

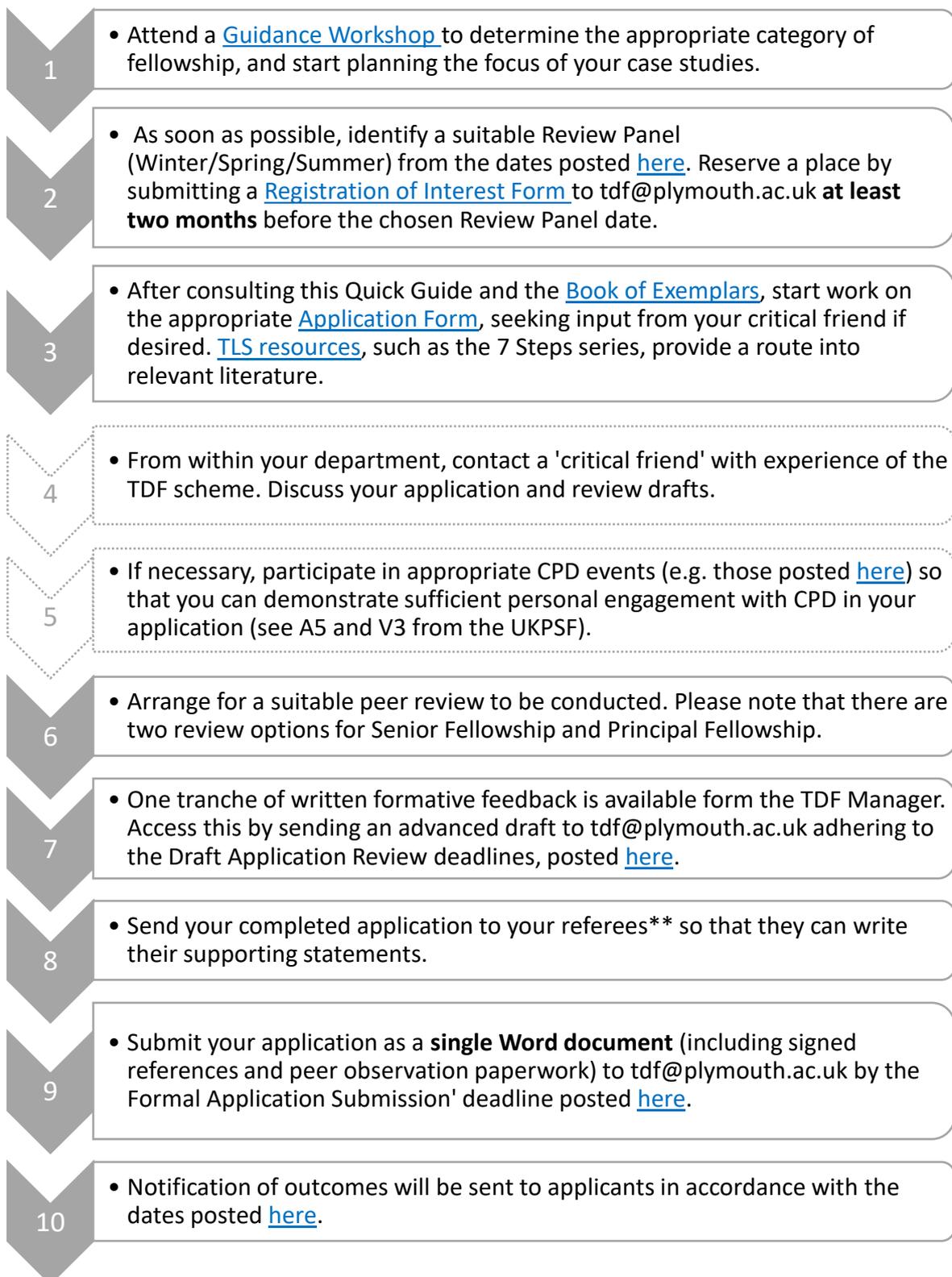


**UNIVERSITY OF
PLYMOUTH**

**A Quick Guide
to Completing
Your TDF
Application Form**

November 2018

TDF Recommended Application Process*



Essential



Optional, as required

* The order of stages 2-7 can be flexible

** 'Advocates' in the case of applications for Principal Fellowship

Descriptors for the Different Categories of HEA Fellowship (HEA, 2011)

Associate Fellow (D1)	Fellow (D2)	Senior Fellow (D3)
<i>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. This is achieved through providing evidence of:</i>	<i>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. This is achieved through providing evidence of:</i>	<i>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. This is achieved through providing evidence of <u>sustained effectiveness</u> (i.e. over several years) in terms of:</i>
I. Successful engagement with at least two of the five Areas of Activity	I. Successful engagement across all five Areas of Activity	I. Successful engagement across all five Areas of Activity
II. Appropriate Core Knowledge and understanding of at least K1 and K2	II. Appropriate knowledge and understanding across all aspects of Core Knowledge	II. Appropriate knowledge and understanding across all aspects of Core Knowledge
III. A commitment to the Professional Values in facilitating others' learning	III. A commitment to all the Professional Values	III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching and practices related to these Areas of Activity	IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	VI. Successful engagement in continuing professional development (CPD) in relation to teaching, learning, assessment and, where appropriate, related professional practices	VI. Successful engagement in CPD in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practice
		VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning
Principal Fellow (D4)		
<i>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. This is achieved through providing evidence of sustained effectiveness (i.e. lasting several years) in terms of:</i>	<ol style="list-style-type: none"> I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.) V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices 	

Typical Role Types for Different Categories of HEA Fellowship (HEA, 2015)

Associate Fellow (D1)	Fellow (D2)
<p>You are likely to be one of the following:</p> <ul style="list-style-type: none"> • an early-career researcher with some teaching responsibilities (e.g. PhD student, graduate training assistant, contract post-doc) • new to HE teaching, have a limited teaching portfolio or teach part-time • in a demonstrator/ technician role with some teaching responsibilities, or support teaching/ learning (e.g. as a learning technologist or learning resource staff member) 	<p>You are likely to be one of the following:</p> <ul style="list-style-type: none"> • an early-career academic • in a subject-specific role with substantive teaching and learning responsibilities • an experienced academic, relatively new to UK HE You'll be in a role with sometimes significant, teaching-only responsibilities; e.g. within work-based settings
Senior Fellow (D3)	Principal Fellow (D4)
<p>You will have an established record relating to teaching and learning and management/leadership of specific aspects of teaching provision. You are likely to lead, or be a member of, established academic teams. You may be:</p> <ul style="list-style-type: none"> • an experienced member of academic staff with significant responsibility for leading, managing or organising programmes for subjects/disciplines • an experienced subject mentor or someone who supports those new to teaching • an experienced member of staff with departmental or wider teaching/learning support advisory responsibilities within your institution 	<p>You will have a sustained, effective record of strategic impact at institutional, national or international level and be committed to wider strategic leadership in teaching. You might also be one, or both, of the following:</p> <ul style="list-style-type: none"> • A highly experienced member of senior staff with wide-ranging academic or strategic leadership responsibilities in connection with key aspects of teaching and supporting learning • Responsible for institutional strategic leadership and policymaking in the area of teaching and learning, possibly extending beyond your own institution

Adapted from a resource by Sally Brown and Phil Race, updated August 2015

Possible Working Duties to Discuss in Applications

Associate Fellow (D1)	Fellow (D2)
<ul style="list-style-type: none"> • Undertaking some teaching and/or mentoring as a team member within an established programme • Assisting in assessment-related activities and undertaking specified assessment tasks, possibly under supervision • Providing constructive feedback (formative and summative) to students • Contributing to the skills development of learners/ students e.g. introducing new techniques and/or equipment • Facilitating learners' understanding of professional codes of conduct • Developing teaching and learning materials and methods • Using a range of technologies to support the learning of others and one's own professional development in relation to teaching • Critically evaluating the support offered to learners • Establishing an initial appreciation and knowledge of HE quality assurance processes, including the role of external examiners 	<ul style="list-style-type: none"> • Identifying the learning needs of students and gauging appropriate learning outcomes • Ensuring that content, methods of delivery, and learning materials are appropriate • Independently developing suitable methods and materials for a variety of teaching settings • Selecting and utilising relevant technologies to enhance learning, teaching and assessment • Selecting and utilising relevant assessment instruments and criteria for both formative and summative assessment • Providing critical and constructive feedback and guidance to learners • Supervising the work of students (teaching and/or research related) • Improving one's own teaching through the analysis of feedback from peers, students, and other relevant sources e.g. external examiners • Participating in teaching-related observations and mentoring activities to improve professional practice • Engaging in internal quality assurance processes and consolidating understanding of the role of external examiners
Senior Fellow (D3)	Principal Fellow (D4)
<ul style="list-style-type: none"> • Demonstrating leadership in the design, delivery and evaluation of a range of programmes of study at various levels • Designing and utilising innovative teaching approaches and materials • Incorporating learning from scholarship and research into teaching and evaluating its effectiveness • Ensuring that course design and delivery complies with relevant quality standards and regulations • Exercising appropriate operational leadership in one's own institutional setting e.g. developing/leading local policy implementation; participating in relevant committees; participating in programme validation and subject review • Undertaking academic responsibilities beyond one's own institution e.g. external examining responsibilities; serving scholarly and professional societies; providing feedback as a peer reviewer • Using experiences of internal and external examining to inform internal quality assurance processes at disciplinary and/or institutional level 	<ul style="list-style-type: none"> • Making a significant and sustained contribution to the leadership of teaching and learning developments in one's own institution e.g. initiating/ leading policy developments; participating in, and often chairing, evaluation panels at programme/discipline level; supporting other audit activity • Demonstrating strategic leadership in the management of change and innovation with regard to teaching and learning (cross institutionally, nationally or internationally) • Acting in an external capacity by, for example, providing consultancy/ professional advice; external examining; supporting institutional reviews; contributing to professional organisations • Achieving national/international recognition in the domain of HE teaching, through developing policy; publishing pedagogical research; promoting novel ideas through key forums (e.g. via conference keynotes)

Completing the TDF Application Form

Completing Section One

- In this section you will need to confirm that you have had sufficient time and opportunity, working in Higher Education, so as to demonstrate a sustained track record.
In summary, applicants with more than one but less than three years' (full-time equivalent) experience of supporting teaching and learning within higher education can only be considered for Associate Fellowship (Descriptor 1/D1). Applicants with at least three years' (full-time equivalent) experience may pursue any category of fellowship.
- Please list any relevant qualifications and awards that you have already obtained. In particular, refer to any programmes, courses or teaching awards, which carry formal credit or certification and relate directly to the UK Professional Standards Framework.
- Add your HEA reference number if you already hold a fellowship.

Completing Section Two

- This section should summarise significant experiences, achievements and professional development, relating to your work in support of teaching and learning.
- Provide 10-20 examples and map them against the appropriate Areas of Activity, Core Knowledge and Professional Values found within the UK Professional Standards Framework.
Applicants for Associate Fellowship (D1) must demonstrate that they satisfy:
 - at least two Areas of Activity
 - at least K1 and K2 of the Core Knowledge criteria
 - all the Professional Values criteria**Applicants for all other categories of fellowship (D2-D4) must demonstrate that they satisfy all 15 of the UKPSF criteria.**
- Each entry should contain no more than 40 words.
- Please use the date range column to illustrate the longevity of your impact (e.g. '2002-2012', '2008 to present').

Completing Section Three

- You will need to provide four case studies which illustrate effective practice that is appropriate to the targeted category of fellowship.
- Examples should not exceed 500 words (+10%) in D1 and D2 applications, or 1000 words (+10%) in D3 and D4 applications. These figures exclude the final references list but must include all other content (e.g. titles, in-text references, UKPSF mapping). The total word count (excluding references list) should be stated at the foot of each case study.
- For D3 applications, criterion D3.VII (see p. 3) must be explicitly addressed in at least two of the four case studies. For D4 applications, case studies must focus clearly on criteria D4.II-D4.V (see p. 3).
- Each of the four case studies should:
 - include a title to assist the panel reviewers;
 - succinctly outline the context;
 - evaluate the success/effectiveness of the activity drawing on appropriate evidence (see overleaf for examples);
 - integrate relevant literature following, throughout, a consistent referencing format of your choice throughout (see overleaf for examples);
 - indicate any continuous professional development (CPD), which you undertook to inform the activity (see overleaf for examples);
 - at key points (e.g. each paragraph), signpost the specific UKPSF dimensions that are being displayed;
 - provide a final references list, showing full citations for all sources used, which follows a consistency referencing format of your choice.
- It is a requirement for all categories of fellowship that candidates demonstrate a commitment to remaining in good standing, through ongoing development of their knowledge and practice. Using the 200 words available, summarise the ways in which you will meet this expectation in the field titled Remaining in Good Standing.
- The style of reflective writing required in the case studies may be somewhat unfamiliar to some applicants. Whilst in no way prescriptive, the model overleaf may provide a useful guide for structuring case studies:

A Potential Structure for Case Studies

1. Identify a challenge/opportunity in your work context, which relates to teaching or supporting student learning.
2. Describe how you researched potential solutions. This could be through consulting literature, shadowing colleagues, or engaging with relevant professional development (e.g. formal training workshops delivered inside or outside of the University of Plymouth; engagement with webinars; attendance at conferences). Please note that, in addition to teaching-focussed training, professional development activities that you undertook in your main discipline(s) are relevant, provided that an explanation is offered as to how they positively influenced student learning.
3. Draw out linkages between your approach and established theory/evidence/good practice.
4. Explain the action you took in sufficient detail to make clear your personal decision-making and contribution.
5. Evaluate the effectiveness of your actions through reference to relevant sources e.g.
 - students: quotes, emails, module evaluation data, NSS/SPQ metrics, assessment performance, attendance, engagement, success in employment/further study
 - peers: quotes from colleagues; examples where you facilitated the career success of co-workers; positive testimony from external stakeholders who you supported as an external examiner or consultant
 - external parties: positive comments from, for example, external examiners, representatives of professional bodies, student placement providers
6. Where appropriate, document any opportunities you have enjoyed to disseminate your insight and success. This might include supporting immediate colleagues and those in other departments to implement similar initiatives; presenting/publishing findings via formal channels (e.g. articles); sharing knowledge through advisory positions with disciplinary/professional bodies at local/national/international level.

*(e.g. peer-reviewed pedagogic articles, especially those relating directly to the applicant's academic discipline; sectoral reports and guidance from HE bodies (e.g. AdvanceHE, HEPI, NUS, Department of Education); publications from specific professional bodies (e.g. General Medical Council); literature produced by relevant organisations (e.g. the CBI).



**Reference
to relevant
literature***

Completing Section Four

- Your application must be accompanied by references (D1-D3 applications) or advocate statements (D4 applications). These should be sought from people in a suitable position to comment on your professional achievements in relation to teaching and learning in the higher education sector.
- For Associate Fellow (D1), Fellow (D2) and Senior Fellow (D3) applications, one of your two required referees **may** be external to the University of Plymouth. For Principal Fellow (D4), one or two of the three required advocates **must** be external to the University of Plymouth.
- For Principal Fellow (D4) applications, at least one of the three required advocate statements **must** explicitly describe how the applicant has influenced the advocate's own practice.
- Referees and advocates are expected to have detailed knowledge of the candidate's teaching and learning practice, such that they can comment on and substantiate the evidence presented in the application. Consequently, **referees should be given sight of an advanced version of the application form, prior to formulating their reference.**
- One of the references/advocate statements may be provided by the same individual who conducted the candidate's peer review, if desired.
- In addition to any generic comments, references should make explicit reference to the candidate's effectiveness in specific dimensions of the UKPSF. For this reason, **it is preferable, where possible, for referees to hold a category of HEA fellowship themselves.** This aspiration may not be possible, especially in cases where the candidate has enlisted a reference from a colleague at a previous institution outside of the UK.
- Referees/advocates should be provided with the following information, which is embedded in the application form:
 - 'Guidance Notes for Referees' or 'Guidance Notes for Advocates'
 - The UKPSF criteria for the targeted category of fellowship (D1, D2, D3 or D4)
 - The reference/advocate statement template
- Please ensure that each reference/advocate statement has been **electronically signed.**
- Where an application is not successful, applicants may be asked to engage different referees/advocates for their revised submission.

Completing the Peer Review

- A substantial peer review is required for all categories of fellowship. A previous peer review can be used, provided that it occurred within one calendar year of the formal application submission date. In such instances, information must be transposed into the relevant fields on the application form. An alternative template, as used at the time of the peer review, cannot be accepted as an appendix.
- Candidates are responsible for enlisting a colleague to perform the peer review.
- The individual enlisted to perform the peer review may also provide one of the references/advocate statements within the application, if desired.
- For Associate Fellow (D1) and Fellow (D2) applications, and for Senior Fellow (D3) applications where the candidate does not already hold a fellowship of the HEA, the peer review must be student-facing, comprising teaching or support of student learning at the University of Plymouth. Where the session involves a single student or a small group of students, they should be asked to consent to the presence of the peer reviewer.
- For Senior Fellow (D3) and Principal Fellow (D4) applications, candidates may also like their peer review to be based on a student-facing activity. Alternatively, they have the option for the peer review to focus on a colleague-facing activity where the focus remains teaching and learning. For example, the candidate may be reviewed as they chair a key committee or deliver training to colleagues. For D3 and D4 candidates interested in this second option, the respective application forms include an appropriate, alternative peer review template. **Applicants for Senior Fellowship (D3) and Principal Fellowship (D4) should only include one peer review (i.e. the student-facing option or colleague-facing option).**
- The peer review template is embedded within the application form. Part 1 captures important background details regarding the session under scrutiny and should, therefore, be filled out and shared with the peer reviewer at least 3 days in advance.
- Following the peer review, it is good practice for the candidate and reviewer to meet as soon as possible, so as to discuss the matters whilst they are still fresh in the mind.
- The reviewer must complete Part 2 of the peer review template electronically, before returning it to you. Their comments should not usually exceed 500 words.

Further Information

- All electronic correspondence, including queries and submission of forms, should be made via the generic TDF email address: tdf@plymouth.ac.uk
- All documents relating to the TDF, including application forms and the Book of Exemplars, are available to download at <https://www.plymouth.ac.uk/your-university/teaching-and-learning/qualifications-and-recognition/tdf>
- If you have a complaint regarding the TDF, please contact us via the email address above. Alternatively, you can speak to your line manager and/or follow the guidance in the University's [Grievance Policy](#), under which confidentiality is maintained where possible.
- The University's [Examination and Academic Offences Procedures](#) relate to the topics of academic integrity and ethical conduct.