**Slide 1**

Hello. My name is Eileen Hyder. I work in the ADE team within CQSD and I’m delighted to be the person who coordinates the University Teaching Fellowship Scheme along with my colleague, Jennie Chetcuti, from the QAP team.

**Slide 2**

The purpose of this short screencast is to help to unpick what each section of the UTF application is looking for and to give you some tips and hints for putting your application together.

**Slide 3: Background information**

The first part of a UTF application is background information, essentially a context statement. There are two main reasons for having this at the start. Firstly, we know that excellent practice and positive impact is situated across the university so UTF applicants are likely to be working in a range of contexts and in a range of roles involving teaching and supporting learning. In addition, a feature of many organisations, including the university, is that contexts or job titles that might look the same can actually be quite different in reality. It’s important, therefore, that there’s a space where applicants can orientate the reader. Somewhere where they can provide information about their department or school, or the function or service they work in.

This is also where applicants explain the philosophy or principles that underpin their work. When you’re writing this section, think about what you’re most passionate about. What is your vision for teaching and learning in terms of your own practice or in terms of how your work supports the student learning experience or student outcomes more generally?

I often think it can be useful to look at university strategies when writing this section. These outline key agendas and priorities, and it’s likely your own work, interest and passion link to these. It might be commitment to working in partnership with students or research-led teaching. It might be developing employable graduates. It might be ensuring all members of the community have positive experiences and opportunities to succeed.

Obviously these are only suggestions. You should choose the content and structure that best explains the context you work in.

This section is 200 words and is not assessed. It is simply there to act as a frame and to situate the evidence to come in the rest of the application.

**Slide 4: Criterion 1**

After the context section, we move to the main body of the application beginning with Criterion 1. For C1 you are asked to provide evidence of enhancing and transforming student outcomes and/or the teaching profession.

Essentially C1 is all about having a transformative impact on student learning. There are various ways to have this type of impact.

* You might have been involved in designing, or redesigning, programmes, modules, learning experiences or resources
* You might be using innovative teaching methods or implementing new approaches to student support
* Or you might be working in close partnership with students and empowering them to be more active members of the learning community

Another way of approaching C1 would be writing about successfully addressing a need, a problem or issue: things like how you have ensured high quality learning in large classes, supported disabled students, created a sense of community (particularly in online spaces) or addressed differentials in outcomes (for example the BAME awarding gap) - or you might write about how you have created innovative or more effective ways to teach or assess students – or how you have created significant learning experiences or opportunities for students within or beyond curriculum.

**Slide 5: Criterion 1: Possible content**

On this slide I’ve given some examples of the types of things previous applicants have written about in C1.

Each section of your application (apart from the background information section which isn’t marked) is given a mark out of 4. To achieve 4 in C1 there needs to be outstanding evidence of having enhanced student outcomes, and/or evidence that fully demonstrates that you have had a transformative impact on students and teaching.

**Slide 6: Criterion 2**

The focus of Criterion 2 is very different. Now the focus moves to your impact beyond the level of the student – in other words, your impact on colleagues and/or your influence on the broader teaching and learning landscape. Because the focus is so different, it should be easy for you to decide which aspects of your work to include in which section. If it’s about your own practice and the impact you have on students, it should be in C1. If it’s about developing other people’s pedagogic practice and expertise, and influencing the approaches they use and the impact they have on students, then it should be in C2.

So, in the C2 section you should write about how you have contributed to colleagues’ professional development in relation to supporting and enhancing student learning. This might be through contributing to departmental, school-level or institutional initiatives to facilitate student learning or it might be through contributing to and/or supporting meaningful and positive change to teaching and learning practice, policy and/or procedures.

**Slide 7: Criterion 2: Possible content**

As with C1 I’ve drawn some examples from past applications to show you the sort of thing applicants write about in order to demonstrate the impact the reviewers are looking for.

The types of things you might write about in C2 are:

* Providing professional development opportunities for others (organising or leading workshops, activities, presentations or conferences focused on teaching and learning). These could be at a local level within your department, school or function, or at a broader level (for example, as part of CQSD’s Teaching and Learning Programme)
* Supporting colleagues to embed changes to teaching and learning practice set at an institutional level in ways that are appropriate for the local context
* Or mentoring – and this would include supporting colleagues to gain professional recognition in relation to their teaching and learning practice through supporting them with HEA Fellowship applications

C2 can also involve things like being a member of teaching and learning committees or working groups that influence teaching and learning policy or practice. Or your influence might be through collaborations with others within the T&L community – maybe through an interdisciplinary initiative. Or you might have been involved in a pedagogic research project and then disseminated the findings and, through this, shared ideas about teaching and learning that have influenced other people’s practice.

Again the section will be marked out of 4. To get 4 for C2, you need to provide outstanding evidence of having supported colleagues and fully demonstrate impact through influencing support for student learning.

**Slide 8: Criterion 3**

In Criterion 3 the focus shifts again. In C1 and C2 you’re making claims about the excellence of your practice. These will be more convincing and persuasive if you can show how you developed this excellence and this is what you do in C3. C3 is about your professional development – how you’ve developed your practice in relation to teaching and learning and/or learning support. Often applicants find this a tricky section to write but actually it’s very straightforward. What you’re asked to do is to demonstrate that you can identify your professional development needs, that you can proactively take steps to address these needs by identifying appropriate CPD activities, and then that you’ve learned from these activities and used this learning to enhance practice. Obviously some of the focus will be on how you’ve used CPD to enhance your own practice but, given that C2 is all about enhancing others’ practice, you’ll want to show that the CPD you’ve done has also been a factor in influencing others.

As well as CPD activity, you might also refer to evaluation of practice and drawing on the findings from evaluation to enhance what you, and others, do.

**Slide 9: Criterion 3: Possible content**

Again I’ve drawn some examples from past applications to show you the sort of thing applicants write about in this section.

To achieve 4 for C3, you need to demonstrate outstanding evidence of commitment to ongoing professional development and fully demonstrate the impact of your professional development on student outcomes and on teaching.

**Slide 10: Final tips**

So there are only two other bits of advice I’d like to share with you. Remember that, by applying, you are asking for recognition of your excellence and impact. That means the application must be about you - you must write in the first person and in a personal, not an academic, objective style. Try to give a sense of the person behind the application, rather than writing it in an impersonal way that could have been written by anyone. They won’t give this award to just anyone. The reviewers need to see there is something distinctive about what you do that translates into impact on others.

And the final thing to say is that your application will only be persuasive and convincing if the claims for impact you make are supported by evidence of some sort. There are lots of things you could draw on as evidence and I’ve listed some of them on this slide.

**Slide 11: Contacts**

I hope this has helped you to understand what you need to do to put together a successful UTF application. We are always thrilled to welcome new people to this community and we wish you luck with your application. If you have any further questions, do contact me or Jennie and we’ll do our best to help you.