

Pen Portraits

Associate Fellow: D1

Angelise is a Professor in the Department of Chemistry and supervises a number of PhD students. Due to the nature of her contract, she spends the majority of her time carrying out research activities. She is however able to clearly evidence engagement with two of the Areas of Activity through her research supervision and is keen to develop her skills in using the technology to better support her students overseas.

Angelise has been talking with the e-learning team to enhance the Moodle Course she has been developing over the years and to explore the use of discussion forums for peer and tutor support.

Jack works in the Department of Pharmacy and Pharmacology supporting one of the teaching teams in setting up the laboratory for teaching undergraduate students. In addition to supporting students learning during their practicals, Jack also provides support to final year students and postgraduate students running labs. He has developed a number of resources to support the students in their learning including some online resources.

Jack is often involved in providing feedback and support when students are analysing the outputs from their experiments. Jack is clearly able to evidence engagement with two areas of activity through these supporting learning responsibilities.

He has been asked to develop some workbooks and other resources and is keen to ensure they are inclusive. Jack is actively involved in School visits and work experience students from local schools.

Jo is a placement officer with the Department of POLIS. Whilst her role does have a strong administration aspect to it, Jo supports student learning in many ways. She has been instrumental in putting in place various activities to prepare students before they go on placement.

She has been working with unit convenors and has contributed to the design and delivery of sessions which focus on personal development planning. Jo is keen to look at how technologies could be used while students are on placements to support their learning. From her work in supporting students, Jo is clearly able to evidence engagement with two areas of activity, and relevant core knowledge and professional values.

Liza is a Graduate Teaching Assistant in the 3rd year of her PhD. At the beginning, her initial professional development comprised the 1-day PGTiPs course for GTAs that she had to do before starting any teaching at Bath. Soon after that she started teaching in her first year of her PhD as a seminar leader in the Psychology department.

Being new to teaching, she noticed over the semester that students were not engaging and managing the class was challenging at times. She decided to find out what the students thought as well and gave out a short questionnaire to gather feedback part way

through the teaching. The majority of the students said they were bored and did not feel they had learnt anything.

Motivated to find out how she could address some of these issues, she talked with the Unit Convenor and other experienced colleagues who encouraged her to read around some of the scholarship of learning and teaching. Liza attended some further workshops that the department had organised on teaching and supporting learning and engaged in the peer review of teaching activities – both reviewing others' teaching as well as someone reviewing hers.

Liza noticed how some staff employed an inclusive approach to their teaching. With some more experience and ideas to change her practice, Liza employed them in her teaching over the next year and sought further feedback. She reflected on how things had improved and her peer reviewer provided further ideas for her development. Liza, now having read some more of the literature around the seminar teaching and inclusivity felt confident to explore other ways of supporting the students by using the VLE in a more interactive way. She also developed some engaging and accessible resources to upload. Feedback from the students and her peers provided evidence of the effectiveness to her practice. Liza felt it was timely to explore with her Fellowship Champion whether she had sufficient evidence to write a convincing narrative around her teaching and support of learning practice to draft out an application for AFHEA.

Given her understanding of specific aspects of effective teaching, learning and support methods and student learning she had been employing for the last two years, the Champion could see she had sufficient experience and development to make an application via the University of Bath Pathways to HEA Fellowship scheme and supported her in that process.

Fellow: D2

Yung has worked as a Subject Librarian for several years. His role involves working with departments, academics and students to ensure the appropriate resources are available for their studies and research. Yung also works closely with students to develop their skills in using subject-based software.

Over the years this has developed into a series of practical based workshops which have been designed and delivered to meet the needs of the diverse student population. The assessment of the skills gained is embedded into the curriculum and Yung is involved in providing formative and summative feedback to students. Yung has also contributed to the development of a suite of online, interactive resources for helping students with the understanding and development of their referencing skills.

Students have also been offered some one-to-one tutorials on the specifics of the referencing conventions required by their subject-discipline. Yung engages in various CPD activities to ensure he is up-to-date with the discipline he supports and learning technologies that can be used to support the students. Yung organises and facilitates school visits and plays a part in the University Open days.

Francesca has recently joined the University after having taught in HE for a number of years overseas and briefly in the UK before moving to Bath. She has been appointed directly into a DoS role. Exempt from probation based on her previous completion of probation elsewhere, she is keen to benchmark her teaching and learning practice against

the UKPSF. Francesca could undertake the Bath Course on a voluntary basis and gain recognition via that route, but as this is primarily designed for those staff new to teaching in HE, writing an application and making a claim for Fellow of the HEA through Pathways to HEA Fellowship Scheme is more relevant.

Although Francesca has been engaged in the design, delivery and assessment practices for a few years and can demonstrate a broad understanding of effective approaches to teaching and learning support, becoming a DoS is a new role for her. Her aim is to make a claim for Fellow based on her previous experience and practice with a view to work towards Senior Fellow in a couple of years' time when she may be able to evidence the criteria required for D3

Senior Fellow: D3

Jorg has been a Teaching Fellow with the Department of Chemistry for several years. A few years ago, he successfully completed a number of units of the Postgraduate Certificate in Academic and Professional Practice and as a result became HEA Fellow.

Jorg has always been engaged in evaluating his teaching practice (both formally and informally) and made several evidence-informed changes to his practice. For example, he has recently participated in the Flipping project and is writing up the case study from the evaluation. Jorg is keen to support new members of staff and has been a Course Tutor on the Bath Course which involves supporting those staff in their development as practitioners.

As part of this role, he regularly undertakes teaching observations of probationary staff providing constructive feedback. Jorg has just finished his report for the TDF project which he undertook with colleagues from across other departments in the institution. Given these various projects and roles Jorg has had for a few years, he believes he has enough evidence to make a claim for SFHEA.

Katrin is Head of Group in the School of Management. Under her leadership, there have been a number of teaching and supporting learning focussed initiatives that have responded to some of the outcomes from the NSS.

As an experienced member of staff, Katrin has been mentoring new staff for some time. As a result, she has organised a brief induction programme which has been shared more widely within the School more recently.

As a Mentor and Head of Group, Katrin has been instrumental in encouraging her staff to apply for Fellowship via the direct entry route. To support them in this exercise she invited colleagues from Academic Staff Development to provide a workshop on the topic. Katrin is an effective lecturer with a thorough understanding of teaching and learning methods and has shared these from time to time with colleagues. For example, she has delivered one of the Teaching in Management (TIM) talks at the lunchtime seminars and is planning to write the particular innovation up as a case study for an appropriate educational journal.