufficient teaching activities** * **allocation of a suitable mentor to support the applicant’s teaching activities and their written application to the scheme (including providing feedback.** * **two supporting statements for the application** | |
| **Please sign your name (or add electronic signature) below:**  **Signature: Date:** | |
| **Section 7. To be completed by the PHD Supervisor** | |
| **I confirm that the workload implications of an application for AFHEA have been discussed and I am happy to support this application, including by providing feedback on the draft application.** | |
| **Please sign your name (or add electronic signature) below:**  **Signature: Date:** | |

# **AFHEA pathway for doctoral researchers: Audit of experience**

Please complete the form below indicating the extent/breadth of your experience in relation to these aspects of teaching and learning.

Please note, it is not expected that you will have experience in all of the areas/categories listed below. We are simply trying to evaluate the range and breadth of teaching experience you are bringing to the application.

1= limited experience; 4 = substantial experience

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1 | 2 | 3 | 4 | Brief summary of experience  Please use bullet points  Please provide dates | |
| At Reading | In other Higher Education contexts |
| A1 | 1 | Planning teaching sessions/support sessions for groups and/or individual learners |  |  |  |  |  |  |
| 2 | Designing activities and/or resources for teaching/supporting learning |  |  |  |  |  |  |
| A2 | 3 | Delivering specific sessions and/or activities that facilitate learning (e.g. large/small group sessions; tutorials; workshops; practicals; demonstrations) |  |  |  |  |  |  |
| 4 | Using a range of appropriate methods for teaching/supporting learning |  |  |  |  |  |  |
| A3 | 5 | Marking summative assessment |  |  |  |  |  |  |
| 6 | Marking formative assessment |  |  |  |  |  |  |
| 7 | Providing formal feedback |  |  |  |  |  |  |
| 8 | Providing informal feedback (e.g. on draft work; oral feedback during sessions) |  |  |  |  |  |  |
| A4 | 9 | Adapting the physical environment to facilitate learning |  |  |  |  |  |  |
| 10 | Using technology to enhance learning |  |  |  |  |  |  |
| 11 | Developing resources to support learning (e.g. learner guides/resource packs) |  |  |  |  |  |  |
| 12 | Creating safe and inclusive learning environments (physical or virtual) |  |  |  |  |  |  |
| 13 | Tutoring/mentoring/providing one-to-one advice |  |  |  |  |  |  |
| A5 | 14 | Participating in professional development events relating to your discipline and/or to teaching and learning generally |  |  |  |  |  |  |
| 15 | Inviting/responding to observation/feedback on your practice (from students) |  |  |  |  |  |  |
| 16 | Inviting/responding to observation/feedback on your practice (from colleagues) |  |  |  |  |  |  |
| General | 17 | Applying knowledge of how students learn when designing/delivering teaching/support for learning |  |  |  |  |  |  |
| 18 | Adapting teaching to be relevant/appropriate to different learners |  |  |  |  |  |  |

**Please submit your completed form to Dr Pam Stuart at the Doctoral and Researcher College via email:** [DoctoralandResearcherCollege@reading.ac.uk](mailto:DoctoralandResearcherCollege@reading.ac.uk)

1. Facilitating Learning and Teaching Achievement and Individual Recognition [↑](#footnote-ref-2)