

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

D1 and D2 Written Submission

Applicant Details

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

Applying for: Associate Fellow ☐
Fellow ☒

Please complete all sections of this application before sending it to CELT:

- Evidence of Professional Activity grid (p. 2)
- Demonstration of Professional and Developmental Activities
- **two** completed References

and submit by email to psf@mmu.ac.uk

Signature _____ Date ____

Please 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. You may also find it useful to approach a member of CELT, a SLTF, or a suitably experienced colleague in your department, for support prior to completing this application, or participate in one of the workshops organised by CELT.

Evidence of Professional Activity

Within this grid you should describe examples of your professional activity cross referenced with the UK PSF Dimensions of Practice: Areas of Activity (AA), Core Knowledge (CK) and Professional Values (PV).

For each example chosen, indicate how it demonstrates engagement with the Areas of Activity, Core Knowledge and Professional Values.

You do not need to include everything that you do but select key examples that explicitly demonstrate your engagement with the required Dimensions of Practice. In each example of activity explain briefly what you have been doing linked to the Dimensions of Practice and the dates / time period for the activity.

Examples of professional activity	Dimensions of Practice			Dates
	AA (1-5)	CK (1-6)	PV (1-4)	
I was nominated as Best Teacher award by the MMU student union	1, 2, 4	2	1, 2, 3	June 2013
I have revised the content of undergraduate and postgraduate units to include wider more relevant research to the student experience rather than solely rely on standard orthodox texts.	1, 2, 4, 5	1, 3	2, 4	1999 - 2013
I have formalised continuous active learning and feedback on understanding and progress to build basic skills before more complex assessments.	1, 2, 4	3, 6	3	2011-2013
I have consistently Provided Prompt constructive (electronic) feedback to students which is formative in terms of learning outcomes and wider academic skills.	3, 4	4, 5, 6	4	1999-2013
I am the Combined Honours Tutor, and within this position I have championed the students' programme rather than allowing it, and consequently the students to be side-lined in decision making.	2, 4	2, 3,	1, 2, 4	2012-2013
Given my noted ability to constructively and efficiently support and champion student learning my pastoral role has been widened from Combined honours tutor to also include the role of first year tutor.	2, 4	2, 3	1, 2, 4	2013
As the First year tutor in, I completely redesigned the first year undergraduate handbooks such that it welcomed students and provided critical information which supported their adjustment to the university environment and serves as a useful yearlong reference document.	2, 4	2, 4, 6	2, 4	2013
I have comprehensively updated undergraduate				

Moodle / VLE unit and course areas in 2 universities. Plus use Skype software to provide forward feed on Masters submissions	1, 4	1, 2, 4, 6	1, 3	2011- 2013
Given my subject and pedagogical knowledge, I have designed and written a number of units across the programme in the current Quinquennial Review	1, 5	1, 2, 5, 6	3	2013
I have used my knowledge of cultural priorities and international differences in knowledge to design and deliver successful undergraduate and postgraduate units overseas and the united kingdom	5	4, 6	1, 2, 4	1999 -2013
I have received positive feedback from external examiners for the innovative structure and rigour of my unit examination	1	1, 2, 5, 6		2013
I successfully participated in the peer support scheme	5	5, 6	3	2013

Once you have completed this record of Professional Activity, select examples that will allow you to reflect critically on the effectiveness of the activity and the quality of the student learning and/or the student experience. Use these examples to complete the 'Demonstration of Professional and Developmental Activities'.

Ensure that you demonstrate a sustained and effective engagement with the professional activities chosen and that you reflect upon the examples, drawing out the issues involved and your associated learning.

Demonstration of Professional and Developmental Activities for D1 and D2

D1 applicants: Complete two areas of activity (approximately 400-500 words for each. 800-1000 in total)

D2 applicants: Complete all areas of activity (approximately 500-600 words for each. 2,500 -3,000 in total)

Evidence of impact is highlighted in yellow

A 1: Design and plan learning activities / and or programmes of study

Throughout my time in education (PGCE awarded in 1993) I have designed units and programmes in a variety of settings and with different levels of resources and support. This has been in the UK and overseas in Europe and Latin America. Consequently, from an informed starting point I have experimented with a number of approaches to content building, assessment and delivery. Indeed, the design of unit content cannot be divorced from the teaching and learning strategies; and assessment and evaluation processes (Prideaux 2003). I will elaborate on these areas in subsequent sections (AA1, AA4, CK2, CK3, CK4, CK5).

I feel that Unit and curriculum design is not a task hidden from the students and a specific well communicated Unit/curriculum plans build student confidence (reduces psychological stress) in the ability of an institution or lecturer to guide them towards their individual goals and reassures them that they have made the correct decision in joining a unit/ institution. From such communication I have found that significant barriers to engagement and adjustment are reduced, which may result in easier classroom management, quicker engagement with content and reduced student attrition (AA2, AA4, CK3).

Effective unit/curriculum design is important in framing the content, delivery and evaluation. I ensure that the wording of learning outcomes which provide a route to the next stage of learning need to be clear. I ensure that this is not simply precise instrumental subject knowledge, but also encourages the students to develop intellectually in terms of the sophistication of argument and ability to analyse key course materials. Consequently, my unit content revolves around the generation of authentic pluralistic debate that challenges orthodox thought. Discussion is not tagged on to tutorials but is inherent within the subject content. The inclusion of such material (see examples provided in the following subsections) then provides the context for assessment activities (critical essays, specific examination questions). (CK1 CK2, CK3, PV4)

However, this activity is unlikely to be appropriate in the initial phase of a unit, in fact it may undermine retention and inclusion by increasing the stress of say non-traditional students. Hence, I build in some quicker gains with more simplified activities that provide rapid feedback and hopefully assurance. For example, within the first yearunit, I build in formative short quizzes (from week 1) and simplified debates based on material thoroughly discussed in lectures; I quickly follow these activities with low risk summative quizzes. In this manner, the unit content and implementation set a floor on knowledge and skill requirements whilst preparing now more confident students for more challenging material. (AA4, PV1-4)

The student feedback is supportive ; “The tests are useful” ; “The quizzes each week may be hard but they have helped me to truly understand the topics and showed me where I am going wrong and how I am progressing through the course.”

I would argue that the growth in student numbers with transfers from combined honours to the single honours programmes a good indicator of true success. I further facilitated this process with a minor

modification to the single honours and combined honours programme specifications, which had not fully considered the changing goals of students as they experience higher education or the orientation of performance level knowledge they need in order to achieve the new academic goals. Given my student-focused appreciation of specifications, I have subsequently been heavily involved in the department's current quinquennial review, designing a number of units across the Economics Programme.

The success of this approach is in the form of positive feedback from students in terms of student surveys (all above 4), an increase in progression rates by X% and excellent classroom behaviour and improved attendance rates (X%). (AA1, AA4). Moreover, the student feedback enables continuing adjustment of course content and focus.

Student feedback includes

" This is my favourite unit I find no shortcoming on behalf of the lecturer and cannot think of how to improve it."

Bibliography

Prideaux D. (2003) Curriculum Design, BMJ. 2003 February 1; 326(7383): 268–270.

Walker G. (2013) A Cognitive Approach to Threshold Concepts, Higher Education, February 2013, Volume 65, Issue 2, pp 247-263
(Word Count 598)

A 2: Teach and / or support student learning

Guidance: identify the ways you contribute to a range of teaching and learning (or support) activities. What activities or techniques do you commonly use and why? Reflect on how these are successful in supporting effective student learning.

Examples: Lectures, Tutorials, Seminars, Practical skills / Laboratory, Studios, Placement support / Fieldwork, Personal Tutoring, Dissertation Supervision, PG Student Supervision, Mentoring, Contributing to Staff Development programmes.

Evidence: Include feedback from peer observations, feedback from students / surveys / colleagues / external examiners

During my first academic year at MMU (2012-13), I was pleased to be nominated for a student Union award in the category of "Best Teacher." In the preceding academic year at UCLAN, my Departmental head also acknowledged my positive contribution to student satisfaction. Stating "The School Leadership Team would like to let you know that your students have reported how much they appreciate the high quality of your teaching, this has greatly enhanced their learning experience. Thank you very much for your hard work in this respect. " (AA1, AA2, AA4, CK1, CK3)

This positive feedback reflects my approach to teaching the theoretical and technical aspects of the subject, through which I use the motivations of students to understand real world issues within a student's immediate community and a global context (why has my brother been unemployed for 6 months? Why is there a 2-month notice period on my accommodation?). (CK1, PV1, PV4)

In the teaching of, there has been considerable student revolt in recent years at leading universities against the failure of lecturers to address this wider context of the subject. There have been protests in Paris, walkouts at Harvard and Manchester Universities from lectures given by some of the most prestigious

Lecturers. Students are concerned about the abstract nature of subject models, rather than the real world societies to which they have been applied. This has robbed economic education of any dynamism and relevance. (PV3, PV4) I introduced more dynamism and relevance into my courses, in order to meet the clearly manifested needs and interests of students. The change in philosophy requires the incorporation of wider methodologies, a reinterpretation of the views about what constitutes the real world is complex and evolving, which in turn means history and time are fundamental to the interpretation of actions and policy. Hence themes covered include real world examples linked to social contexts .(AA5, CK1, PV4)

I have found that my pluralistic approach brings in debate and aids student intellectual development in terms of sophistication of argument and ability to analyse critically propositions. My step here is still to deconstruct the theoretical models, which remain integral to asking questions, but at the same time provide an authentic context, (similar to those innumerable above). This requires significant planning beyond the standard textbook support. (AA5, CK1, CK2, PV4)

Student feedback supports this : “always relates to the real world”

“ I like being able to apply models to real world situations this unit gives me the skills to do that. Furthermore I like how brings examples from events in the world. It makes the lecture more interesting and shows how the subject is relevant. The lectures are also engaging as questions are asked through out and fully explained 9/10. “

My discussion here is about the content rather than the process. However, it would not be possible to divorce the two. My support of the higher transformative analytical skills also requires we support students in the achievement of the specific instrumental aims, assessed via the online practice activities and quizzes, as well as tutorial activities. Through this structured process, I help students build the specific knowledge on which the critical analysis becomes feasible. My approach has been validated through colleagues feedback within the peer review process and of course the high ISS scores CK2-4, PV3-4)

Within the Masters programme, I further use a blended approach to support success. This comes in the form of forward feed via individual Skype discussions and paper based analysis, when providing individual orientation around assessments and in providing feedback on drafts. This approach significantly aids student implementation of Threshold level concepts. (AA4, CK2-4 PV2)

Bibliography

Clarke P. and Mearman A. (2003) Why Marxist Economics should be taught but Probably Won't Be! Capital and Class 79:pp55-80

Mearman A. (2007) Teaching Heterodox Economic Concepts, University of the West of England, Bristol, June (Word count 596)

A 3: Assess and give feedback to learners

Guidance: Using up to 2 examples from your practice identify your contribution to effective assessment and feedback.

Assessment: Identify the types of formative and summative assessment you are involved in. Describe how learning and teaching are related to assessment. Justify how and why you choose these methods and explain how you ensure they are valid and that marking is standardised and reliable.

Feedback: Explain how you give feedback to students. Justify how you ensure that the feedback is timely, developmental and supportive.

Examples: Assessment: Examinations, Written Assignments, Presentations, Portfolio. Feedback (written, audio, peer, tutor, external).

Evidence: Name units/assessments you have developed criteria for/given feedback, External examiners comments, internal moderators' comments

In box one, I discussed how the assessment process is integral to unit design. For example, assessment not only needs to test progress towards graduate attributes, but also encourage active learning and changes in study strategies through making students aware of their progress. That is, assessment engages students in self-regulation and self-evaluation whilst developing appropriate skills and attributes (Nicol 2009). This is particularly important for first year students. (AA1, AA5, PV3)

In line with Yorke (2005) solid first year success is built early through regular assessment tasks, which help clarify expectations and work patterns, particularly for those who are not sure of their ability. Last year within the first year microeconomics unit for 150 students, I assessed in a number of ways. (AA4, PV2)

The students' first assessment was a number of frequent stepping-stones to enable rapid feedback and assurance. This came in the form of 10-minute quizzes at the start of tutorials. The topics were thoroughly debated in preceding lectures and tutorials, plus the specific questions were distributed. This fostered the formation of friendship groups, which could discuss the topic, and thorough preparation. In addition, it meant the complexity of questions could evolve quickly. Initially I could assess student understanding of core principles and adjust delivery appropriately, and students could quickly self-regulate learning approaches. In fact, there was a very strong association (0.77 correlation) between consistent success on these quizzes and the final grade. A by-product was improved attendance at tutorials, again adding good habits and outcomes. Of course, we were also able to target help at struggling students. (AA2, AA4-5 PV3)

Marking these quizzes was not overly burdensome, but this year student numbers are much higher and we have migrated to an online system, within which I can set up additional formative practice quizzes. This allows students to undertake quizzes at a time, which suits their needs, within a date limit. They can again refer to support material in generating their response. Students also have more flexibility in how long they take to answer the quiz (no fixed 10 minutes) and of course, I can now ask longer questions. (CK4-5, PV1-4)

This of course is only encouraging a base line skill set. Beyond these short exercises I incorporated authentic research and discussions of both orthodox and heterodox theories into lectures and tutorials, with additional readings liberally provided to support particular interests (please see fifth box). These activities build content knowledge, but their principle reason for inclusion within the unit plan is to support the development of critical analytical skills, which were assessed in a policy orientated essay. I assessed and returned the essays via the Turnitin system, which help in providing timely individual response about specific and wider learning, as demonstrated in the essay. (CK1-5)

I finally challenged the skills and confidence students built through the quizzes and essay in the end of year examination. The external examiners noted its rigour as the structure ensured I assessed both base and advanced skill sets. A month before the examination I distributed a text, which detailed the up to date context for a number of the examination questions. Its purpose was to provide a focus around which students could undertake productive discussion about how topics could be approached and hence facilitate productive preparation plus moderated stress and self-doubt. (AA3-4, CK5-6)

The evidence would suggest that the level of rigour, distribution of grades and progression, which contrasted markedly with outcomes in the preceding year, could not have been achieved without the integration of the assessment procedures within the unit plan and teaching strategy. (CK5)

External examiner comments “ the assessment tasks were clearly aligned with the unit learning outcomes and the guidance clearly supported the students. The grades and the progression rates show significant improvement on previous years”

Bibliography

Nicol (2009) Assessment for self-regulation: Enhancing achievement in the First-year using Learning Technologies, Assessment and Evaluation in Higher Education 34 pp 335-52

Yorke, M. (2005) “Increasing the chances of student success”. In Improving student learning 12: Diversity and inclusivity, Edited by: Rust, C. 35–52. Oxford: Oxford Centre for Staff and Learning Development (word count 647)

A 4: Develop effective learning environments and approaches to student support and guidance

Guidance: Using up to 2 examples from your practice demonstrate how you provide support for learners. Identify the range of ways you contribute to the provision of an effective environment for students. Reflect on how this support provides an inclusive environment for all learners

Example: Physical environment, virtual environment, inclusive practice - ensuring all learners have access to learning opportunities, liaison and planning in support of placement / fieldwork. Personal/Academic Tutoring, Counselling, addressing learning implications of access via widening participation or for students with disabilities.

Evidence: Student feedback, colleagues feedback,

Example 1

The majority of undergraduate students undertaking dissertations have difficulty in accessing topics and data which truly enable them to address the questions they have developed over their period of study. The result is that students have to make many compromises and the outcome is not necessarily satisfactory. Consequently, it is import to facilitate access to the required environment, even if this may require a level of knowledge and expertise we cannot typically expect from an undergraduate. (AA4)

I am currently supporting an undergraduate who is undertaking research for ...a local public body.... into a large award winning service. “Manchester is the first city wide, joined up, strategic service of its kind”(Manchester Council 2013). The student will work with me and Manchester to design a study which evaluates the long-term benefits of their intervention with disadvantaged families. The results may inform a decision on the continuation of the intervention, which to date has helped 23,000 people. (AA4, PV4)

I sought and arranged this very demanding dissertation project given the student’s question and previously demonstrated ability. Nonetheless, she will have to respond quickly to the complex environment. She will not only learn how to implement a number of academic and professional skills, but also the importance of academic activity in an intervention which is unequivocally at the vanguard of national attempts to address a (PV4)

This study would be impossible for the student alone. There is therefore a need for significant support in both academic and social settings to guide the student yet still allow her to develop appropriate attributes and answer her own question. Amongst other things, this requires support in organising meetings with relevant people and bodies, and establishing required outcomes from meetings, and help in designing econometric approaches. (AA4, CK2-4)

Example 2

This academic year, in recognition of my success as Combined Honours tutor, I was also charged with the role of first year tutor. Given this role, I took the opportunity to rewrite the relevant student handbook. Previously this focused on the first few weeks at the university. I broadened the scope of the document to map how the students' period of study has been constructed and some of the possible routes that they could take. I also mapped out the requirements of the first year (hand in dates, holidays and other simple information) and where they could generally find academic and pastoral support. The document as a whole provided information which gave the student confidence the institution had addressed their needs and that they would be able to achieve their personally defined outcomes. This approach is consistent with my actions and discussion of philosophy in box one.

This activity is an additional support in accordance with the design and planning as discussed in section one that helps to breakdown initial barriers to adjustment, and hence quicker engagement with content and reduced initial student attrition. (AA1-2, AA4)

Student feedback included the comments " the combined honours student handbook was an excellent resource for me to ensure I remained on track with my assessment deadlines for this year "

A Colleague commented " the new handbook is clearly an invaluable resource for a student trying to find their way through the first year of the combined honours course"

Link

Manchester Council (2013) Congratulations to Community and Cultural Services - Active Lifestyles
http://www.manchester.gov.uk/info/100009/sports_leisure_and_culture/5035/active_lifestyles-become_a_member/2 resource accessed on 17th October 2013

(Word Count 537)

A 5: Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice

Guidance: Using up to 2 examples from your practice demonstrate how you ensure your teaching and learning practice is effective and how you evaluate this your formally and informally. Explain how you use information and feedback to improve the student learning experience. Demonstrate how you keep up to date with practice in your area of work and use research, scholarly activities and/or professional activities to support student learning. Identify the ways you draw on discipline based and pedagogical research, scholarly activities and/or professional activities to support teaching and learning. Reflect on how these activities enhance your practice and lead to an effective student teaching, learning and assessment experience.

Examples: how you use the outcomes from student evaluation questionnaires, focus groups, staff/student forums. engagement with Peer Observation of Practice, participation in staff development sessions/courses. The integration of scholarship and evidence based teaching, research informed teaching, in your teaching.

Evidence: actual courses/workshops attended, references for any publications, references to appropriate pedagogical/literature related to teaching and learning

In the preceding boxes I have demonstrated that I achieve pedagogical objectives through engendering dynamic appreciation of the economic environment. This approach requires a considerable and diverse research base, far beyond that in standard texts. Mearman et. al. (2011) provide a qualitative exploratory study on the efficacy of a pluralist approach. They show that, within boundaries, it stimulates students. In economics enjoy the debate and appreciate the benefits for their long-term development. Consequently the approach aids in the achievement of better outcome metrics (retention etc.) if students believe they are challenged appropriately and are slowly drawn away from a typical dualistic view of the world to one in

which they can make complex evaluations.

In the research driven example of practice below I move the students rapidly towards complex discussion, without moving the students out of their zone of proximal development. Too fast an approach would be counterproductive. Hence, the need for supporting comprehensive unit design and assessment structures as discussed previously.

TheNetwork, to which I subscribe, provides a wide range of resource for improvements in the teaching of Amongst these is thejournal. The journal has published quantitative research into the motivation of students in Australia and Finland (Chan 2005 and Mangeloja 2007). However, I did not only use this research to reflect on our own teaching and planning or involve the students in a comparative discussion, but instigated a similar study with the quantitative methods students for a evidence based judgement on comparative academic motivations. (AA4-5, CK4-6, PV3-4)

We discussed the context and outcomes of the preceding studies and the methods and possible downfalls. The students then collected and analysed the data in order to provide research informed conclusions on their own motivation and restrictions on success. A colleague I share the unit with led the finer elements of this activity. The results were informative and the students presented them to the Dean. Who was very complimentary about the material and the students learning

This activity not only deepened the students understanding of the tools and methods to which we had exposed them. The students now had experience with which they could build comparative analytical frameworks to question wider studies. Interestingly the students could also use this piece of work for private reflection on their individual motivation and approach to university. Finally, we had a genuine summative tool though which we could evaluate how students use rather technical skills to support evidence based critical analysis and how our practice matches their motivation. (AA4-5, CK4-6, PV3-4)

Measurable success came in terms of very healthy student grades, achievement of progression targets, consistent scores over 4 on student feedback (in dry technical areas) and students transferring into (AA5, CK5-6)

Bibliography

Chan G., Miller P. and Tcha M. (2005) Happiness In University Education
International Review of Economics Education, volume 4, issue 1 (2005), pp. 20-45

Mangeloja E. and Hirvonen T. (2007) What Makes University Students Happy?
International Review of Economics Education, volume 6, issue 2 (2007), pp. 27-41

Mearman A. Wakely T. Shoib G. and Webber D. (2011) Does Pluralism in Economics Education Make Better Educated, Happier Students? A Qualitative Analysis International Review of Economics Education, vol. 10(2), pages 50-62
(Word Count, 527)

Other Information (250 words)

Please use this space to provide additional information to support your application e.g. activities with professional bodies, subject associations and project work.

Signed_____Date of Application

Details of Referees

Your application must be accompanied by two references.

Referees should be experienced staff able to comment, knowledgeably, and from **first-hand experience**, on your current role and any other relevant activities you have recently undertaken.

Referees need to be directly familiar with your practice to validate the claims made in your evidence proforma and application. We recommend that your referees will need to read your application prior to completing your reference.

One of your referees should be your academic line manager. We recommend that your referees are familiar with the requirements of the UK PSF and are an appropriately experienced member of staff working for a UK higher education institution.

It is your responsibility to collect the references and submit them with your application.

1st Referee

Name:	
Job Title:	Head of Department
Department:	
Email address	
In what capacity can this individual comment on your professional practice? Head of department and line manger	

2nd Referee

Name:	
Job Title:	Associate Head
Department:	
Email address	
In what capacity can this individual comment on your professional practice? Department coordinator abreast of staff roles and successes	

Guidance and Proforma for Referees Supporting an application for HEA Associate (D1), Fellow (D2) status via MMU's internal Professional Standards Framework (PSF)

Thank you for agreeing to provide a reference on your colleague's eligibility to apply for recognition with the Higher Education Academy, via MMU's PSF Scheme.

Summary of Descriptor Roles (Adapted from UK PSF, 2011 p4-7)

Associate Fellow Descriptor 1

Staff whose role in teaching and supporting learning is focused on **at least two**, but not all, of the Areas of Activity, who are able to demonstrate the Core Knowledge relevant to these areas, and commitment to all the Professional Values within the MMU PSF.

Fellow Descriptor 2

Staff with a substantive teaching and/or supporting learning role, engaging with **all** of the Areas of Activity, and all dimensions of the MMU PSF.

It is also expected that the Core Knowledge and Professional Values of the MMU PSF underpin the practice of Associate Fellows and Fellows (see below).

Areas of Activity:	Core Knowledge:	Professional Values:
<ol style="list-style-type: none">1.Design and plan of learning activities and/or programmes of study2.Teach and/or support learning3.Assess and give feedback to learners4.Develop effective learning environments and approached to student support and guidance5.Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice.	<ol style="list-style-type: none">1. The subject material2. Appropriate methods for teaching and learning in the subject / disciplinary areas3. How students learn, both generally and within their subject / discipline4. The use and values of appropriate learning technologies5. Methods for evaluating the effectiveness of teaching6. The implications of quality assurance / enhancement for academic and professional practice with a specific focus on teaching.	<ol style="list-style-type: none">1. Respect for individual learners and diverse learning communities2. Promote participation in higher education and equality of opportunity for learners3. Use evidence-informed approaches and the outcomes of research, scholarship and continuing professional development.4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Note:

Please ensure that your reference is signed electronically and emailed to the applicant so that they can include it with their application.

If you wish your reference to be confidential, please email it directly to psf@mmu.ac.uk

If you have any queries about the process please contact the PSF administrator in CELT psf@mmu.ac.uk

Reference to support an application for HEA Associate (D1), Fellow (D2) status via MMU's internal Professional Standards Framework (PSF)

Applicant Name	
PSF Status Applied for	Associate Fellow Fellow

<i>Referee Details</i>	
Name:	
Job Title:	Head of Department
Department:	
Email Address	
Capacity in which giving reference	<i>This reference should be provided by colleagues who are able to:</i> <ul style="list-style-type: none"> • comment on the applicant's current / recent role, responsibilities and activities in MMU. • offer a "peer review" of the applicant's practice. • validate the applicant's claims made in their MMU PSF application.
HEA Status of referee (circle if applicable)	Fellow Senior Fellow Principal Fellow

<p>Please comment on the validity of the evidence claimed by the applicant in the Record of Evidence grid and Demonstration of Professional Activity. We are looking for evidence of commitment to teaching and/or supporting learning rather than their general academic achievement.</p>
<p>..... has achieved the objectives stated above through his appreciation and commitment to teaching and learning in economics. He stimulates learning in students through debate and by allowing students to appreciate the benefits of their long-term development. engages students in complex evaluations. which are underpinned by research. Further, the unit design and assessment structures provide students with the tools to appreciate the benefits of a university education as well as the ability to reflect on their individual motivations.</p> <p>.....achievements are in line with the strategic plan of the Department and the Business School in terms of enhancing student satisfaction, and creating student centred learning which in turn assists retention strategies. His approach to teaching and learning has meant that the student experience has been enhanced but perhaps more importantly his work ensures that the future studies of students have a solid underpinning.</p> <p>I would have no hesitation in recommending in this regard.</p>
<p>Please refer to (providing practical examples to support your comments):</p> <ul style="list-style-type: none"> • the applicant's experience and achievements in teaching, learning and assessment practice; • the contribution of the applicants makes to the student experience within their area of practice (only refer to his/her research record insofar as this directly informs their teaching). • the applicant's contribution to faculty or departmental objectives in teaching and learning, engagement in processes that support the enhancement of learning and teaching.
<p>..... has achieved excellent feedback from students, as evidenced by the internal satisfaction surveys and, has been nominated for lecturer of the year not just at MMU and in his previous role at UCLAN. He is very pro-active with students and constantly tries to improve the student experience by utilising his own research and his pastoral skills. Matthew enhances the student research skills and mentors students both internally and externally. The Department has a prestigious programme with some of the leading figures in</p>

the accounting programme and receives excellent feedback regarding his supervision of these students.

Please use this box to add any further comments that you would like to make

Your reference should draw on the evidence provided through the Peer Support for Teaching (PST) scheme or professional CPD.

.....has fully engaged with peer assessment and also peer assessed a member of staff who needed additional support for his teaching. He is always willing to assist other members of staff in their development.

He has transformed the teaching on the undergraduate area for which he is responsible. He is a dedicated member of staff who fully supports the philosophy and culture of the Department in terms of the focus on student support and development and its collegiate nature.

Signature of Referee:

Date: 12th November 2013

Reference to support an application for HEA Associate (D1), Fellow (D2) status via MMU's internal Professional Standards Framework (PSF)

<i>Applicant Name</i>	
PSF Status Applied for	Fellow

<i>Referee Details</i>	
Name:	
Job Title:	Associate Head of Department
Department:	
Email Address	
Capacity in which giving reference	<p><i>This reference should be provided by colleagues who are able to:</i></p> <ul style="list-style-type: none"> • <i>comment on the applicant's current / recent role, responsibilities and activities in MMU.</i> • <i>offer a "peer review" of the applicant's practice.</i> • <i>validate the applicant's claims made in their MMU PSF application.</i>
HEA Status of referee (circle if applicable)	Fellow

Please comment on the validity of the evidence claimed by the applicant in the Record of Evidence grid and Demonstration of Professional Activity. We are looking for evidence of commitment to teaching and/or supporting learning rather than their general academic achievement.

..... since joining the University has been an asset to the department, in terms of both his commitment to the continuous improvement of his unit and the Economics programme as a whole. Initially, this was reflected in some minor modifications that enabled his units to be accessible to a wider range of students across a number of programmes. Then latterly, he has been strategic in the quinquennial review that is currently underway in the Business School. subject knowledge and appreciation of how students learn has informed the design of the new proposed programmes for Economics.

..... teaches to large diverse cohorts of students who he engages by the use of real world examples and research informed teaching, his constructivist approach to teaching makes the hardest topics

understandable for students and his use of blended learning ensures his teaching is suitable for different learning styles and is inclusive. He has appeared to recognise that MMU prides itself on being a University that aims to widen participation and adapts his teaching style to suit the audience. His use of Skype, online quizzes and his availability for students detailed above is evidence of this. For the last Internal Student Survey Matthew achieve over 4 for his units and has been a key member of the team that has seen the NSS for Economics increase from the high 60's to over 90% satisfaction.

As part of his staff development has fully engaged with the peer review programme that has been undertaken by academics in the department. was the Buddy for a new member of staff who he has helped settle in to University life.

..... is a valued member of the team not only by other members of staff, but also the students who he teaches, personal academic tutor too, and year tutor too, and therefore I have no hesitation in recommending him for this Fellow status of the Higher Education Academy.

Please refer to (providing practical examples to support your comments):

- the applicant's experience and achievements in teaching, learning and assessment practice;
- the contribution of the applicants makes to the student experience within their area of practice (only refer to his/her research record insofar as this directly informs their teaching).
 - the applicant's contribution to faculty or departmental objectives in teaching and learning, engagement in processes that support the enhancement of learning and teaching.

As can be seen above has achieved some excellent scores with regard to the internal satisfaction surveys and in addition, has been nominated by a number of students for lecturer of the year not just at MMU but also in his previous role at UCLAN.

Matthew not only uses his teaching experience and knowledge to assist students in their learning but through his research is able to assist them both in their research techniques but where appropriate is able to inform and assist them with subject knowledge. He does this not only for the University on our internal programmes but also on the distance learning programmes ran by the department in conjunction with a Professional Accountancy Body.

Please use this box to add any further comments that you would like to make

Your reference should draw on the evidence provided through the Peer Support for Teaching (PST) scheme or professional CPD.

..... has fully engaged with peer assessment and his team not only included a principal lecturer but also a member of staff who needed additional support for his teaching..... through the peer assessment of this member of staff has been able to support him and gently encourage him in new approaches he could take for the delivery of his lectures.

Signature of Referee:

Date: 12/11/2013