



Trent Institute of Learning and Teaching  
Nottingham Trent University



## PFHEA DECK

**CARDS TO HELP DEVELOP YOUR  
PFHEA CLAIM**

Reflect on your practice  
Unpick and apply D4  
Support good conversation about  
strategic leadership in HE

D4.2 Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings

## PFHEA DECK

# Expressions of Leadership

Strategic leadership has many faces.

Spend some time considering how strategic leadership features in your practice.

- What does it look like? What makes it strategic?
- How would you track its development?
- Can you identify common traits?
- How do you convey its presence to others?
- How does it exist in networks, organisations and systems?

D4.3 Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning;

## PFHEA DECK

# Strategic artefacts

What are the products of your strategic labour?

To move away from the list of roles try to curate a list of artefacts that represent the outputs of your strategic leadership.

- Where are you seeing your strategic fingerprints!?
- What documentation has been influenced by your vision and strategic efforts?
- Which policies and practice have been shaped by you?
- What role did you play in the creation of these strategic artefacts?
- What difference are these artefacts making to learning and teaching?

**PFHEA** - you can demonstrate a sustained record of effective strategic leadership in academic practice and development and you are highly experienced with wide-ranging strategic leadership responsibilities in connection with key aspects of teaching and supporting learning.

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# Lost in translation

When applying for fellowship it is a useful exercise to "get underneath" the descriptors with some translation time.

Take one of the D4 descriptors and

- **Unpick it** - section it out; what is the descriptor needing you to signal?; what is it asking?
- **Unpack it** - consider the important verbs, nouns and adjectives; how does it differ from the other descriptors?; what connections do you need to make?
- **Apply it** - begin to make sense of it for your practice; what does it mean to you? Why is it significant to leading HE learning and teaching?

It is likely that you will need to revisit your understanding of the descriptors as you build your evidence and assemble your claim.

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### Working with evidence

It is really important to effectively present evidence that demonstrates your impact.

In the early stages of bringing together a PFHEA claim there's a large portion of the time dedicated to "seeing" and locating evidence.

It is helpful to have a creative approach to evidence with a broad definition of how you illustrate your successful engagement in the descriptors.

Here's some evidence prompts:

- What are you seeing and hearing that suggests strategic impact?
- How will you bring in qualitative and quantitative measures of impact?
- How can you convey a sense of reach?
- What value is placed on your contribution?
- How can you best layer up evidence - building a sense of journey from your vision to transforming learner experience?

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## PFHEA DECK

### Working with evidence

For a PFHEA claim evidence is only as good as the write up!  
It is really important that you are making the most of your evidence.

Find a section of your draft where you are presenting evidence of impact.....

- **Simplify** - how can you make it easier for a reviewer to make the connection to your work and the outcome? Joining the dots back to you!
- **Amplify** - how can you really celebrate the value of your work in transforming learning? Are you making sure you are capturing all sources and making them work together?
- **Reinforce** - What does this mean for the sector, institution, discipline/ stakeholders? How are you bringing this back to the D4 descriptors?

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## PFHEA DECK

### On the shoulders of giants

Your PFHEA claim is part of a bigger global picture of learning leadership!

The practice that you are reporting on needs to be situated within this landscape in order for reviewers to appreciate the choices you have made during your PF career. Lift the curtain on your strategic decisions by sharing;

- Pedagogic inspirations
- Leadership influences
- Practice that you have borrowed
- Disciplinary drivers

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### A sense of pride

A PFHEA claim should be about celebrating! Here is an opportunity to reflect on roads you have travelled and the strategic contribution you have made to HE learning and teaching.

An early step in putting the claim together is to map out your PF practice. In the first instance, throw everything down, thinking laterally and creatively about your experience. A good prompt is to think about what you are proud of.

This initial map will need lots of revisions as you establish the best practice to evidence D4.



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## PFHEA DECK

### From CV to claim

Particularly at PFHEA, applicants can fall into the trap of CV writing as they focus too heavily on leadership roles rather than strategic contribution.

When drafting your "Record of Educational Impact (REI) and your associated narrative keep the following in mind;

- Moving your writing away from job titles and role descriptors- talk about your practice and your impact. Place your work within a learning content rather than a job.
- Bring out the experience by sharing how you developed as a strategic leader
- Focus on your achievements- what was possible because of you?

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## PFHEA DECK

### YOUR PF VOICE

Most applicants wrestle with the tone of their writing i.e. their PFHEA voice. Its a tricky task writing about yourself and conveying the worth of your practice without it feeling too removed from you.

It often takes a bit of practice to be comfortable with the reflective nature of PFHEA writing. Find opportunities to practice this with colleagues and peers. Think about your phraseology, the verbs you use and how you make your narrative compelling.

*"Assertive yet true, glowing yet authentically you"*  
Jenny Louise Lawrence PFHEA NTF

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## PFHEA DECK

### Your PF Voice

There's a bit of cringe in the PFHEA writing process. You need to talk about yourself a lot and in a way that presents your contribution effectively.

One way of moving through this is to "remove" yourself a little from your writing (only at certain points in the process).

Why not keep in mind a persona that reflects your take on academic leadership, how you work with others and your contribution. This persona might give you a little license and bravery to write up your practice in a way that prevents too much modesty. You could "borrow" language (whilst you become more comfortable with talking about your practice).

It should help you sustain a consistent thread in your narrative whilst also pushing your writing up. It does help to take you away from describing roles and take you back to the how do you do things and what has been achieved because of you.

**So, who will your fellowship persona be?**

D4.1 Active **commitment** to and **championing** of all Dimensions of the Framework, through work with students and staff, and in institutional developments

## PFHEA DECK

# Unpacking Descriptors D4.1

Responding to D4.1 can be quite a challenge as it such an underpinning descriptor but requires tangible examples. It is sometimes considered as the fabric of your claim.

Critically review your drafts and consider where you:

- Model and demonstrate the PSF dimensions through the nature of the examples in your claim.
- Support and encourage colleagues, through processes and opportunities, to develop their practices aligned with the PSF dimensions.
- Champion explicit opportunities for educators to make claims for Fellowship recognition.

### Keeping D4

How are you making your D4.1 claims clear to reviewers?  
What evidence are you showing that demonstrates your strategic impact?

D4.2 Successful, **strategic leadership to enhance student learning**, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in **institutional and/or international settings**

## PFHEA DECK

# Unpacking Descriptors D4.2

How are you responding to D4.2? When collating your PF evidence its a good idea to engage in discussion with others about how to apply your practice to the descriptors. With colleagues/critical friends discuss examples from within the last 7 years of your practice that evidence:

- Why and how you have tackled strategic educational priorities
- What professional knowledge informed your decision making
- The way you persuaded and led other stakeholders
- Your influence and impact on institutional and/or sector educational practices

### **Keeping D4**

*Avoid focusing on local examples; **emphasise the reach and scale of your work***

*Do not describe operational activities; **remain strategic** providing details of how you created the strategic infrastructure to make things happen.*

D4.3 Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning

## PFHEA DECK

# Unpacking Descriptors D4.3

This is about developing educators and communities who support learning and teaching.  
Map out examples where you have identified and addressed a systemic need for educators to develop their practice:

- Why is this strategically important for your institution/ the sector/ your profession/ your discipline?
- What was your vision and how did you translate and embed this into practice?
- What strategy or policy did you evolve to drive this forward?
- What professional knowledge informed your decision making?
- How did you engage stakeholders?
- Once established has it worked? Can you evidence that practice has changed? What reach have you had?

### Keeping D4

*Avoid focusing on local examples; **emphasise the reach and scale of your work***

*Do not describe operational activities; **remain strategic** providing details of how you created the strategic infrastructure to make things happen.*

D4.4 Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)

## PFHEA DECK

# Unpacking Descriptors D4.4

We all integrate a number of roles/ activities to get things done and make a difference to learning and teaching, but this is particularly about how you have championed an integrated approach to academic practice.

*Pause point.....What does integrated approach to academic practice mean to you? How does this compare with interpretations from others?*

- Think about opportunities where you have used your expertise to motivate or support wider engagement with integrated practice (internally or externally) e.g. have you championed a research- teaching nexus approach or one where industry/ professional bodies and academia integrate?
- What was your strategy in carrying this out?
- How can you evidence the impact of your championing on others, your institution or more widely?

### Keeping D4

*Avoid focusing on local examples; **emphasise the reach and scale of your work***

*Do not describe operational activities; **remain strategic** providing details of how you created the strategic infrastructure to make things happen.*

D4.5 A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

## PFHEA DECK

# Unpacking Descriptors D4.5

The concept of ongoing professional growth is a cornerstone of fellowship. With D4.5 you are invited to provide evidence for your growth as a strategic leader.

- How you have purposefully sought opportunities to develop as a strategic leader of teaching and learning.
- How these influenced and challenged your ideas and practice.
- Where have these learning opportunities taken you and your practice? Try to offer tangible examples that illustrate the impact on your strategic work and wider practice.
- Think creatively about CPD- encompass your discipline networks, external to HE sector

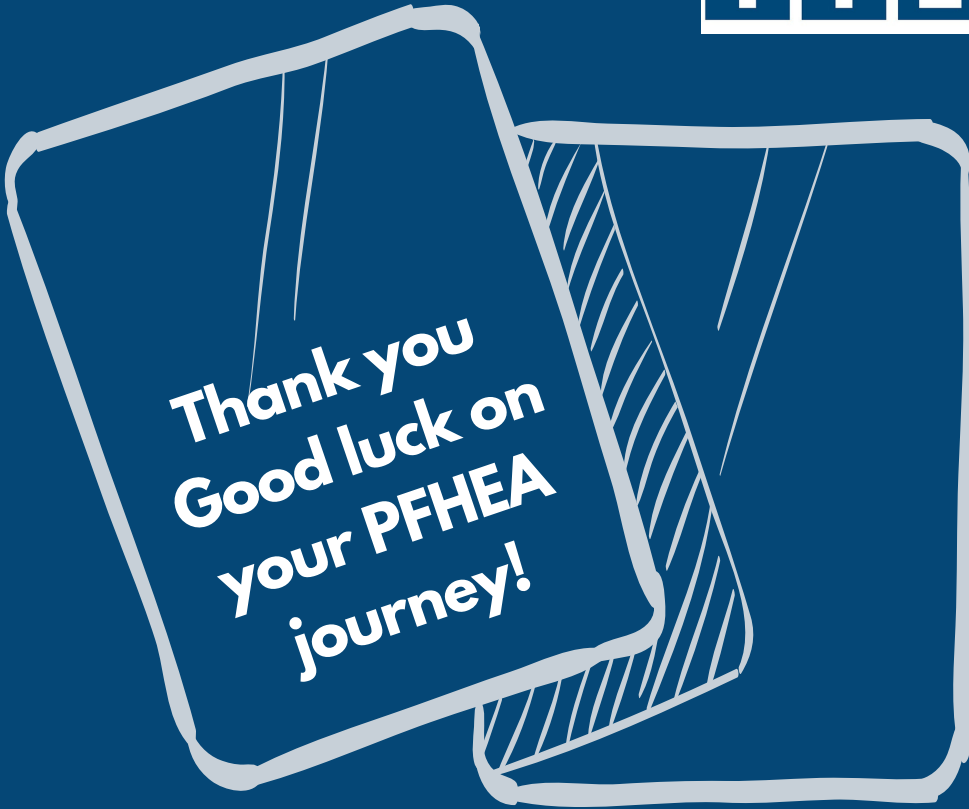
### Keeping D4

Avoid focusing on local examples; **emphasise the reach and scale of your work**

Do not describe operational activities; **remain strategic** providing details of how you created the strategic infrastructure to make things happen.

Close the loop; **bring it back to your D4 profile**





Are you finding these cards helpful?  
How are you using them for your claim or to support others?  
How can we continue to develop this resource?

We would love to hear from you  
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**THANK YOU TO COLLABORATORS  
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