



## Birmingham Education Fellowships 2016 - 17

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### Introduction

The Teaching Academy is involved in a range of activities that promote recognition and reward for excellence in teaching and/or the support of student learning. The Birmingham Education Fellowships are designed to recognise, reward and celebrate individuals whose expertise makes an outstanding contribution to the student learning experience, to encourage excellence and to raise the profile of teaching and learning at the University. They provide Education Fellows with an opportunity to undertake teaching and learning-related projects and professional development activity, and to share their expertise with colleagues across and beyond the University.

- Applicants need to make a case in the form of a personal statement, of up to 1500 words
- Up to three individuals may become a Birmingham Education Fellow each year.
- In reward and recognition of their teaching excellence, Fellows receive a permanent salary increment, if they are not already at the top of their scale.
- If the awardee is at the top of their salary scale then a one off payment of £1,500 will be paid.
- Fellows are also awarded £5,000 to support both their professional development in teaching and learning, and to carry out a project to enhance students' learning experience.
- Additionally, Fellows will be allocated a mentor to support them in their work as a BEF - including their plans for project work and dissemination - and their further development, e.g. working towards national/international recognition for teaching excellence via opportunities such as the National Teaching Fellowship Scheme:  
<http://www.heacademy.ac.uk/ntfshome>.



**Professor Jon Green Director of the Teaching Academy & Deputy Pro-Vice-Chancellor (Education)**



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## **Responsibilities of Birmingham Education Fellows**

Fellows are expected to contribute to educational enhancement at the University. This will typically include (but is not limited to):

- contributing to University fora - e.g. College fora, teaching colloquia - on the outcome of the work supported by the Fellowship award;
- presenting at the annual Teaching and Learning Conference;
- supporting other BEFs, for example by acting as a mentor to future BEF applicants;
- playing an active and leadership role in University developments in teaching and learning, for example with the new Teaching Academy;
- disseminating their work more widely within the sector.

## **Eligibility**

Applicants must currently occupy a substantive teaching and/or learning support role at the University of Birmingham and must be members of staff, either academic or academic-related, in an on-going position or on a limited term appointment of no less than two years from the start of the fellowship.

Part-time staff may apply if they fulfil the criterion of occupation of a substantive role, that is, if they hold responsibility for the direction and management of significant courses of study or learning support activities (usually at least at the level of a complete module or equivalent) as well as contributing to the design, delivery, assessment and evaluation of learning and teaching and the support of learning.

Applications will only be considered if they are endorsed by the Head of School, or Head of Budget Centre for Corporate Services applicants.

## **How to apply**

### **Claim for fellowship**

Applicants need to make a case for, and refer to, a sustained and substantial contribution to learning and teaching, and/or the enhancement of learning. This should take the form of a personal statement (maximum 1,500 words), explaining how their work in teaching has demonstrated:

- A commitment to engaging learners and evidence of an outstanding contribution to their learning;
- Openness to engaging with colleagues, collaborating with, and inspiring others, to enhance their teaching practice;

- A considered approach to one's own personal and professional development.

The statement should address the selection criteria explicitly and should demonstrate a reflective approach throughout - see Appendices for further guidance.

The applicant should also give a list of key evidence that they can provide if the Awards Selection Panel asks to see it (one page maximum, not included in the above word limit). See Appendix 2 for detailed guidance.

The Awards Selection Panel may request further evidence for any examples that the applicant has given, in which case they will be contacted with details of what is required. An interview process may be arranged if deemed necessary by the Panel.

### **Approval from Head of School or Division of Corporate Services**

The application must also include the signature of the Head of School or Head of Budget Centre [for Corporate Services] to approve the application and agree to the salary increment if they are successful, as well as to denote their agreement to allow the applicant to buy out time from regular duties to enable them to undertake personal, professional and pedagogic development in teaching and learning. Where the applicant is a member of academic staff, a copy of the full application should then be passed to the relevant College Director of Education for information.

### **Completing the application form**

Applications must comply with these guidelines and be submitted on the electronic application form, which is available to download from: <https://intranet.birmingham.ac.uk/staff/teaching-academy/reward-recognition/birmingham-education-fellowships.aspx>

### **Submission and receipt of applications**

Completed and signed applications should be converted to .pdf format and sent by email to Helen Rosser in the Teaching Academy, [teachingacademy@contacts.bham.ac.uk](mailto:teachingacademy@contacts.bham.ac.uk) **by noon on 30<sup>th</sup> June 2017**.

Applications will only be accepted if they meet the outlined criteria and are accompanied by the approval outlined above. Receipt of all applications will be acknowledged by email. Awards will be announced by the end of July 2017 and the £5000 will be transferred to Fellow's accounts from 1<sup>st</sup> August 2017.

## Enquiries and further information

If you have any enquiries about eligibility or the application process, please contact Helen Rosser ([h.r.rosser@bham.ac.uk](mailto:h.r.rosser@bham.ac.uk)) at the earliest opportunity, who will arrange for effective advice on your application.

## The Selection Process

### The Awards Selection Panel

Following receipt of applications, a BEF Awards Selection Panel is convened and normally comprises:

- Director of the Teaching Academy;
- Assistant Director (Educational Development), CLAD & Learning Spaces;
- A Higher Education Academy National Teaching Fellow or former Birmingham Teaching Fellow;
- An officer of the Guild of Students;
- Two members of academic staff nominated by the Director of the Teaching Academy

The Awards Selection Panel will assess applications on the basis of evidence provided against the selection criteria (see Appendix 1) and the information provided in the application form. The Panel may contact applicants for clarification or further information and may appoint a sub-group to interview applicants if deemed necessary. All the material submitted will be considered by the Panel and treated as confidential. All applicants will be informed by email of the outcome of their application.

## Support for award winners

Successful applicants will be allocated a mentor and invited to discuss and develop their plans for professional development and educational enhancement activities (see also 'The nature of the award', above). These plans will also be agreed with the Teaching Academy and CLAD & Learning Spaces prior to the distribution of funds. Plans will vary in accordance with the individual Fellow's interests and development needs, but will normally take the form of £4,000 project funding and £1,000 for dissemination activity:

### Personal, professional and pedagogic development proposals

Successful applicants will be eligible for funding to pursue further aspects of their teaching and learning practice, typically in the form of a funded project (normally up to £4,000).

The award is given for personal, professional and pedagogic development in teaching and learning. Applicants are asked to indicate the activities they would undertake, and the benefits they would gain as a result.



The funds may be used, for example, for: (i) 'buying out time' from regular teaching or learning support duties in the School or Department in order to undertake professional development activities; (ii) employing a member of staff to support the development of learning and teaching initiatives; (iii) creating e-resources or a web site to support learning and teaching; (iv) other appropriate enhancement of academic practice; (iv) travel to engage in education-related activity and/or educational research at other HE institutions.

## **Dissemination**

The University encourages successful applicants to disseminate the outcomes of their work by presenting to University fora throughout the year. Consider to which fora you would wish to present your work.

Fellows are eligible for an expenses budget (normally up to £1,000) for dissemination activity beyond the University. For external conferences, if possible, please provide the name of the conference, organising body, dates, location and cost. A justification of why this conference is best suited to promote your work should also be provided.

## Appendix 1: selection criteria

Claims for Birmingham Education Fellowships will be assessed against the following criteria:

1. **Individual excellence:** evidence of enhancing and transforming the student learning experience commensurate with the individual's context and the opportunities afforded by it (approx. 500 words)

The applicant must demonstrate outstanding ability to arouse learners' curiosity, to stimulate independent learning and engage them in the process of enquiry based learning, demonstrating an outstanding contribution to students' learning experience.

Examples of evidence could include:

- fostering active, interactive learning approaches through teaching, assessment and/or the production of learning materials, so that learners can engage meaningfully and effectively with the concepts, processes and people in a programme of study;
- fostering critical enquiry, debate and self-motivation through the design of curricula and learning and assessment activities and/or the production of learning materials, so that learners are effectively prepared to meet the challenges of graduate level employment assisting students from diverse backgrounds to participate and achieve success in their courses;
- provision of effective guidance and advice to students;
- demonstrating awareness of current discipline-specific teaching developments in your subject;
- developing innovative approaches to the design and delivery of teaching, assessment, feedback and / or learning support, and the evaluation and dissemination of these;
- participation in professional or scholarly activities related to teaching and the support of learning.

2. **Raising the profile of excellence:** evidence of supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond the nominee's immediate academic or professional role (approx.. 500 words)

The applicant must demonstrate a commitment to open scholarly communities. This may include:

- a willingness to share good practice with others;
- ability to influence and inspire colleagues in their teaching, learning support and assessment practice, by example;
- engagement in formal and informal support mechanisms and/or through the dissemination of good practice.

This may be achieved through participation in colleague support and development schemes, such as mentoring, coaching, running pedagogic seminars, workshops and dissemination events.

- 3. Developing excellence:** evidence of the nominee's commitment to her/his ongoing professional development with regard to teaching and learning and/or learning support (approx. 500 words)  
Please provide a reflection upon your past experiences and future plans in relation to teaching and supporting learning practice. This might include, for example, applying for HEA recognition, engaging with external (national and/or international) bodies, and/or promoting the scholarship of teaching and learning (whether in more general or discipline specific terms).

The Awards Selection Panel is looking for evidence of a considered approach to your professional development overall and a clear statement of how you think this award will help you with your future career and professional development.

## Appendix 2: supporting evidence

The selectors will expect applicants to describe their achievements and refer to evidence in a range of activities, for example to illustrate innovative approaches to pedagogy, discipline related teaching/learning enhancement, curriculum design, facilitating learner success, encouraging enquiry based learning, and using/structuring teaching environments (physical and/or virtual).

Please contact us if you require additional guidance (see 'Enquiries and further information', above).

Evidence could include: (and brief further guidance is given below):

- Student / end user feedback;
- Feedback from peers;
- Evaluation of teaching and learning;
- Leadership in the enhancement of learning and teaching.
- Resource developments - e.g. multimedia packages, modules;
- Awards, qualifications, commendations and recognition for teaching / learning support;
- Participation in teaching and learning related professional development to improve teaching and learning support - e.g. the University's Postgraduate Certificate in Academic Practice or equivalent programme(s), and/or HEA fellowship;
- Participation in teaching and learning related research, needs analysis, surveys etc. leading to recommendations and/or change in pedagogic practice and/or learning support activity/provision.

### Student/end user feedback

In the case of staff involved in direct teaching, this should be from students, e.g. student evaluation of teaching, student evaluation of postgraduate supervision, unsolicited feedback from students (letters, cards, email correspondence). In other cases, e.g. academic related staff who do not teach but support learning in other ways, alternative appropriate 'end user' feedback and/or references should be referred to. Any direct quotes and references to individuals must be anonymised.



## **Feedback from peers**

This may include peer review of teaching, uptake of curriculum innovations by peers, informal feedback from peers, requests for advice from peers, feedback from Head of School and external examiners.

## **Evaluation of teaching and learning**

This may include (for example) module/programme evaluation and/or evaluation of the effectiveness of innovations in teaching and learning support.

## **Leadership in the enhancement of learning and teaching**

This may involve, for example:

- module/subject coordination;
- involvement in project teams whether local and national;
- involvement in, or support of, teaching innovations;
- leading teaching and learning related staff development workshops;
- programmes or events at School/College/University-wide level to disseminate innovations and good teaching practice;
- mentoring, supporting or advising other staff on learning and teaching related matters;
- encouraging peer observation and reflective discussion of teaching;
- encouraging critical review and evaluation of learning support and teaching.

## **Appendix 3: guidance on reflection**

Your application must showcase your ability to demonstrate a professional, systematic and reflective approach to teaching and the support of learning through direct experience or through the support of those who teach. The application should explain how your practice has developed and been informed by critical reflection on your own experiences, research evidence, educational theory and the practice of others, as appropriate.

For further guidance on what constitutes a 'reflective approach' see, for example, the support website for the Postgraduate Certificate in Academic Practice: <http://bhampcap.wordpress.com/education-practice/reflection/>