

## Application for HEA recognition via MMU's Professional Standards Framework:

### AFHEA (D1) and FHEA (D2) Written

#### Applicant Details

Name	_____
Role	Senior Lecturer
Faculty/ Department	_____
Email	_____
Phone	_____

Applying for:	Associate Fellow	<input type="checkbox"/>
	Fellow	<input checked="" type="checkbox"/>

Please complete the following sections of the portfolio before sending it to CELT:

1. Brief Biography
2. Experience grid: Evidence of Professional Activity grid
3. Critical commentary: Demonstration of Professional and Developmental Activities (AFHEA – 2 sections inc. AA5, FHEA – All sections)
4. Appendices
  - Observation of practice evidence
  - Impact evidence
  - Other appropriate evidence
5. **two** completed Advocate statements

**Submit by email to [psf@mmu.ac.uk](mailto:psf@mmu.ac.uk)**

Signature \_\_\_\_\_ Date 23<sup>rd</sup> March 2017

#### **Please complete this portfolio using the guidance document for completion of D1/2 Word Portfolios**

We recommend that you also refer to the MMU PSF Handbook for further guidance on how to complete your application.

We recommend that you integrate your planning for your application into your PDR, discussing the different elements with your line manager as appropriate. It is important that you identify a suitable mentor to support you in developing your portfolio. This person should ideally be a Senior or Principal Fellow from your faculty. If there is not a suitable faculty based mentor a member of CELT staff will be able to support you (contact [psf@mmu.ac.uk](mailto:psf@mmu.ac.uk) ). We would recommend that participate in the CELT workshops on writing your fellowship application and reflective writing or writing retreats organised by CELT

## 1: Biography

**Give a brief summary of your career biography with particular reference to your experience within Higher Education (250 words max)**

After graduating from ..... University ..... (2:1) I ..... *a number of example of highly relevant practitioner practice*..... I worked on education projects for ..... and freelanced at various ...*internationally recognised institutions*...

My professional work, especially ..... has enabled me to focus my *teaching* in specific areas, for example ..... Teaching ..... is a particularly nuanced practice as the material that is being trained is the student themselves. It is exceptionally personal and requires the student to shape through practice ..... as well as their emotions and thoughts. It requires the student to reveal aspects of their inner life in an environment that is safe and secure. It means that criticism of the student's work can easily be misinterpreted by the student as criticism of self. I am required to create an environment that is disciplined but playful, safe but enabling, professional but free from judgement.

I began teaching ..... *at MMU*..... in 2006 and successfully applied for a full-time position teaching ..... in 2007. I am currently external examiner on ..... and previously was external examiner at UCLAN (.....) and ..... (BA ..... 2009 - 2012). I regularly ...*work*...for the ....., where I have been ..... for some years.

(403 words)

## 2: Experience Grid: Evidence of Professional Activity

Complete the grid below ensuring that you include examples of the full range of your teaching, supporting learning and assessment activities and cross reference them with the relevant dimensions of practice for AFHEA or FHEA as appropriate

Example of Professional Activity	Broad engagement with the dimensions of practice			Dates
	AA 1-5	CK 1-6	PV 1-4	
I have planned and delivered classes, ....., projects and ..... for all levels of the Undergraduate Programme including: 1. .... II 2. .... III 3. The..... 4. .... 3 <sup>rd</sup> year ..... 7. .... Cohorts vary from 15 to 30 depending on the unit.	A1, 2, 4	K 1, 2, 3, 4	V 1	2006 - present
With regard to designing and planning the structure of a course, I have twice played a central role in the core team's evaluation of ..... and reformulating various units including ..... In each case we responded to the learning needs of the students, evidenced by our continual and annual staff evaluations as well as student feedback, to ensure a more fluid, joined up journey through the course. My input has been based on my professional experience as a ..... as well as experience teaching on the course and knowledge of the subject.	A1, 4,	K 1, 2, 3, 4, 5	V 1, 2, 3, 4	2009 - present
Together with a team of five, I share pastoral duties Pastoral Tutor for all ninety students on the course	A2, 3, 4	K 3	V 1	2007 - present
I have set formative and summative assessments, designing assessment activities that encourage student engagement and development according to the Learning Objectives and Assessment Criteria for the subject and level of study.	A1, 3, 4	K1, 2, 3, 5	V1	2013 - present
I regularly mark formative and summative assessments in accordance with the Learning Objectives and Assessment criteria and level of Study.	A3	K 1, 4, 5	V1	2006 - present
Moderating assessments marked by different tutors to ensure quality assurance and parity across groups.	A4	K3, 4, 6	V2	2006 - present
Give feedback on formative and summative assessments. Providing appropriate and constructive feedback that encourages learning and identifies areas where additional support is required to enable individual students to reach their full potential and guide towards areas of future development.	A3	K3, 4	V1, 2, 4	2006 - present

I am a member of the ..... panel and have twice contributed to the reformulation and development of the ..... process.		K1, 2, 6	V 2, 4	2006 - present
I have arranged external visits to .....and independent tasks off campus (including associated risk assessments) Acknowledging the wider context in which HE operates and designing learning that engage with sites, issues and possibilities beyond the classroom.	A1, 2, 4	K2, 3	V4	2007 - present
Give talks to prospective students and represent the School on Open days			V 2, 4	2006 – present
Unit Leader for ..... (Level 4), ..... (Level 5) and ..... (Level 6) Units, coordinating at least one other member of staff for each unit.	A1, 2, 3, 4	K1, 2, 5	V2, 4	2012 - present
Engage with Continuous Monitoring and Improvement evaluation on all areas of the ..... Programme, including reading and responding with staff team to ISS and NSS.	A5	K5, 6		2009 - present
Designed and taught new units: .....	A1,2,3,4	K 1, 2, 3	V 3	2014 - present
Designed and implemented new code of conduct for all students and developed a new student handbook.	A2,	K 6	V 1	2006 - present
Designed and implemented a mentoring scheme for all students	A2, 4	K 3	V 1, 2	2008 - present
Designed and implemented .....	A1, 4, 5	K2, 3, 4, 6	V1, 2, 4	2008 - 2013
.....ongoing practitioner experience.....	A5	K6	V4	2006 - present
Participate in peer observations of practice as observer and observee. I have engaged in peer to peer dialogue and critique to promote and maintain quality in teaching practice.	A5	K5, 6	V3, 4	2016
Two day Coaching Skills workshop	A4, 5	K3, 6	V1, 2	2015
CELT run Assessment, Marking & Feedback workshop.	A3, A4, A5	K3, K4, K5	V1, V2, V3	2017
Involving students in professional collaborations including ..... Acknowledging the wider context in which HE operates and the implications for students entering professional practice in ..... after graduation; providing opportunities that foster future employability.	A5	K4, 6	V4	2009 – present.
Initiating ..... in collaboration with the ...another faculty department..... and supported by students and recent graduates from ..... Acknowledging the wider context in which HE operates and the implications for students entering professional practice in ..... after graduation; providing opportunities that foster future employability.	A5	K4, 6	V4	2017

### 3: Critical Commentary: Demonstration of Professional and Developmental Activities for D1 and D2

Complete this section using the guidance document that includes general guidance and the specific guidance for each Area of Activity to assist you. (ensure you do not exceed the recommended word count). (AFHEA applicants must complete 2 sections including AA5 and FHEA applicants must complete all sections)

#### A 1: Design and plan learning activities / and or programmes of study (≈600 Words)

In this section I will focus on the design and planning of several units on the .....programme , including .....

..... is an L4 unit that introduces students to the fundamental principles of the ....., such as how ..... Over the past few years, I became increasingly mindful that students were not adept at applying the principles and methodologies from this unit to work undertaken later in the course. This was especially visible at L6, when students were expected to demonstrate a proficient level of integration of skills and technique into their process. Students, it seemed, were not maximising opportunities to build a recognisable and usable process. They were not carrying their learning with them. **(A1, A4, A5, K1, K2, K3, K4, K5, K6, V2, V3)**

Some of the responsibility for this lay in the way ..... was taught. I deal with the changes I've made to my teaching of that unit in Section 2 below. In this section I will focus on broader changes I've implemented on the ..... Programme.

1. Twice in the last ten years the core staff team have rewritten the Programme, a process I have played a key role in. Many changes were made but my central interest lay in the student's journey through the course. It was agreed that too much was expected of ..... and that L4 ..... topic ... was repeated at L5. The Programme Leader and I agreed on the details of a new unit to replace it called ....., which developed the learning outcomes of ....., allowing for a deeper, more immersive engagement over a longer period of time. My intention in creating this unit was to harness individual ..... activities ..... into a coherent progression of learning, drawing together the various strands into something unified. **(A1, A2, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, V4)**
2. I've introduced a series of L4 and L5 ..... classes, which offer a safe, experimental space for the students to harness the techniques they've learned in ..... Returning to apply in context the exercises of ....key author....., for example, fosters use of shared language and principles (Julian Jones 2014), ..... encourages the students to assemble a coherent ....skill.... herself outlines the necessity that each ...activity... builds from one to another (author 1991) and that .....classes complement and feed the work of the Programme as a whole. One example is the ..... activity ((Author 1991), in which students are asked to ..... Once the students have successfully accomplished this in a ....simple form..., I use the .... class to complement a ....applied activity, enabling the students to actively apply their learning **(A1, A2, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, V4)**

It is critical that techniques, skills classes and methodologies fit together in a way that facilitates the constructing of a coherent process (Author 1991). Where possible I have used techniques from other classes (such as animal studies) and applied them to L5 ..... studies and L6 ..... The **Impact** of these changes has been felt across the course. It is evidenced in student feedback at ISS and NSS ('..... classes taught me the importance of ..... ' and 'I found ..... the most successful aspect of the term for me. It allowed my .....skills to grow'. (ISS 2014-16) as well as by external examiners (Jones 2015), students in individual and group tutorials and colleagues. The ....Department... has been ranked top .....school for student satisfaction two years in a row (NSS / Snow 2016). **(A1, A2, A4, A5, K2, K3, K4, K5, K6, V1, V2, V3, V4)**

(618 words, excluding mapping to Dimensions of Practice)

#### References

1. (1991) .....
2. .... (1993) .....
3. .... (2007) .....
4. .... (2007) .....
5. Brandes and Ginnis (1986) *A Guide to Student-Centred Learning*
6. ISS (2016) Responses (..... does its own termly feedback with each year for ISS – available from the .....
7. ISS (2015) Responses (see above)
8. ISS (2014) Responses (see above)
9. ISS (2013) Responses (see above)
10. .... (2012 – 15) External Examiner's Reports
11. .... (2016) External Examiner's Report
12. ....

## A 2: Teach and / or support student learning (≈600 Words)

In this section I intend to focus on the way I've taught and supported student learning on ..... Unit. I believe I facilitate an open, creative environment in which the ..... have freedom ....., tempered by a demand for ..... proficiency (ISS 2014 – 16). I encourage an immersive environment, enabling the students to become absorbed in the ..... (..... Peer Observation 2016). I'm passionate about ..... and this cultivates an enthusiasm and passion in my students (Rust 2013 and ISS 2014-16). I believe much of my teaching is informed by my practice as a ...*practitioner*..., essential in the vocational training of ....., where work is founded in professional practice. **(A2, A4, A5, K1, K2, K3, K4, K6, V2, V4)**

I use different activities to accomplish different types of learning at differing levels of the Programme. For example, games encourage playfulness and spontaneity; exercises serve to practice or master specific techniques, ..... Other activities might focus on a particular principle, for example ..... Ad hoc tutorials enable me to tune into individual student learning needs and offer personal teaching and support. I recognise that specific learning difficulties, for example dyslexia, are more prevalent among art and design students (QAA, 2008). I am guided by the University's guidelines for good practice (CELT, 2016; SSS, 2016). **(A2, A3, A4, K1, K2, K3, K4, K5, V1, V2, V3)**

Following on from Section 1, I've redesigned activities and delivery of ..... in accordance with principles that derive from my practice and the work of master practitioners, notably ..... Loosely, these principles might be characterised as follows **(A1, A2, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3)**:

- Encourage the **student to take responsibility for their learning** (Brandes & Ginnis 1986). This entails developing a shared language and set principles that extend to all classes (..... authors.....). ('.... *taught me the importance of physical listening, shifts in rhy.....thms, finding thoughts and transformation*' (ISS 2015)).
- There should be a **variety of different methods of learning** (Mike Alfreds 2007), enabling students with different **learning styles** (David Kolb 1974). With ....., this entailed moving away from tutor led ....., in favour of a varied learning environment including .....; skills workshops; ...*group work*...and ..... experiences. Students are no longer passive learners but take ownership of their own discoveries. Furthermore, workshops and skills classes target specific areas of learning, enabling students to construct a detailed, nuanced and well-structured process. (ISS 2014/15)
- ..... work best from a place of **relaxation** and **compassion** (..... Authors.....) This is accomplished by interactions with students in and out of the ...*practical room*... and the set up of the class: '..... *had been brought in to create a warm, welcoming and relaxed atmosphere... .. started with ....., which allowed students to switch off and immerse themselves in the .... session.*' (Peer Observer 2016)

- Many techniques are developmental and cannot be learned in one go. They take years to master and need regular practice. Repetition acclimatises students to potentially alien concepts until the student moves from unconscious incompetence to unconscious competence (Noel Burch 1973). For example, Spring term I introduced L5 students to the concept of '....., in which a ..... By the end of term, every student had demonstrated their understanding and embodied the principle through a specific exercise. They were 'consciously competent'. However the following term, when we began a new concept, many of the students had forgotten .....this concept..... It had not yet become something they did unconsciously. This time, it was enough to mention ...the concept... to the students for them to incorporate it into their work. .... for example – requires repetition until they're unconsciously performed .....

(642 words, excluding mapping to Dimensions of Practice)

#### References

1. ....
2. Brandes and Ginnis (1986) *A Guide to Student-Centred Learning*
3. Rust, Chris (2013) *What We Know*. Oxford
4. Burch, N (1973) *Conscious Competence Training Ladder*. Gordon Training
5. Kolb, D, Rubin, I.M, McIntyre, J.M. (1973) *Organizational Psychology: A Book of Readings*
6. CELT (2016) 'Inclusive Teaching Delivery: Good Practice Checklists', Centre for Excellence in Learning and Teaching, Manchester Metropolitan University. Available online from: <http://www.celt.mmu.ac.uk/inclusion/> [19.10.16].
7. Student Support Services: Disability Service (SSS)
8. ISS (2016)
9. ISS (2015)
10. ISS (2014)
11. .... (2016) Peer review

#### A 3: Assess and give feedback to learners (~600 Words)

The first half of this section deals with assessment. I will then focus on feedback, which for an acting course is highly nuanced. **(A3, A5, K2, K3)**

I use both formative and summative types of assessment, formal and informal, in class and one on one tutorials. Formative assessment is conducted through a constant, evolving dialogue with individual students. Summative assessment after projects presented ..... I learned from an Assessment, Marking & Feedback workshop run by CELT that my marking tendencies are 'restrained' and 'hawkish', which has increased my awareness of my marking habits. **(A3, K2, K3)**

Training ..... demands something intensely personal from the student: how they ..... The student ..... work is personal and yet simultaneously subject to scrutiny. Our feedback has to be mindful of this. We must be sensitive in our language and generous in spirit. Conversely, we're also required to be firm and clear, to demand the most out of the student. This balance weighs differently depending on the individual student, where they are in their course and how they learn. **(A2, A3, A4, K1, K2, K5, K6, V1)**

Kolb's Learning Styles is one useful model as to how to engage different learners (David Kolb 1974) and there are others. One student might need praise where another will need a task to focus on; one student thrives on strongly worded critique, another on gentle suggestions. Different students ignite at different times at different temperatures. For example, when ..... at L6, I adopted

very different approaches. T. .... was a slow burner. After two weeks offering him several ideas, I saw little progress so casually mentioned to him he was 'significantly behind'. For another student this could be disastrous, but with T. it was exactly what he needed. The following week he brought into ..... good ideas, tried out ....., and .. P. on the other hand ..... lacked faith in himself. During the ..... process I offered him entirely positive encouragement. As a result, he relaxed, grew in confidence ..... '..... I've got a lot of constructive feedback from him.' ISS 2015) 'Really appreciated that .....was thorough and took the time for each individual student.' (ISS 2014) (A2, A3, A4, K1, K2, K5, K6, V1)

Recently, I've begun to investigate **feeding back on feedback**. Sometimes a student may nod and assure you they've understood the feedback when they have not. In a feedback on feedback tutorial with S., I discovered she was able to repeat back what had been said to her by various tutors but didn't understand it. She was regurgitating terminology. We were able to work through the feedback in a way that S. could put it into her own words. S. went away happy and clear with her feedback.

Often students will record feedback sessions, and I positively encourage it. With A. it proved particularly useful. We were discussing a recent project when I suggested she found listening to criticism difficult. A. responded by offering a barrage of reasons why she didn't find criticism difficult. After seventy minutes of a (supposedly twenty minute) tutorial, I suggested A. go away and listen to the recording. The next day, A. returned to my office deeply (and unnecessarily) embarrassed. She told me she'd listened back in horror as she discovered just how much she was blocking and controlling the conversation. I counselled her there was nothing to be embarrassed about but that she could use the discovery to progress. (A2, A3, A4, K1, K2, K5, K6, V1)

I have also begun to give summative feedback in a practical environment, which enables me to coach and tutor the student to gain a practical, embodied understanding of the feedback. Our ongoing assessment and feedback processes have been praised several times by our external examiners (Jones 2013 – 15 and Cornford 2016).

(657 words, excluding mapping Dimensions of Practice)

#### References

- Kolb, D, Rubin, I.M, McIntyre, J.M. (1973) Organizational Psychology: A Book of Readings
- Jones, Julian (2012 – 15) External Examiner Reports
- Cornford, Tom (2016) External Examiner Report
- ISS (2014 – 2016)
- Assessment, Marking & Feedback workshop (2017) CELT

#### A 4: Develop effective learning environments and approaches to student support and guidance (≈ 600 Words)

In this section I would like to focus on the pastoral care and support I offer students.

Students with specific learning difficulties such as dyslexia and dyspraxia are common amongst our cohort as are more severe mental health issues including depression and schizophrenia (MMU analytics 2016). There is plenty of literature, including anecdotal and scientific evidence to support the notion that .....are more prone to mental health issues than the average member of the population. According to a recent California State University study, people who are imaginative and emotionally vulnerable are more likely to want to be



..... (Trueman 2012; Harden 2016; Hemley 2016). In another survey taken by more than 5,000 people, one in five of the .....sector had actively sought help for mental health issues (Macrae 2015). In my experience, this is no less problematic with students of acting. **(A3, A4, K2, K5, K6, V1, V2, V3, V4)**

As I have written earlier, .....is intensely personal and revealing. Teaching it requires students to draw safely on their emotions and experiences. This is sensitive work, requiring staff and students to be mindful of one another. **(A4, K3)**

The learning support and counselling services at the university are excellent but over-subscribed. We have a student support officer who is on hand to offer advice. However, our teaching hours are 9am and 9pm but the university closes by 5pm.

Part of training . involves supporting students emotionally and psychologically. The issues we deal with are wide ranging, and may include anxiety, stress, eating disorders and more. In past pastoral tutorials, students have confided past emotional trauma, self-harming tendencies, dangerous thoughts and hallucinations. **(A4, K3, K6, V1, V2)** Where the wellbeing of the student is concerned I will recommend the university counsellor, involve the staff team and, sometimes, help the student in finding therapy or other services. I always make time for students whatever the issue but am careful not to take on an ongoing counselling role.

We have a mentoring system, which I initiated a few years ago, in which each L4 student is given a student mentor at L5 and L6. This has been praised by students anecdotally and in written feedback **(A4, A5, K6, V1)** In the first week of the Christmas term the School meets and I read out each L4 student and their L5 and L6 mentors. The students exchange contact details and then the students are left to make use of the scheme as they wish, but many seek advice from one or both of their mentors over the course of the three years and ex-students often come back to see the ..... of their mentees. The mentor scheme has come to generate a lot of excitement in the .....l.

Students are not always aware of issues that affect them. More than once, I have suggested a student may want to test themselves for dyslexia. One student was particularly grateful, having no idea he was dyslexic the diagnosis gave him strategies to deal with it.

The way we communicate as a staff team has been praised by our external examiner (Jones 2015) and I feel we provide excellent support to each and every student. I strike a balance between keeping the confidence of students and sharing information that the team needs to ensure the welfare and safe keeping of our students.

With regard to learning environments, I cater for different student's needs, sometimes guiding the way different students process their learning and take notes. An example: M. was industrious, focused and a compulsive note taker. D. lacked rigour and detail but was playful and spontaneous. M. made fixed decisions about how she learnt. She didn't enjoy ..... but preferred to get it right at home then bring in a finished ..... D. never wrote anything down, never used a workbook. D needed discipline and focus, so we met regularly to discuss practical ways he could develop rigour and agreed he would take regular notes and then we'd discuss them. M. needed to trust in ..... I encouraged her to stop her compulsive note taking, which proved difficult for her to do. Ultimately, M. found some freedom in her work. For D. note taking proved to be a useful aspect of his learning and assisted his development. **(A1, A2, A4, K1, K2, K3, K4, V1, V2, V4)**

(695 words, excluding mapping to Dimensions of Practice)

#### References

- MMU analytics (2016)
- .....
- ..... (2016) .....

- Laura Darrell (2016) Tell the Truth About Mental Health: It Affects Me #itaffectsme to be found on <http://inanything.com/mental-health-itaffectsme-laura-darrell/>
- Johnny Benjamin(2015) Building a Friendship to be found on <http://www.bbc.co.uk/news/blogs-ouch-32530646>
- Johnny Benjamin on Youtube <https://www.youtube.com/user/johnjusthuman>
- .....
- .....
- Student Support Services: Disability Service (SSS)
- Julian Jones (2012 – 15) External Examiner Reports
- Tom Cornford (2016) External Examiner Report
- Kolb, D, Rubin, I.M, McIntyre, J.M. (1973) Organizational Psychology: A Book of Readings

**A 5: Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice (≈ 800 Words)**

**This section must incorporate a reflection on the learning following mentorship and peer dialogue linked to your learning from the per observation process**

I am committed to the evaluation and continual development of my teaching practice, through formal and informal peer review, research, reading and professional practice.

I have participated on both sides of the peer observation process, which I have found invigorating. Having a fellow member of staff in the room with me increases my attention on how I'm teaching and further develops my reflection on my own practice. It is also useful to be reminded of how one responds to critique and that positive written feedback can sometimes be more enriching than written critical feedback. When working with ex-students as assistant directors on various projects, I have found a dialogue on teaching and learning with someone you have previously taught, particularly fruitful. I have entered into meaningful collaborations with other members of staff including ..... teachers, which I have found deeply rewarding. All of these experiences have enabled the continual development of my practice, particularly in evaluating the power of positive vs critical feedback, managing the class as a whole, being sensitive to individual learner's needs, and not feeling pressured to get through everything at once. Student survey and ISS responses to my practice have always been positive and provided useful feedback. **(A2, A3, A4, A5, K2, K3, K5, K6, V1, V3, V4)**

Two years ago, during our annual Programme evaluation, I spoke to colleagues about changes I was considering making to my own teaching practice. Their advice and input proved invaluable. That together with an ongoing dialogue I was conducting with the Programme leader enabled me to significantly transform the way that I was teaching my ..... classes: dropping a rather complex and unwieldy theoretical system and language in favour of the bold ideas that underpinned it. **(A1, A2, A4, A5, K1, K2, K3, K4, K5, K6, V1, V3, V4)**

Last year, I attended a staff training course led by ....., focusing on communication and coaching skills for Peer to Peer Support and Action Learning, encouraging students to find solutions to problems, identify individual strengths and weaknesses and in supporting students in tutorial sessions. By and large, I found this reaffirmed my practice and increased the linguistic devi.....ces I had at my disposal in offering guidance to my students. I am regularly reading new material on teaching acting and find these books deeply enriching and inspiring. Recently, I have begun developing a new set of exercises derived from ..... I am also due to attend an Assessment, Marking & Feedback workshop run by CELT in February **(A1, A2, A3, A5, K2, K3, K5, K6, V1, V3)**

My experiences as external examiner at UCLAN and Arden and now at the ..... have allowed me to reflect more broadly on the acting programme as a whole and how we teach what we teach. **(A1, A4, A5, K3, K4, V3, V4)**

I identified the fact that it is vital to establish a clear link between creative and professional practice and that both I and my students need to continuously engage with the professional world and creative industries

Currently, I am in the final stages of completing a ..... and I have collaborated on various .....projects since he graduated in 2008. I am about to embark on a new ..... which I hope to do in collaboration with students and graduates of ..... as well as the language department at MMU. I am an ..... where I ..... every year and have been invited to speak on S.... for a number of conferences at ..... My research in ..... has directly influenced the way I teach ..... and my experiences as an ..... and more recently ..... affected the way I work on L6 ..... **(A2, A5, K2, K4, K6, V4)**

(628 words, not including mapping Dimensions of Practice)

#### References

- ..... (2016) Peer review
- .. (2006) .....
- .... and Craig, N (20017) .....
- ..... (2007) .....
- .....

Signed:

David Salter

Date of Application 23<sup>rd</sup> March 2017

## 4: Appendices:

### Please attach

1. Evidence of engagement with peer observation of practice (including peer observation paperwork & feedback forms, any reflective commentary linked to associated mentorship, action plans)
2. Any evidence you wish to attach to provide evidence of impact of your teaching and supporting learning practice eg: feedback, testimonials etc.

**You may also wish to attach** (please remember that panel assessors will not read excessive supplementary evidence so limit this to key pieces of evidence and consider using key excerpts rather than the full document)

3. Evidence of ongoing reflective practice eg: excerpts from or link to reflective diary /blog
4. A list of education based publications/conference presentations
5. Other evidence to support your engagement with the UK PSF

