**Making an effective application for HEA recognition**

**Session Leader: Marita Grimwood**

**Session Times:** 09.30 arrival for a 10am start. Session end is planned for 4.30pm

**Introductions:**

* Who I am and what my background is in supporting applications. Who you are, and why you’re interested in applying.
* Participants share one thing that they consider a significant achievement in their work supporting learning and teaching.

**PART 1: UNDERSTANDING THE UKPSF AND HOW IT RELATES TO YOUR EXPERIENCE**

**Overview of the UKPSF framework and levels of recognition**

* Presentation to incorporate discussion questions and Q and A throughout:
* Brief overview of the dimensions of the framework
* Levels of recognition, including likely staff categories for each (but emphasise that it’s not role-dependent).
* Possibly benefits of applying for and gaining recognition (intrinsic as well as extrinsic)
* Good standing requirements
* Outline of the application process

**The dimensions of the framework and choosing your level**

* Detailed presentation and discussion of the dimensions
* Choosing the correct level - Associate Fellow, Fellow or Senior Fellow – in the light of understanding the dimensions
* Identifying suitable case studies (if some participants wish to pursue SFHEA).
* Factors in selecting case studies
* Different ways of presenting case studies as part of the submission.
* Pairs or trios discussion in which participants discuss the best level for them.
* Plenary to explore any areas of ambiguity.

**COFFEE BREAK AT 11.30**

* Participants use a table handout to map their professional activities onto the dimensions
* Plenary discussion re: gaps and difficulties

**PART 2: PREPARING TO WRITE**

* Free writing exercise– write continuously for five minutes about your experience and achievements in supporting learning and teaching.

Presentation with discussion questions:

* Why a narrative?
* What kind of narrative are you writing? Different ways of presenting your achievements
* What is reflection in this context and how reflective should you be?
* Reviewing semi-fictionalised examples – working in groups, identifying strengths and weaknesses.
* Presentation and discussion of common errors in writing about teaching achievements, with reference to the examples used above.
* Point by point planning – achievement, evidence of impact, reflection. Participants write a paragraph on one of their achievements, and then swap for peer feedback.

**LUNCH BREAK from 1300 till 1400**

**PART THREE: WRITING YOUR APPLICATION**

Introduction:

* Different approaches to writing – relationship between writing and planning.
* Principles of writing an effective application

Outline of process

* Participants use a more detailed chart to map out the narrative shape of their application
* Participants decide how to plan the rest of the afternoon, where to focus their time and why.

One hour’s writing time, with facilitator support, followed by peer review and discussion.

Conclusion:

* Review of progress and unanswered questions, including next steps.