



Pan Wales Groups

Annette Edwards and colleagues from the Pan Wales Groups -
Laura Grange, Nathan Roberts

Pan Wales Groups

Universities involved in the groups are from:

- ▶ Aberystwyth University
- ▶ Bangor University
- ▶ Cardiff University
- ▶ Cardiff Metropolitan University
- ▶ Swansea University
- ▶ University of Wales Trinity Saint David



Background

The first informal meeting was held in October 2023

All Universities then gave the 'green light' for us to work collaboratively on the Advance HE awards in January 2024 as well as the PFHEA

National Teaching Fellowship (NTF)

Collaborative Teaching Excellence Awards (CATE)

Principal Fellowships of the HEA (Advance HE) (PFHEA)

National Teaching Fellowship

- ▶ <https://www.advance-he.ac.uk/awards/teaching-excellence-awards/national-teaching-fellowship>
- ▶ Three criteria: 1500 words each
- ▶ **Criterion 1:** Individual excellence Evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it.
- ▶ **Criterion 2:** Raising the profile of excellence Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including demonstrating impact and engagement beyond the nominee's immediate academic or professional role.
- ▶ **Criterion 3:** Developing excellence Show the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

National Teaching Fellowship: evidencing your Claim

- Use a **variety** of evidence types
- Use a type of evidence that **matches the claim** you are trying to make (for example: employability focus? Look at graduate outcomes or alumni testimony etc)
- Focus on the **outstanding** and **be prepared to ditch anything less**. Make every word or figure count.

National Teaching Fellowship: evidencing your Claim

Example evidence type: student testimony

“Dr Yhnell made the lectures so engaging and interesting. Use of the music before the lectures that we chose almost acted as an icebreaker.” – Student.

“When you attend Emma’s lectures it’s like a performance... you’re always on the edge of your seat and gripped as you never know what prop or demonstration she’s going to do next...that helps us to learn complex topics and keeps us enthused and engaged.” - Student

- Had pages of these – all doing similar 'work'
- Choose the most impactful!



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Criteria 1: Individual Excellence

Example evidence type: module scores

- Great to mix the *quant* with the *qual*, adds variety to quote-heavy Claims
- But be selective: think word count, high impact and relevance to the point

Module code and name	Question Asked						
	Academic Year	How would you rate the lecturer overall?	The lecturer was enthusiastic about the topic area	The lecturer stimulated my interest in the topic area.	I found that the content of the lectures was pitched at the correct level (not too hard and not too easy).	The lecturer explained important concepts and ideas in ways that I could understand.	I found that the lectures contained interesting and relevant information.
BI0005 – The Way The Body Works Module size: 50	19/20	5 (64%)	5 (93%)	5 (68%)	5 (54%)	5 (68%)	5 (79%)
	20/21	5 (72%)	5 (94%)	5 (86%)	5 (46%)	5 (67%)	5 (83%)
	21/22	5 (77%)	5 (100%)	5 (84%)	5 (61%)	5 (65%)	5 (74%)
BI1002 – Structure and Function of Living Organisms Module size: 520	21/22	5 (80%)	5 (96%)	5 (60%)	5 (65%)	5 (73%)	5 (72%)
BI1003 – Organisms and Environment Module size: 520	19/20	5 (67%)	5 (79%)	5 (71%)	5 (46%)	5 (67%)	5 (69%)
BI1004 – The Dynamic Cell Module size: 520	20/21	5 (77%)	5 (94%)	5 (62%)	5 (51%)	5 (61%)	5 (72%)
	22/23	5 (93%)	5 (95%)	5 (87%)	5 (84%)	5 (90%)	5 (88%)
BI2431 – Brain and Behaviour Module size: 120	19/20	5 (69%)	5 (90%)	5 (54%)	5 (61%)	5 (68%)	5 (77%)
	20/21	5 (72%)	5 (92%)	5 (56%)	5 (72%)	5 (80%)	5 (68%)
	21/22	5 (95%)	5 (100%)	5 (84%)	5 (74%)	5 (90%)	5 (90%)
	22/23	5 (88%)	5 (100%)	5 (100%)	5 (100%)	5 (75%)	5 (100%)
BI3351 – Contemporary Topics in Disease Module size: 200	19/20	5 (83%)	5 (92%)	5 (67%)	5 (50%)	5 (83%)	5 (92%)
	20/21	5 (100%)	5 (100%)	5 (92%)	5 (85%)	5 (100%)	5 (85%)
BIT056 – Science Communication. Module size: 16	21/22	5 (90%)	5 (90%)	5 (74%)	5 (72%)	5 (60%)	5 (60%)
	22/23	5 (86%)	5 (100%)	5 (100%)	5 (75%)	5 (86%)	5 (75%)

Criteria 1: Individual Excellence

Example evidence type: module scores

	% agree 2016-17	% agree 2017-18	% agree 2018-19
The criteria used in marking have been made clear in advance.	33%	80%	100%
I received helpful comments on my work	20%	80%	100%
Overall, I am satisfied with the quality of this module	50%	80%	100%

Matches the Claim's focus on improving students' assessment literacy

Clear and concise

Shows outstanding impact

Dr Robert Wilson (NTF 2019) <https://www.advance-he.ac.uk/ntfs/dr-robert-wilson>

Criteria 2: Raising the profile of excellence

I was the founder and driving-force behind [the #DryLabsRealScience] **community of practice** at the start of the pandemic, providing the life sciences sector with a collaborative platform that has revolutionised teaching approaches and enhanced the experience of students' laboratory practical teaching and learning.

Over the past two years I have organised/chaired 16 meetings involving **46 different presenters**, which have attracted over **750 accumulative attendees**, devoting more than **15,000 person-hours** to the network. Attendees come from **universities (>75)**, FE colleges, schools, and commercial companies across **a wide range of subject areas from biosciences to food science, engineering, to fashion**, with an international reach, which has facilitated new collaborative opportunities.



Dr Nigel Francis (NTF 2022) <https://www.advance-he.ac.uk/ntfs/dr-nigel-francis>

Criteria 2: Raising the profile of excellence

Follow the change through to show the impact on others:

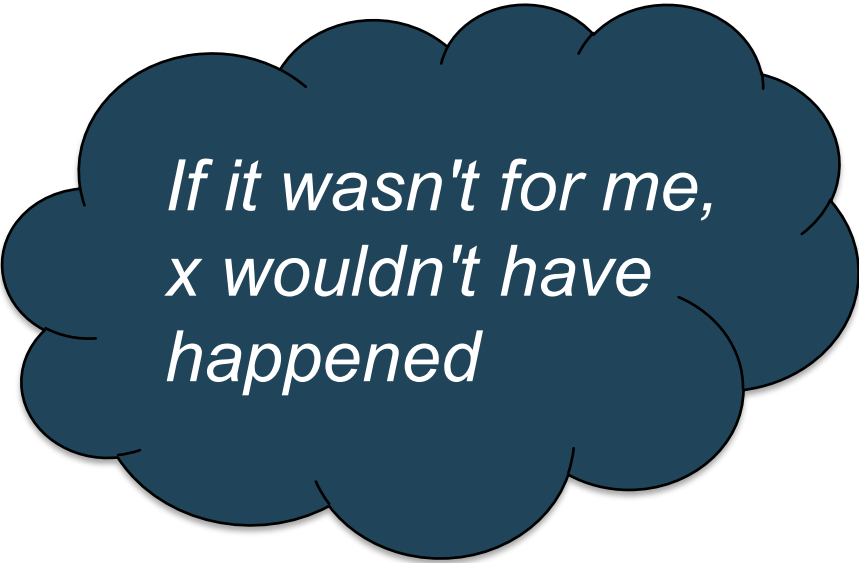
“I have changed my institution’s lab-delivery and capstone research practice incorporating simulations and other innovations. This came about through the collaboration with a US partner that would not have happened without the network.”

Supporting evidence from Dr.David Smith NTF (Sheffield Hallam)



Dr Nigel Francis (NTF 2022) <https://www.advance-he.ac.uk/ntfs/dr-nigel-francis>

Criteria 2: Raising the profile of excellence



*If it wasn't for me,
x wouldn't have
happened*

Could be a process change that benefits others

"I eliminated duplicated effort and improved the alignment of the assignments to the materials presented. Student working hours decreased by 25%, and all course materials were enhanced and streamlined. The total number of hours I and my colleagues spent marking and generating feedback per student was reduced, and standards of rigour were improved."

<https://www.advance-he.ac.uk/ntfs/dr-richard-lewis> Prof Richard Lewis (NTF, 2019)

Criteria 3: Developing excellence

- Can be difficult to evidence
- Bring strong examples back to your own learning
- Evidence: what shows you 'in learning mode'?

Professional learning
(SFHEAs, EdD etc)

Learning from students

Learning from networks

Learning from experience -
bios

Impact on learning

Quotes, figures, processes,
networks etc

Criteria 3: Developing excellence

NTF as learner:

"I needed to take this {industry software] examination myself, so I developed my own study materials (themselves based on NI materials) into a format tailored for my students, based on their experience on my module. I arranged joint study sessions where we worked on examples as a group, building up to the examination date where we all took the CLAD examination together. In this way I combined personal CPD, industrial engagement, and enhanced student outcomes in a natural way."



<https://www.advance-he.ac.uk/ntfs/dr-richard-lewis> Prof Richard Lewis (NTF, 2019)

Collaborative Teaching Excellence Award

- ▶ <https://www.advance-he.ac.uk/awards/teaching-excellence-awards/collaborative-award-for-teaching-excellence>

CATE: Claim Criteria

CATE Criterion 1: **Excellence in the team's collaborative approach**. Evidence of excellence in the team's approach to working collaboratively, commensurate with their context and the opportunities afforded by it.

CATE Criterion 2: **Excellence in the impact of collaborative working**. Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area

Advance HE PFHEA

- ▶ Principal Fellowship is suitable for highly experienced individuals whose practice involves a ***sustained record of effectiveness in strategic leadership*** of high-quality learning. Their impact is extensive.
- ▶ Principal Fellows can demonstrate how they provided vision and direction and transformed practice and outcomes. They can show evidence that their strategic leadership has had a ***sustained record of effectiveness and positive impact*** over a period of **five to seven years**. Their practice will have made a positive and lasting change at a strategic level on high-quality learning.
- ▶ Individuals can evidence that their practice meets the following three PSF 2023 Descriptor 4 criteria statements:



Advance HE PFHEA

- **D4.1: *Sustained* and *effective*** strategic leadership of higher education practice, with ***extensive impact*** on high-quality learning: within or beyond an institution, or across a discipline or profession
- **D4.2:** Development and implementation of ***effective* and *inclusive***: strategies, or policies, or procedures, or initiatives, to enhance practice, and outcomes for learners
- **D4.3:** Active commitment to, and integration of, all Dimensions in the strategic leadership of academic or professional practices

Link to Advance HE webpage –

<https://www.advance-he.ac.uk/fellowship/principal-fellowship>



Advance HE PFHEA

- Is Principal Fellowship appropriate for you?
 - Principal Fellowship is **not** role dependent - do you have evidence of extensive impact on high quality learning at a strategic level?
 - Principal Fellows are a diverse community with representation across the full range of strategic leadership in Higher Education (e.g., from academic departments, professional or service departments, to members on senior or executive leadership teams).
 - Expectations for engagement with Descriptor 4 PFHEA differ from those at Descriptor 3 SFHEA.
 - SFHEA can be focused on leading and influencing practice.
 - PFHEA should be focused on developing and implementing effective and inclusive strategies, or policies, or procedures, or initiatives that have extensive impact.
- What does *sustained* and *effective* strategic leadership mean?
 - Extended period of influence (e.g., a key initiative or set of initiatives that have been several years in development and/ or discrete projects that are standalone but contribute to a thematic body of work that has impacted high quality learning).
 - Successful in producing a desired outcome and impact that can be evidenced using qualitative and/ or quantitative data.
 - Focus on examples of your recent practice from the last five to seven years.

Link to Advance HE webpage _

<https://www.advance-he.ac.uk/fellowship/principal-fellowship>

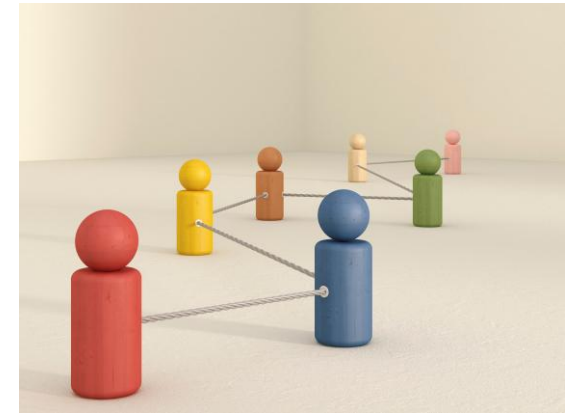


Yr Efail

- Mae ynrhwydwaith proffesiynol newydd i hyrwyddo arferion gorau ac ysgolheictod mewn addysgu trwy'r Gymraeg a'n ddwyieithog ar draws y sector ôl-16

Beth yw'r Efail?

- Llwyfan i gefnogi ymchwil addysgegol, rhannu arferion gorau, a meithrin partneriaethau traws-sefydliadol mewn addysg Gymraeg a dwyieithog.
- Cyfleoedd i ddatblygu'n broffesiynol, gan gynnwys mentora ar gyfer cymrodoriaethau a gwobrau AAU.
- Cymuned gefnogol i ymarferwyr sydd am hybu addysg trydyddol Cymraeg a dwyieithog, gan gynnig cyngor a chydweithio.
- Eiriolwr dros addysgu Cymraeg a dwyieithog yng Nghymru ac yn rhyngwladol, gan gysylltu ag addysgwyr mewn ieithoedd lleiafrifol ledled y byd.
- ▶ Mae ein gwefan fan hyn: <https://www.bangor.ac.uk/cy/history-law-social-sciences/ymunwch-ar-hwb-rhwydwaith-proffesiynol-newydd-ar-gyfer-rhagoriaeth>

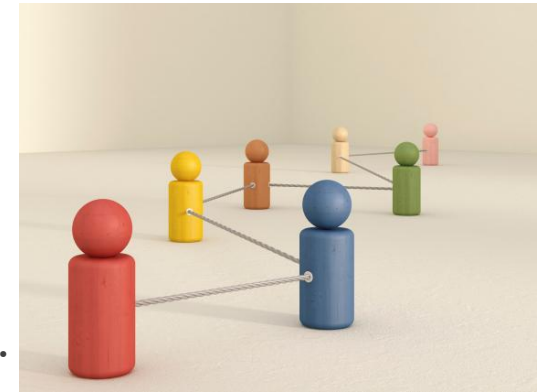


Yr Efail

- It is a new professional network dedicated to advancing best practice and scholarship in Welsh-medium and bilingual teaching across the tertiary sector.

What is Yr Efail?

- A platform to support impactful pedagogical research, share best practice, and foster meaningful cross-institutional partnerships in Welsh and bilingual education.
- A space for professional growth, including mentoring for HEA fellowships and awards.
- A supportive community for educator with an interests in Welsh-speaking and bilingual teaching, offering advice and collaboration.
- An advocate for Welsh and bilingual teaching in Wales and internationally, connecting with those working in minoritized languages globally.
- ▶ Our website is here: <https://www.bangor.ac.uk/history-law-social-sciences/join-the-hwb-a-new-professional-network-for-teaching-excellence-in>



Conclusion

- ▶ If you are interested in being part of the Welsh community in these areas, please visit the Advance HE Connect Group <https://advance-he.ac.uk/membership/advance-he-connect> and follow their instructions to register or email me (aee@aber.ac.uk)
- ▶ After logging onto the system these are the groups we've created -
 - ▶ Aspiring NTFS/CATE applications in Wales
 - ▶ Aspiring PFHEA in Wales
 - ▶ Yr Efail
- ▶ You are also welcome to contact us for further information

Diolch/Thank you

- ▶ Annette Edwards - aee@aber.ac.uk
- ▶ Nathan Roberts - RobertsN1@cardiff.ac.uk
- ▶ Laura Grange - l.grange@bangor.ac.uk