
GUIDANCE NOTES FOR QMUL HEA SENIOR FELLOW (D3) APPLICATIONS

2024 – 2025

Teaching Recognition Programme



Contents

Background	4
Strategy and HEA Fellowships	4
Teaching Recognition Programme	4
Eligibility for HEA Fellowships.....	4
Who can apply for SFHEA through QMUL Teaching Recognition?	5
Applying for Senior Fellowship	7
Application is based on the PSF	8
The dimensions Professional Standards Framework (PSF)	9
The PSF Dimensions	10
The Areas of Activity	11
How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’? ..	11
Thinking reflectively	11
Reflecting on your practice throughout your commentary	12
Referring to the evidence-base that informs and underpins your practice	13
General Tips for constructing your RAP	14
Mentoring	15
Deciding Route and Fellowship Category	15
Further mentoring support	15
Essentials of the mentoring relationship.....	15
Choice of Application Process	17
The Written Application Route	18
The Written Application Route	18
Written Application Process	18
Written Application Requirements.....	19
Context Statement.....	20
Writing your Reflective Account of Practice (RAP).....	20
Reflective commentary	21
Case studies.....	22
Developing quality enhancement and inclusive approaches.....	23
Collaborating with and supporting other colleagues.....	23
Sustained engagement with educational and staff development.....	23
Evaluation of academic practice	23

Dialogue Application Route	24
Dialogue - Application Process	24
Preparing for the Professional Dialogue.....	25
What to expect during the Professional Dialogue	25
Dialogic Application Requirements	26
Dialogic Participant Process	26
Developing Your E-Portfolio.....	27
Assessed Professional Dialogue	29
Guidance for the provision of a Supporting Statement for SFHEA of Advance HE.....	31
To submit your application	31
How will your application be reviewed?	32
How do the Reviewers reach their judgement?	32
Possible Review Outcomes	33
Notification of outcome and feedback	34
Appeals	35
Quality Assurance Process	35
GDPR.....	36
Contact the Teaching Recognition Team.....	37
PSF matrix to help with the RAP.	38
Appendix A – Written Approach Step-by-Step.....	39
Appendix B – Dialogic Approach Step-by-Step	40
Appendix C – Written Application Template	41
Appendix D – Supporting Statement Guidance/Template	47

Background

Strategy and HEA Fellowships

As part of the 'Excellence in Education' pillar of the [Queen Mary Strategy 2030](#), all staff involved in supporting the education of our students have the opportunity to engage in training and development which leads to an accredited certificate: Fellowship of the Higher Education Academy (HEA), currently known as [Advance HE](#).

Teaching Recognition is gained through the Professional Standards Framework ([PSF](#)). The PSF is a nationally recognised framework, led by Advance HE, for benchmarking success within HE (Higher Education) teaching and learning support.

This guide is for more senior colleagues who may wish to apply for **Senior Fellow** on the basis of their deeper engagement with teaching and their leadership in teaching, learning, and assessment.

Teaching Recognition Programme

The Teaching Recognition Programme (TRP), based within the Queen Mary Academy, is there to support all staff in the process of seeking Senior Fellowship directly via the experiential route.

The TRP team at QMUL is there to provide their expertise and experience in supporting staff with teaching responsibilities to gain recognition from Advance HE. By applying to become a Senior Fellow you will have the opportunity to:

- reflect on and thereby enhance the quality and effectiveness of your practice in the area of teaching and supporting learning in higher education;
- support the development of good practice for other staff and be able to encourage and support them to seek recognition for their work in this area;
- increase your influence and impact by gaining national and increasingly international recognition for your contribution to teaching and the support of learning within the higher education context.

Eligibility for HEA Fellowships

The Professional Standards Framework (PSF, 2023) forms the basis for the award of four categories of HEA Fellowship. Individuals that teach and/or support learning in Higher Education are eligible to apply to become an HEA Fellow. The PSF 2023 acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin HE student learning in diverse academic and/or professional settings (PSF, 2023; p2). For further details on current eligibility for HEA Fellowship please see link below:

<https://www.advance-he.ac.uk/knowledge-hub/eligibility-hea-fellowship>

Who can apply for SFHEA through QMUL Teaching Recognition?

Advance HE has developed the [Fellowship Category Tool](#) to assist you in selecting the category of Fellowship that is the closest match to your current practice. It consists of a set of statements that are aligned to the [PSF](#) and its different Descriptors and Dimensions. This self-analysis tool will ask about your professional activities in teaching and/or supporting learning in higher education.

The Professional Standards Framework ([PSF](#)) is central to the recognition of individuals as Senior Fellows. You will need access to, and a working knowledge of, its content to prepare your application.

Individuals applying for SFHEA should be able to provide evidence of effectiveness in relation to their professional role(s), which typically will include at least some teaching and/or learning support responsibilities.

SFHEA is usually suitable for:

- experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas;
- experienced subject mentors and staff who support those new to teaching;
- experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within the institution.

1. All activities must relate to **leadership** of award-bearing higher education provision or continuing professional development such as outreach, widening participation, leading the enhancement of learning, supporting e-learning, personal tutoring, or providing feedback to learners.

2. D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning.

Individuals are able to evidence:

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions (see [The PSF Dimensions](#)).

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

The Professional Standards Framework (PSF) is central to the recognition of individuals as Senior Fellows. You will need access to, and a working knowledge of, its content in order to prepare your application.

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At Descriptor 3, influence and impact may be:

focused on an individual's team, department, school, faculty, service area, etc.

- operational, rather than strategic, in nature. It could be focussed on leading or influencing practice, rather than developing and implementing effective and inclusive strategies, or policies, or procedures or initiatives.
- the scale of leading and influencing will be more limited in nature.

Applying for Senior Fellowship

There are two ways by which you could apply for Senior Fellowship in the QMUL TRP. You have a choice to apply via a written or a dialogue route.

A description of each the processes is presented below:

- **Written Application (p18)**
- **Dialogic Application (p24)**

The next few pages provide important guidance that is relevant to all applications, whether written or dialogic. We recommend that you carefully consider these pieces of information prior to focusing on your chosen way of making an application.

Application is based on the PSF

The Professional Standards Framework ([PSF](#)) forms the basis for the award of Senior Fellowship.

As your Reflective Account of Practice (RAP) is meant to be a deep, reflective analysis of your work in higher education, it is structured in relation to the practical dimension of the PSF: the **5 Areas of Activity**.

The other two dimensions, **5** aspects of **Core Knowledge** and **5** aspects of **Professional Values** are included when writing out or developing your presentation for any of the **5 Areas of Activity**.

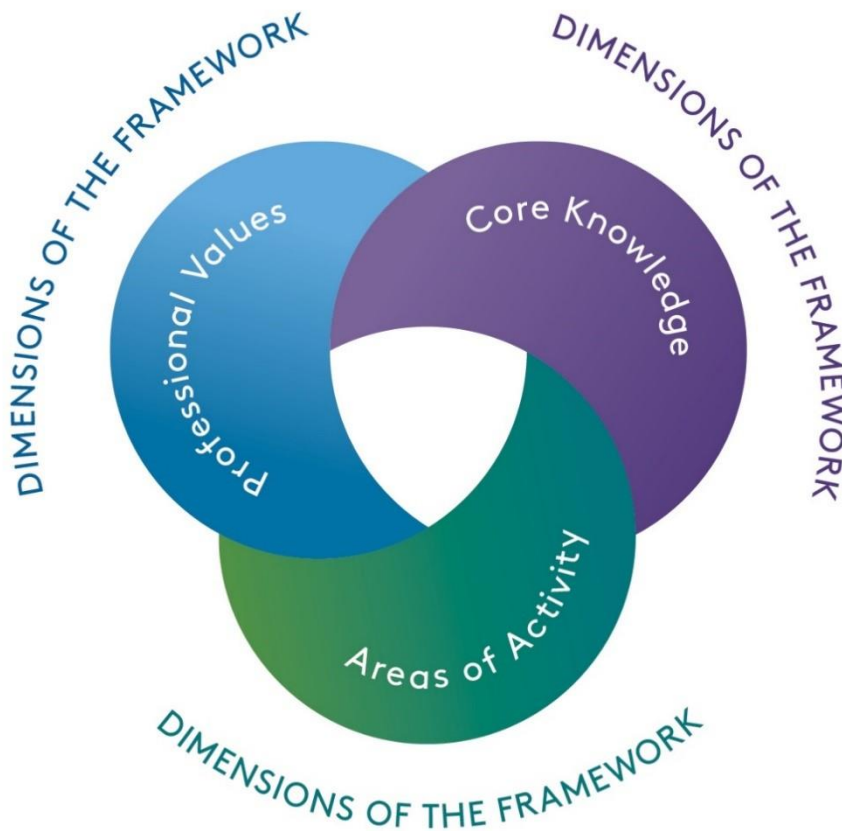
Criteria	Accept
D3.1 sustained record of leading or influencing the practice of those who teach and/or support high quality learning.	Applicant successfully demonstrates a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.
D3.2 practice that is effective, inclusive and integrates all Dimensions	Applicant successfully demonstrates practice that is effective and inclusive and integrates all dimensions.
D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.	Applicant successfully demonstrates practice that extends significantly beyond direct teaching and/or direct support for learning.

There is a strong link between D3.1 and D3.3 and together they act as a 'frame' for the characteristics of a Senior Fellow application. The focus of D3.1 is on describing and explaining the process and processes you have undertaken to lead or influence the practice of others who are teaching and/or supporting learning. Whereas the focus of D3.3 is about providing specific examples of your effective and inclusive practice, which go beyond your own direct teaching or support for learning, and the impact of this work on learners

You can review additional information regarding the PSF 2023 in the [AdvanceHE Guide to the PSF 2023 Dimensions](#)

The dimensions Professional Standards Framework (PSF)

The PSF 2023 is constructed around three dimensions of education that converge and feed into one another: Professional Values, Core Knowledge and Areas of Activity.



The dimensions of the PSF2023 are presented in full below.

The PSF Dimensions

Areas of Activity
A1 Design and plan learning activities and/or programmes
A2 Teach and/or support learning through appropriate approaches and environments
A3 Assess and give feedback for learning
A4 Support and guide learners
A5 Enhance practice through own continuing professional development
Core Knowledge
K1 How learners learn, generally and within specific subjects
K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
K3 Critical evaluation as a basis for effective practice
K4 Appropriate use of digital and/or other technologies, and resources for learning
K5 Requirements for quality assurance and enhancement, and their implications for practice
Professional Values
V1 Respect individual learners and diverse groups of learners
V2 Promote engagement in learning and equity of opportunity for all to reach their potential
V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
V4 Respond to the wider context in which higher education operates, recognising implications for practice
V5 Collaborate with others to enhance practice

The Areas of Activity

The Areas of activity define the range of activities that you should be engaged in, but at D3 that engagement may not be directly teaching but in a range of leadership, coordination and management activities. When covering areas of activity 1-5 it is important that you demonstrate how your practice supports high quality learning through leading/ influencing the teaching and/or learning support practices of others (colleagues, peers, mentees, internal/external, etc.)

In a Senior Fellowship application A5 is particularly important as you need to demonstrate how you have engaged in professional development and how that engagement has enhanced your academic practice and leadership role.

How to incorporate the Dimensions of ‘Core Knowledge’ and ‘Professional Values’?

When developing each section, your account should aim to include, point out, evaluate or thematise the different aspects of the PSF dimensions of Core Knowledge and Professional Values. By referring to all aspects of these dimensions, you demonstrate your level of teaching and learning in HE. A helpful way of doing so is to indicate, after you have made a point, which of these aspects it illustrates by following the sentence with the corresponding indicator in brackets e.g. (K1, V2).

Please make sure that your example fits the reference. Try to avoid generalisations by using the buzzwords found in the original PSF wording to illustrate that you have hit that specific criterion with your example e.g. You could write “the learning technologies I employ ... (K4)”.

Ensure that you only link to the most relevant Dimensions in each case (e.g. one or two that you have engaged with in a meaningful way in that specific example of practice) and avoid producing long lists of links to Dimensions (e.g. K1, K2, K4, V1, V2, V3) as this will not demonstrate your meaningful engagement with the Dimensions.

Thinking reflectively

Thinking reflectively is key to developing a successful **reflective** account of your professional practice. This way you will be able to cover the points of the PSF that ask you for evidence to demonstrate that your teaching or support of learning is effective, considered and developing and “grounded in an understanding of how students develop knowledge and learning skills within your disciplinary role”

Overall reflection is an exploration and explanation of events – not just a description. Reflection often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. It is usually necessary to select just the most significant parts of the event or idea on which you are reflecting. Do not try to tell the whole story, or you will end up only describing rather than reflecting. It is often useful to reflect forward

to the future – when you might do something differently because of reflecting – as well as reflecting on the past.

In the context of professional practice, reflective thinking and/or writing can be organised into three stages:

- identifying the subject of reflection (eg. a leadership challenge, an inter-disciplinary project you led, a curriculum development programme that you supervised);
- looking closely at what happened, including your thoughts, feelings and reactions at the time; analysing what happened in depth, or from different perspectives, often using theory from your subject to explore and understand the event;
- thinking carefully about what you have learned from the whole reflective process and how your understanding has developed, and finally, identifying key points to take forward for future development, both personal and professional. Reflective writing is more personal than other forms of academic writing, but still needs a formal structure.

Even in a short discussion/paragraph, you can see three broad stages:

- description
- exploration
- analysis, and outcome or conclusion.

Tips for considering your practice reflectively.

- Use phrases such as: “on reflection”, “over time” “this development” “in the future”, “my plans were/are/ have been” etc.
- Compare and contrast how you have done things in the past/at a different institution/ a different country/ under different circumstances

Reflecting on your practice throughout your commentary

Developing your Reflective Account of Practice (RAP) requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing or preparing your RAP, you should avoid long descriptions of what you ‘do’ and take a reflective stance so that it is clear what you do, how/why you do it that way, how you know this is effective and what you will do in future as a result.

A reflective model for you to use throughout your RAP could be to clearly explain:

- What you do (be selective with the examples you choose to include);
- Why you do it in this way; clearly explain your approach and justify your choices and decisions (e.g. drawing on Professional Values to guide planning, use of an appropriate evidence base, including reference to the literature, to inform your approach, etc.);
- How you carry out this approach (e.g. including any specific challenges or practical issues you have overcome);

- How you evaluate the effectiveness of what you do (explain the kinds of 'information' you use to review and evaluate your work including the impact this has on your students' learning);
- What changes you have made as a result of evaluating your effectiveness (for example, you might have revised the assessment strategy for a module in response to student/ peer feedback and then evaluated the effectiveness of the change you implemented);
- How you ensure that you continue to develop and enhance your practice; for example, engaging in peer review, developing your evidence-base or engaging in professional development, etc. and applying this learning to enhance your practice (use examples to illustrate).

Referring to the evidence-base that informs and underpins your practice

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application to explain how/why you have chosen the approaches you have taken. How you evidence this will depend on the context in which you are working, the nature of the subject, discipline or profession in which you teach and the context/expectations of the institution in which you work.

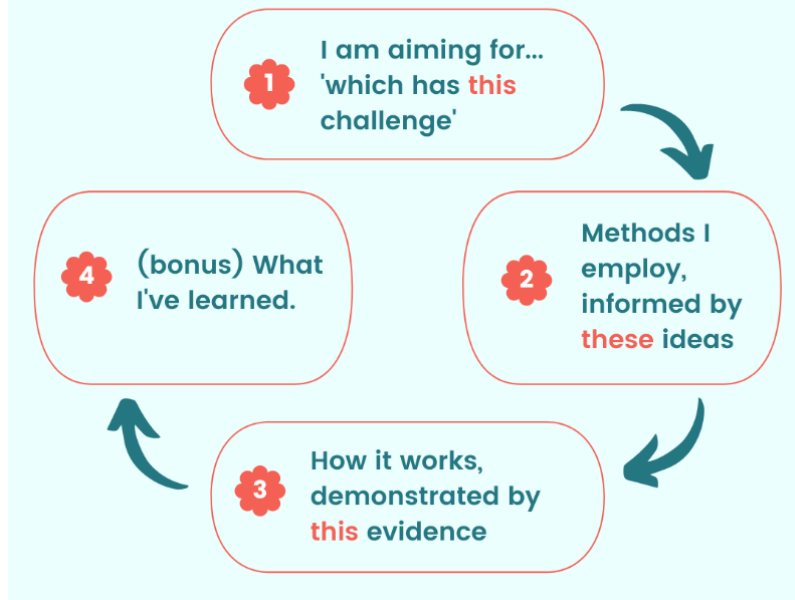
If you are **writing** about your approach to teaching and learning in your RAP, you should cite/refer to the 'evidence-base' you use to inform your practice where appropriate within your RAP. For example, you might cite scholarly literature such as journals (e.g. Smith, 2019), publications, books, websites, etc. or refer to evidence from professional bodies, industry or your discipline (your 'professional knowledge' base).

Where you do cite a reference, it has to be apparent how this has influenced your practice (i.e. the citation is not just 'dropped in'). For example, you could explain how you were inspired by a particular text or journal article to plan your learning environment in a certain way. Evidence in this context, could include 'why you did it...', student feedback and outcomes – e.g. improved or poor student performance on work done, common themes arising from colleagues' or students' feedback and importantly, how you dealt with them.

Where you cite in the text of your RAP, you need to include the full reference in a list at the end of the relevant section of your RAP or after the last section of the RAP.

A way to think about constructing your RAP could look like this:

Evidencing in RAP sections



General Tips for constructing your RAP

Early on in the RAP, describe your current academic practice as the starting point for your reflective process. Describe the main impulse that drives your academic practice and why. What is your passion?

- Do not present a biography nor a CV.
- Be reflective through your examples. What is the rationale behind what you are teaching?
- What the Advance HE is looking for is a reflective approach to your teaching and your development. Instead of focusing on what you did focus your language and reflection on why you did it. What in your career has made you arrive at the decision/action you are describing?
- The RAP is about where you are now. Make it about your current work (going back only 3 years) but draw extensively from your experience (past) as well as influential literature to reflect upon your teaching right now.
- Do not forget to answer the question 'Now what'? Now that you have analysed your professional practice, what are you going to do next? What worked well and will be continued as the class progresses? What did not work and, looking back on it, could have been different? (Knowing what didn't work and how to improve that area is the sign of a reflective individual - no one is perfect.) What do you need to tweak? Who needs more assistance? Who has the information mastered and needs a next step? Why is it important to your teaching?

- When referring to the PSF make sure that what you discuss really matches the descriptor. When in doubt refer to the PSF directly in the wording of your reference.

Mentoring

Mentoring in the Teaching Recognition Programme (TRP) application process refers to support and guidance provided through the TRP to help applicants achieve fellowship (SFHEA) of the Advance HE.

Deciding Route and Fellowship Category

You are advised to review the notes on the Teaching Recognition Programme website for background information, and book to **attend a Drop-in Session** or contact the TRP team directly to discuss your application. Applicants may also find it useful to discuss their engagement with the TRP with their educational lead (or their nominee) in their school/institute.

Once the **Teaching Recognition Programme route** is confirmed and the **Fellowship category** as well as **application route** are decided, you must make a booking via [QMUL Course Booking](#) to attend a SFHEA **Application Drafting Workshop**, a number of which are run each semester. This is recommended for all applicants. It is where the mentoring process for drafting applications or developing an e-Portfolio including the narrated presentation is initiated. During each workshop (specific for each route), applicants will be supported to start developing their application after their choice of the fellowship category and application route have been discussed.

Further mentoring support

Applicants will be provided further mentoring support by the TRP team working with pool of trained mentors after the applicants completes the initial draft of their application. Please send your draft by emailing it to qma.trp@qmul.ac.uk to facilitate this process. You are encouraged to arrange the initial meeting with your mentor soon after you are assigned one. After a couple of weeks if nothing is heard from the applicant, the mentor may wish to prompt the applicant to assure them they are available to help.

Essentials of the mentoring relationship

1. Whilst the role of a reviewer is to 'look for reasons to award' Senior Fellow, the role of the mentor is to 'look for ways to improve' an application to maximise its chances of success.
2. We recommend that mentoring pairs set expectations of how they will work together, e.g. when a first draft is likely to be ready to share, whether initial feedback will be provided on the whole or part of the application and within what kind of timeframe, agree how long the mentor may need to comment on drafts, whether they will meet in-person/online or communicate via email.
3. We suggest that the mentor helps the applicant to select a feasible submission deadline to aim for.

4. The mentor can advise on the gathering of supporting statements, and the completion of the submission process.
5. It is especially valuable if the mentor can review and give comprehensive feedback on a near-to-final draft of the application, providing advice on how ready the application is for submission.
6. Applicants are required to submit their full application via email (gma.trp@qmul.ac.uk) to the Panel by the submission deadline. For the submission deadlines and other background information as well as the current templates for the Account of Professional Practice (APP) and supporting statements please see the TRP website via the link provided below: <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>
7. If the application is not successful, the mentor would normally continue to provide the mentee with support in addressing the reviewers' feedback, whether making minor amendments or more major changes.

It is the applicant who is ultimately the owner of, and responsible for, their application. The mentoring relationship is generally concluded when the applicant has been awarded Senior Fellow. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

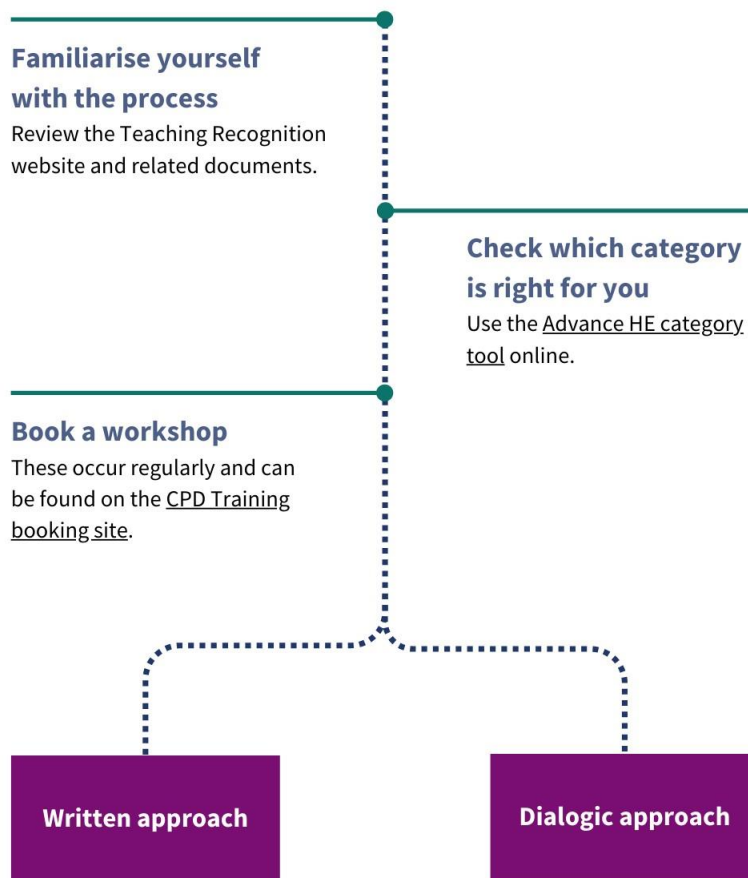
Of course, it is the applicant who is ultimately the owner of, and responsible for, their application. The mentoring relationship is generally concluded when the applicant has been awarded Fellowship. Mentors and applicants are encouraged to share their experiences and practice with the TRP.

Choice of Application Process

You have a choice to apply via a written or a dialogic process as illustrated below. You can find details of what each process requires in the next section, to help you decide whether to submit a written or dialogic application.

Choice of application process

April 2024



The Written Application Route

A description of written application processes is presented subsequently. This will be followed by a description the dialogue application process.

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Written Application Process

Written Application Process

April 2024

Route to Fellowship: Written approach

Familiarise yourself with the process Review the Teaching Recognition website and related documents.	Check which category is right for you Use the Advance HE category tool online.	Book a workshop These occur regularly and can be found on the CPD course booking site .	Develop your initial full draft Once this is done, email qma.trp@gmul.ac.uk to be assigned a mentor.
Continue drafting with your mentor	Submit your application This is your APP plus two supporting statements. Submit by email to qma.trp@gmul.ac.uk after final agreement with your mentor.	Expect confirmed submission The team should be in touch within two days to confirm your application is being sent to the next panel.	Wait for outcome Outcome letters are sent two weeks after the panel concludes.

Upon completion of a successful application, your details will be registered with Advance HE, who will then issue your certificate.

For a larger version of this, please see [Appendix A – Written Approach Step-by-Step](#)

Written Application Requirements

There are two main elements to your application for Senior Fellowship (Descriptor 3):

1. Account of Professional Practice – comprises of a **Context Statement** and a **Reflective Account of Practice (RAP)**

The Reflective Account of Practice (RAP) must be written in the current QMUL HEA Fellow D3 application form – in Word format.

This comprises:

- i. a reflective commentary on your higher education roles, responsibilities and professional experience;
- ii. two case studies outlining contributions you have made to learning and teaching in higher education which demonstrate how you have organised, led and/or managed specific aspects of teaching and learning provision.

The overall word count for the RAP is 6,000 words (+/- 10%). This is your combined reflective commentary and two case studies. It is at your discretion how you wish to split your overall word count across the case studies and reflective commentary sections. Throughout your application, the quality of reflection on and of your professional practice should be the focus of your narrative, rather than description.

2. Supporting statements from two referees

Ensure that you have provided two supporting reference letters to authenticate your practice in relation to co- ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching. Your application is incomplete without these.

Table summarising the requirements for Senior Fellowship (D3) Written Application

Category of Fellowship	Account of Professional Practice	Authentication of Practice	Reviewers
SFHEA	<ul style="list-style-type: none"> • Account of Professional Practice (APP), including: • - Context Statement (up to 300 words) • - RAP (6000 words +/- 10% total) comprising a Reflective commentary (1500-2000 words max. recommended) and two case study outlines (each 2250 words max. total) 	Two Supporting Statements	Three (SFHEA or PFHEA, one of whom is the External Reviewer)

Context Statement

A Context Statement (up to 300 words, which is not included in your overall word count) is the first part of your Account of Professional Practice (APP) and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. The information in your Context Statement will help the reviewers to understand the nature of your work and the context in which you practice, before they look at the evidence you provide in your Reflective Account of Practice (RAP) against the PSF Descriptor 3; this section provides the background to your RAP and is not 'assessed' against Descriptor 3.

In no more than 300 words your Context Statement should:

- Provide a summary of your teaching and/or support of learning experience, including the context in which you currently work, your current role and responsibilities in teaching and/or support of learning. Identify the type and location of institution(s) you work for, as this will help to set out the context for your work but keep this brief and relevant to your role.
- Identify the students that you work with; for example, the level of study (e.g. year of study, undergraduate, postgraduate, etc.), programme(s)/unit(s) of study, discipline/specialist area of work, number and types of learners, etc.;
- Identify any relevant work with colleagues/external groups/other organisations that you plan to include and discuss in your RAP;
- Focus on your current or recent practice, which should be within the last 5 years. Please remember that your application for Senior Fellowship is based on your higher education practice; if you also work in other teaching or learning roles outside of higher education you should not include this in your application (please refer to Section [Eligibility for HEA Fellowships](#) for further information about eligibility for Fellowship).

Writing your Reflective Account of Practice (RAP)

When preparing your RAP, there are some general principles to consider:

- Senior Fellowship is based on meeting Descriptor 3 (D3) of the PSF and your RAP is the core of your application. Your reflective commentary and case studies should explain how you meet the requirements set out in Descriptor 3 of the PSF.
- There will be considerable variation in applications, reflecting differences in individuals' experience, their job roles and institutional contexts. The reflective commentary and two case studies enable such diversity to be appropriately represented.

- Your application is a claim for Senior Fellowship and as such should include appropriate rationale for the choices made and any evidence of success, influence and impact in teaching and/or supporting learning. All your evidence will be based on real examples of practice that draw upon scholarly activity in learning and teaching.
- Provide selective examples of practice in your RAP and ensure they have direct relevance to your claim for Senior Fellowship. The quality of your evidence is much more important than the quantity of examples you provide. Where you reflect on any historic professional practice as part of your evidence, ensure you then reflect on its current impact on your or others' professional practice and on the wider learning and teaching context.
- Your RAP should make clear how you apply the Core Knowledge and Professional Values to the evidence in your RAP. This alignment of your work to the PSF is essential. The evidence should be incorporated across your RAP in both your reflective commentary and case studies.
- Your RAP is a personal account and its focus throughout should be on your own professional practice and decision-making.
- Your application is centred round a process of continuing professional development which demonstrates your commitment to personal development and the way in which this has enabled you to enhance your practice.
- It is important that you address all the Dimensions of the PSF. Given the complex and integrative nature of professional practice for Senior Fellow, avoid a mechanistic or tick-box mapping approach to ensure full coverage.
- A critical characteristic of Senior Fellows is that they are able to demonstrate how their practice supports high quality learning through leading/ influencing the teaching and/or learning support practices of others (colleagues, peers, mentees, internal/external, etc.); Ensure you sufficiently evidence this in your APP.
- All the experience and evidence included in your application must relate to HE provision.

Reflective commentary

In preparing your reflective commentary, focus in particular on the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, and facilitator of learning and academic leader. You might include informal activities whether individual, collaborative or team-based, that you believe have had a significant impact on your academic practice and/or on the practice of others.

Highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefitted from the continuous learning and development process involved. You may wish to reflect on:

- Career milestones, roles and responsibilities related to teaching and supporting learning;

- Relevant qualifications obtained from formal professional development
- Areas of research, scholarship and/or professional practice
- Relevant publications and/or presentations;
- incorporation of research, scholarship and/or professional practice into teaching and supporting learning;
- Links with professional bodies or wider communities.
- Involvement in teaching and learning initiatives, institutional/nationally funded projects; small-medium scale investigations or awards; work with professional bodies; development and/or adoption of learning and teaching themes, for example, internationalisation, employability, assessment and feedback, retention, flexible learning, education for sustainability;
- Dissemination of teaching and learning related expertise.
- Recognition and reward, teaching prizes, fellowships, institutional awards for innovation; professional body recognition.
- Collaborating with others, advisory, support, co-ordination roles in teaching and supporting learning; leadership and management roles.
- Educational and staff development activity.
- Mentor roles in professional development programmes for new and inexperienced staff;
- Learning and teaching workshops/seminars; related publications/documents.
- Leadership, management and organisational roles within an institutional or wider higher education context.
- Learning and teaching/quality enhancement committees; programme design, approval and review process;
- Quality assurance roles and responsibilities.

Case studies

In this section of your application, provide reflective accounts of two contributions or experiences which: demonstrate how your practice supports high quality learning through leading/ influencing the teaching and/or learning support practices of others (colleagues, peers, mentees, internal/external, etc.); Consider what, **in your context**, might be appropriate evidence for you to include within your application. Use the two case studies to address different aspects of Descriptor 3, with a focus on your organisation, leadership and/or management of specific aspects of learning and teaching provision. You need to evidence collaborative approaches and Inclusive practices.

You might include informal activities, whether individual, collaborative or team-based, that have had a significant impact on your academic practice and/or on the practice of others. The emphasis should be on your effectiveness in relation to learning and teaching and should incorporate how you have led, organised or managed specific aspects of learning and teaching provision. At least one of your case studies should focus on a situation where you worked with others using your skills, knowledge and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas.

You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice. Focus on particular aspects of your work such as:

Developing quality enhancement and inclusive approaches

- ways you interact with others to ensure appropriate alignment of teaching, learning and assessment practices;
- how you ensure that student learning within the context of your responsibilities is inclusive and enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
- ways you have fostered dynamic and inclusive approaches to learning and teaching through creativity and innovation.

Collaborating with and supporting other colleagues

- how you have collaborated with and supported other colleagues to enhance their practices;
- specific examples of how you have enhanced academic practice through collaborating with/ co-ordinating/managing others;
- your roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
- course and programme development, review and revalidation.

Sustained engagement with educational and staff development

It is important in this section to have a strong focus on your own CPD – e.g. what CPD you have engaged in, why, what you learnt, how it improved or impacted **your** practice (how your students or colleagues benefitted from your learning).

- staff development activities you have facilitated (informal and formal) that enhance your colleagues' abilities to meet the dimensions of the PSF;
- how your contributions have promoted the student learning experience through professional development of staff under your influence and guidance e.g. through informal or formal mentoring arrangements;
- how you have disseminated your knowledge and skills in teaching and supporting learning to audiences both within and external to your institution.

Evaluation of academic practice

- steps you have taken to develop your own practice and how you have used your own experience to enable others to reflect on and critique their own practice;
- how you support, encourage and implement evaluation processes designed to enhance the student learning experience.


Dialogue Application Route

Dialogue - Application Process

A step-by-step description of the participant process for dialogic application.

Dialogic Application process

April 2024

Route to Fellowship: Dialogic approach 			
Familiarise yourself with the process Review the Teaching Recognition website and related documents.	Check which category is right for you Use the Advance HE category tool online.	Book a workshop These occur regularly and can be found on the CPD course booking site .	Develop your e-portfolio Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor.
Submit your e-portfolio Once this is done, email the link to your portfolio to qma.trp@qmul.ac.uk .	Guidance and preparation for professional conversation	Professional conversation This will take place with our assessors, who will then report back to the TRP team.	Wait for outcome Outcome letters are sent two weeks after the panel concludes.
Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate.			

For a larger version of this, please see [Appendix B – Dialogic Approach Step-by-Step](#).

The dialogue process combines the provision of evidence of practice around the PSF (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue. The purpose of the Professional Dialogue (PD) is to explore in more depth the evidence the applicant has provided as part of their e-Portfolio. Therefore, the Reviewers can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for the category of Fellowship for which they are applying.

Preparing for the Professional Dialogue:

1. Ensure that you are familiar with the requirements for Senior Fellowship, particularly the Descriptor 3 of the PSF against which the application is to be assessed.
2. You will be provided support to set up and manage the e-Portfolio as well as to gather the evidence that needs to be provided as part of your e-Portfolio ensuring that your evidence is presented in an appropriate manner.

Table: Examples of supporting evidence that can be include in e-Portfolio

Descriptor	Examples	Comments
D3	<ol style="list-style-type: none"> 1. Compilation of resources used in training colleagues during the implementation of mixed mode learning in your department. 2. Reports of programme level curriculum redesign sessions promoted among course leads. 3. Reports on External Examiner roles. 	<ul style="list-style-type: none"> • Experience over past 5 years • Demonstrate leadership, support or mentoring of colleagues • Able to evidence/evaluate effectiveness

3. Ensure that you are familiar with the evidence that you have provided as part of your e-Portfolio, as well as with the mapping you have completed. (This should clearly show how your evidence supports the appropriate/relevant dimensions of Senior Fellowship).
4. Ensure that the relevant information and materials including their Supporting and narrated presentation are appropriate for Senior Fellowship (documents kept within word limits and adherence to recommended number of slides etc.).

What to expect during the Professional Dialogue

1. Expect the Reviewers to ask questions about the evidence you have provided as part of their e-Portfolio. The questions will focus on evidence already provided in the e-portfolio.
2. The Reviewers will explore the relevant dimensions holistically - the discussion of individual artefacts will cover those areas where the evidence is convincing as well as those where the assessor needs more information. Discussion of any aspect of your e-Portfolio does not necessarily mean that the evidence presented has been found wanting.
3. The Reviewers may also explore the extent to which your professional practice aligns to the Queen Mary University of London Values.
4. Prepare to expand in more detail on the evidence that you provided in your e-Portfolio and/or provide other examples of your practice as they may relate to the Descriptor and appropriate/relevant dimensions of the PSF for the category of Fellowship for which you are applying.
5. You are encouraged not to answer with a simple yes/no answer – the Reviewers will require you to expand on issues in more depth.

6. Reviewers will consider not only what you have done (evidence provided in the e-Portfolio) but also what has influenced your practice, how this has impacted on your practice and any areas of further interest that this evoked.
7. You need to be prepared to mention people/events/research/CPD opportunities that have influenced your professional practice. For example, you may have changed your practice in response to attending a workshop – why/how did this influence your practice and what has been the impact of the change?
8. The reviewers will judge the e-portfolio and professional dialogue elements together, and then make a final judgement.
9. The dialogue is recorded for quality assurance purposes and in accordance with current GDPR requirements.

Dialogic Application Requirements

Table summarising the requirements for Senior Fellowship (D3) Dialogue Application

Category of Fellowship	e-Portfolio (QMPlus)	Assessed Professional Dialogue	Authentication of Practice	Reviewers
SFHEA	E-portfolio, including: <ul style="list-style-type: none"> - Context Statement (up to 300 words) - Outline of Reflective commentary (1500 words max.) - Two case study outlines (1500 words max. total) - Supporting evidence (10-12 pieces max) - Narrated presentation (max. 10 slides, delivered over 30 minutes) 	30- minutes focussed on: <ul style="list-style-type: none"> - Case Studies - Sustained practice • D3.7 evidence 	Two Supporting Statements	Three (SFHEA or PFHEA, one of whom is the External Reviewer)

Dialogic Participant Process

The dialogic process combines the provision of evidence of practice around the PSF (an e-Portfolio), a process of peer critique and support, and a final summative professional dialogue, as detailed in the diagram below.

Having attended a briefing session and decided to apply at the Senior Fellowship category (D3) you would then attend a writing workshop/retreat that supports you to develop a presentation narrating their experience aligned to Descriptor 3 of the PSF and develop an e-portfolio of a collection of teaching and learning activities and evidence aligned to Descriptor 3 of the PSF. These activities should illustrate a breadth of practice (teaching and/or support of learning) over the past five years demonstrating evidence and sustained impact of practice.

The e-Portfolio that will be assessed should include:

- Context Statement (up to 300 words)
- Outline of Reflective commentary (1500 words max.)
- Two case study outlines (1500 words max. total)
- Supporting evidence (10-12 pieces max)
- Narrated presentation (max. 10 slides, delivered over 30 minutes)
- Two Supporting Statements

The presentation will comprise ten (10) PowerPoint slides organised to evidence their experience in relation to Descriptor 3 of the PSF.

The Mentor assigned by the Teaching Recognition Team will provide feedback and guidance in preparation for the assessed professional dialogue.

The e-Portfolio including the Context Statement, outlines of Reflective Commentary and Case Studies, list of supporting evidence and narrated PowerPoint presentation together with two Supporting Statements must be submitted via email (qma.trp@qmul.ac.uk) to the Panel by submission deadline (see [TRP website](#)) for review (assessment).

Developing Your E-Portfolio

Context Statement

Use the space provided in Senior Fellow (D3) application template to write your Context Statement (up to 300 words). See page 19 for guidance on how to develop your Context Statement.

Outline of Reflective Commentary

Use the space provided in the Senior Fellow (D3) application template to write your outline of Reflective commentary. You are required to provide a summary of your reflection (1500 words max.) indicating the education, training, employment, roles and experience which have contributed to your professional development as teacher, mentor, and facilitator of learning and/or academic leader.

You may also develop your summary reflections thematically around the subject areas or topics that represent your educational focus or professional interest. Highlight the primary influences on your own development, focus on the progressive attainment of your professional capabilities and how you and others have benefitted from the continuous learning and development process involved. See page 21 for a list of items that you may wish to state in this section.

Case study outlines

Use the spaces provided in Senior Fellow (D3) application template to write your two case study outlines. It is recommended that these should be about 750 words apiece (1500 words max. total, excluding references). For each case study, provide outlines of your reflections summarising your experiences or contributions to teaching and/or support of learning in Higher Education (HE).

Use the two case studies to address the different aspects of Descriptor 3 - focus on your organisation, leadership and/or effective management of specific aspects of learning and teaching provision. You may include informal activities, whether individual, collaborative, or team-based, that have had a significant impact on your academic practice and/or on the practice of others (colleagues).

Each outline should provide an idea of an experience that:

- has had a significant impact on the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching; and
- demonstrates your sustained effectiveness in relation to learning and teaching to show that you meet the criteria for Senior Fellowship (D3).

You should clearly demonstrate an integrated and reflective approach to academic practice that incorporates research, scholarship and/or professional practice. Focus on aspects of your work such as:

- Developing quality enhancement
- Supporting other colleagues
- Sustained engagement with educational and staff development
- Evaluation of academic practice

Supporting evidence (10-12 pieces max)

Each supporting evidence must be a document that indicates a specific aspect of learning and teaching provision that you have contributed to or experienced within the past 5 years in terms of leading, managing or organising it.

Your supporting evidence must indicate how you have led, supported, mentored, or coordinated the work of others and incorporate research, scholarship and/or professional practice. You also may include relevant references to literature in this section.

Provide a map that clearly shows how your evidence supports the appropriate/relevant dimensions of Senior Fellowship (D3).

Narrated presentation (max. 10 slides, delivered over 30 minutes)

Prepare 8-10 PowerPoint slides covering all sections of your application. Your presentation must align with the outlines you have provided in your application form. Where appropriate, consider including relevant extracts from your outlines as footnotes the slides. Your presentation must highlight situations where you worked with others

(colleagues) using your skills, knowledge, and awareness in leading, managing or organising programmes, subjects and/or disciplinary areas in HE.

Where appropriate, your presentation must indicate the rationale for your practice, the evidence of your practice, and a reflection on the impact of your professional practice. Take a reflective stance so that it is clear what you did, how/why you did it that way, and how you know your approaches were effective. Where relevant, you must also indicate what you will do in future as a result.

Keep the content of each slide as clear and concise as possible. Each slide must have a narration of about 3 minutes max. Ensure that your slides are suitably designed and well formatted. The volume, pace and speed of narration must be at an appropriate level throughout your PowerPoint presentation.

Besides the cover slide, we recommend:

- Introductory slide x1 slide.
- Reflective commentary x2 slides.
- Case study 1 x3 slides.
- Case study 2 x3 slides.
- Concluding slide x1 slide.

Two Supporting Statements

You need to provide Supporting Statements (reference letters) from two referees. The two supporting reference letters should authenticate your practice in relation to co-ordination, support, supervision, management and/or mentoring of others (whether individuals or teams) in relation to learning and teaching. Your application is incomplete without these. Please see appendix D for the D3 (SFHEA) Supporting Statement template for further guidance.

Assessed Professional Dialogue

The Professional Dialogue (PD) is a reviewing process (assessment) designed to explore in more depth the evidence you have provided as part of your e-Portfolio so that the Reviewers (assessors) can be assured that you have clearly met the Descriptor and appropriate/relevant dimensions of the PSF for Senior Fellowship (D3).

You must attend a Professional Dialogue with two Reviewers 3 weeks after submission deadline (arranged by TRP) to assess your application during a 30-minutes meeting (in-person or online).

The outcome and feedback of the application will be communicated in writing to you within two weeks of the Panel meeting (as published on the [TRP website](#)).

Below is a diagram that summarises the Professional Dialogue process

Professional Dialogue process

April 2024



In all cases, a carefully worded outcome letter is written by the Chair of the panel to the applicant that includes appropriate feedback from the panel meeting.

Guidance for the provision of a Supporting Statement for SFHEA of Advance HE

What is required of the applicant?

The applicant needs to provide two supporting statements together with their Reflective Account of Practice (Written Route) or E-portfolio (Dialogue Route) which you should have read. The two statements differ and should provide the following information:

1. A supporting statement from their Head of School or Institute, or their nominee.

This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant's role in relation to teaching or support of students' learning, ranging from module evaluation to general issues. It should support the applicant's recognition for Senior Fellowship.

2. A supporting statement from someone who has observed them in their leadership or support of other colleagues in relation to teaching, but not their School Academic Development Mentor.

This reference should confirm the quality of the observed practice and confirm the statements made in the application about the applicant's academic practice. In addition, where possible, the reference should confirm that the statements align with the D3 dimensions and criteria. This reference should say that the applicant's academic practice accords to all the elements of D3 of the [PSF](#).

For further Guidance on Supporting statements, please see

To submit your application

Send your **full application** – written Account of Professional Practice (APP) together with two Supporting Statement (using the current templates) OR link to your e-Portfolio (MS Teams Folder) - via email (qma.trp@qmul.ac.uk) to the **Panel** by the submission deadline.

How will your application be reviewed?

Your application will be reviewed by two independent Reviewers as part of a peer review process. All the Reviewers are trained and are selected for their experience and understanding of PSF, as well as for their knowledge and experience of learning and teaching in higher education. The QMUL Advance HE Reviewer pool includes education specialists and practitioners from across the faculties and the higher education sector.

The Reviewers will look for evidence a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Your evidence should therefore be reflective, not just descriptive. Reviewers will also look for indications of how you evaluate your effectiveness and how you develop your approach in the light of your experience and continuing professional development. A holistic approach to reviewing your application will be adopted and accreditors will seek evidence from across your application.

QMUL Advance HE Reviewers undertake an annual cycle of professional development and regular standardisation activities to ensure that their review of your application is based on their up-to-date knowledge and understanding of the requirements of the PSF and Senior Fellowship (D3).

How do the Reviewers reach their judgement?

The application is reviewed against the Descriptor 3 criteria, and the Supporting Statements will be used to confirm the details of the application. All applications are reviewed by Reviewers with the appropriate Fellowship (SFHEA or PFHEA). Guidance notes and review grids for our Reviewers are provided, explaining how they are expected to make professional judgements on Senior Fellowship applications.

Each Reviewer will review (assess) your application and will apply the Descriptor 3 criteria to reach an initial independent judgement. The Reviewers will be looking for evidence that your practice meets the requirements of Descriptor 3 and will check that

the two Supporting Statements provide appropriate endorsement for your application. They will review your application against each of the Descriptor 3 criteria.

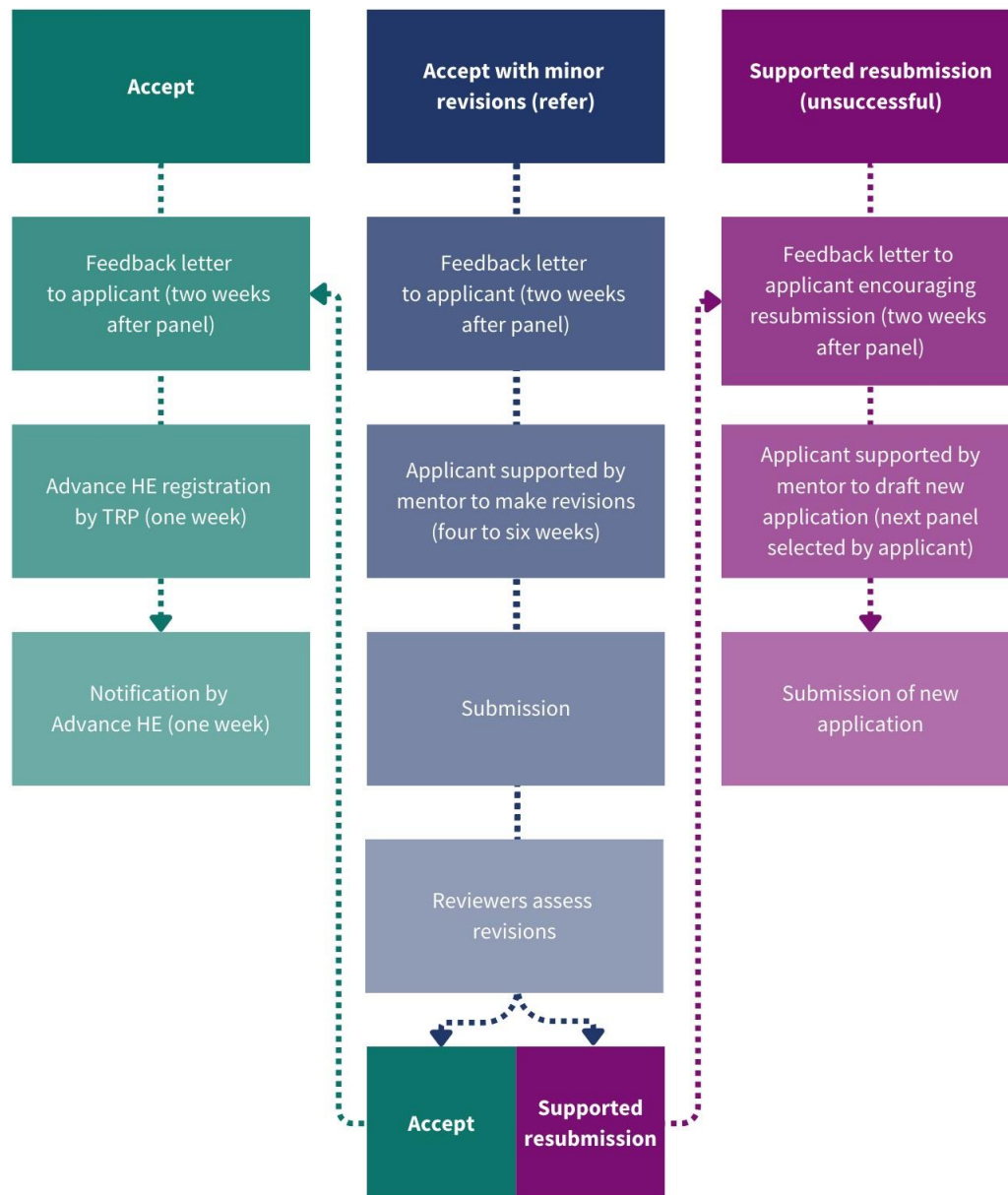
The two Reviewers will subsequently discuss their judgement and then reach a combined award decision by consensus. If Reviewers cannot agree, or are uncertain, a third Reviewer may be asked to review the application and a majority will be taken as is the judgement of the application.

The External Reviewer moderates all the award decisions prior to their presentation to the Panel Meetings, where they are ratified after discussion by the panel.

Possible Review Outcomes

Assessment outcomes and timelines

April 2024



Award

If the reviewer panel's judgement is that your application meets the requirements of Descriptor 3 then you will be awarded Senior Fellowship. You will receive a congratulatory email. After that you will also receive an email from Advance HE after the TRP has registered you. This email from Advance HE will explain how to download your Senior Fellowship certificate from within your MyAdvanceHE account. You will also be entitled to use the post-nominal SFHEA.

Accept with minor revisions (Refer)

Should your application be judged as providing insufficient evidence for meeting Descriptor 3, then you will be provided with feedback from the Reviewers as an **Accept with minor revisions**. This feedback will indicate which of the seven Descriptor 3 criteria your application has been met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 3 criteria.

You will be offered **one** opportunity to resubmit minor revisions within four-six weeks. In this instance, you will be asked to highlight or present any changes you make to your original application. Once you submit your revised application, the same Reviewers will make a final judgement to either award Senior Fellowship or that the application is unsuccessful.

Supported Resubmission (Unsuccessful)

If the Reviewers judge that the application does not fully meet the requirements of Descriptor 3 then the judgement is 'unsuccessful' leading to **Supported Resubmission**. In this instance also, feedback will be provided that explain the 'unsuccessful' judgement. You will be offered the opportunity to redraft an application and resubmit a new application. The Panel may suggest a mentoring arrangement to support you in this renewed effort. Your new application can be submitted to any future panel of the TRP.

Notification of outcome and feedback

An application for Senior Fellowship can be submitted at the times advertised as submission deadlines on the [TRP website](#). Normally applicants will be notified of the decision within 10 working days after the panel meeting date. The decision will either be Award, Award subject to minor revisions or Supported resubmission depending on whether they are judged as Met, Not yet met or Not met respectively by the Reviewers.

If the decision is Award subject to minor revisions, the applicant will be asked to submit amendments to the panel. The amendments are reviewed by the Reviewers of the original application who advise the TRP accordingly. In the case of the Dialogue route, the Reviewers may decide to just ask more questions where there is need for further explanations. The Chair of Panel then awards (chair's action) upon advice of the TRP

of a successful review. If the panel decision is Supported resubmission the applicant is encouraged to resubmit a new application to a future panel.

In all cases, a carefully worded outcome letter is written by the Chair of the panel to the applicant that includes appropriate feedback from the panel meeting. Applicants receive further support from the TRP in making the amendments requested by the panel. If necessary, each applicant also receives further support from the TRP team in making any amendments requested by the Reviewers and/or Panel. It is the applicant who is ultimately the owner of, and responsible for, their application.

Appeals

Appeals cannot be made in terms of the decision about recognition but can be made if the applicant feels there is an issue with the process. If the appeal is against the first submission two members of the pool of staff eligible to be on the panel will review this and make a recommendation to the panel. If, however, the appeal follows a Supported Resubmission, the applicant will be advised to submit the appeal via email (gma.trp@qmul.ac.uk) to the Chair of Panel stating the grounds for the appeal. The Chair of Panel will consider the appeal and respond to the applicant stating how they intend to proceed with the appeal within two weeks of the date of receiving the appeal.

The Chair will consult the External Reviewer and communicate the outcome of the appeal consideration within two weeks after the consultation. If the applicant is not satisfied with the outcome of the appeal, the Chair of Panel will refer the matter to Queen Mary Legal Representative (Human Resources) who will make a final decision. The Queen Mary Legal Representative will communicate the decision to the applicant via email and notify the Chair of Panel of the decision

Quality Assurance Process

As part of the quality assurance process, referees may be asked to confirm that they (referees) have written the supporting statement themselves and that the information they have provided have been written specifically for this applicant.

As part of ongoing quality assurance processes, the TRP may check the references or application for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals may be contacted to confirm that the supporting statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

GDPR

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on their Myacademy database <https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>

Advance HE will make use of this data in the course of providing their Accreditation Services and potentially in any reviews they might carry out of our accredited provision. By submitting your RAP/portfolio you are confirming you agree to this data sharing.

Contact the Teaching Recognition Team

You can contact the Teaching Recognition Programme Team by email qma.trp@qmul.ac.uk with general enquires and to submit your application.

Roxana Trusca

Education and Recognition Administrator (Teaching Recognition & Student Engagement)

Email: r.trusca@qmul.ac.uk

Web: <https://www.qmul.ac.uk/queenmaryacademy/>

Dr Maxwell Addo

Teaching Recognition Programme Manager

Email: m.addo@qmul.ac.uk.

Web: <https://www.qmul.ac.uk/queenmaryacademy/>

For background information including submission deadlines and the current templates for the APP and supporting statements (which can be downloaded) please see website via the link provided below:

<https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

PSF matrix to help with the RAP.

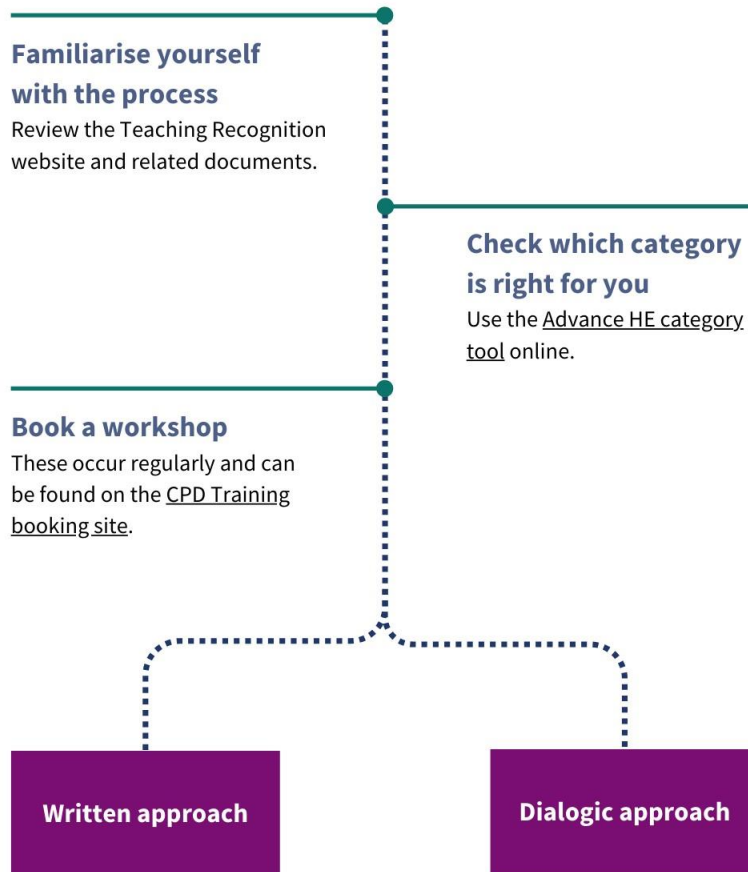
Use this matrix to plan how you are covering the descriptor for D3, demonstrating broad understanding and evidence of successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

D3.1	
D3.2	
D3.3	
RC	
CS1	
CS2	

Appendix A – Written Approach Step-by-Step

Choice of application process

April 2024



Appendix B – Dialogic Approach Step-by-Step

Dialogic Application process

April 2024

Route to Fellowship: Dialogic approach 			
Familiarise yourself with the process Review the Teaching Recognition website and related documents.	Check which category is right for you Use the Advance HE category tool online.	Book a workshop These occur regularly and can be found on the CPD course booking site .	Develop your e-portfolio Once this is done, email qma.trp@qmul.ac.uk to be assigned a mentor.
Submit your e-portfolio Once this is done, email the link to your portfolio to qma.trp@qmul.ac.uk .	Guidance and preparation for professional conversation	Professional conversation This will take place with our assessors, who will then report back to the TRP team.	Wait for outcome Outcome letters are sent two weeks after the panel concludes.
Upon completion of a successful application, your details will be registered with advance HE, who will then issue your certificate.			

Appendix C – Written Application Template

Queen Mary Academy HEA Teaching Recognition Programme Application for Senior Fellowship (D3) of the Higher Education Academy (Advance HE)

Application Details	
Applicant name in FULL:	
Job title:	
School/Institute:	
Date submitted:	
Have you been mentored during the application process? E.g., had discussions around the PSF2023 and your drafting process, shared a draft to get feedback.	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of mentor (if applicable)
Do you already hold fellowship of the HEA in either of these categories?	Associate Fellow Yes <input type="checkbox"/> No <input type="checkbox"/> Fellow Yes <input type="checkbox"/> No <input type="checkbox"/>
Queen Mary email address: (e.g., mail to: xyz@qmul.ac.uk)	
University username: (e.g., abc123)	
Are you an employee of:	
a) QMUL	
b) NHS	
Please confirm that the application is within the +/- 10% margin of the 6000-word limit. The word limit does not include references.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your application to be used as part of training for mentors and reviewers, and to help other applicants understand the requirements of gaining this category of fellowship?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you happy for your name to be included on our website if your application is successful?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you like your feedback letter to be copied to your mentor?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Queen Mary Senior Fellowship Application

Guidance

For Senior Fellowship you should complete the three sections below: The Reflective Commentary and two Case Studies below. Evidence of successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning should be evident throughout, as this is the distinguishing feature of Senior Fellowship.

Your application for Fellowship consists of a **6,000 word (+/- 10% margin) reflective account shared across all three sections**. There is no stipulation as to how you divide the required word count (6000) between these sections. **The word limit does not include references**.

This Word document template is provided for you to compose your application. Please note that because you are required to write a reflective account, you are not expected to include any diagrams, images or any other documents/appendices such as CVs within this application.

References to professional and scholarly literature such as citations to publications, journals, books, websites may be included in each section or listed immediately after Case Study 2.

Before you start to use this template, you will need to refer to the following documents/guidance if you have not already done so:

- The Advance HE [Fellowship Category tool](#) will help you to determine whether Senior Fellowship (Descriptor 3) is the most appropriate category of Fellowship for you at this point;
- The [Professional Standards Framework](#) 2023 (PSF 2023) – the award of HEA Fellowship is based on the criteria of Descriptor 3 (PSF, 2023, p.9) being evidenced;
- The [Dimensions of the Framework guidance](#) and,
- The **Guidance for Fellow applicants** available on the QMUL TRP website - <https://www.qmul.ac.uk/queenmaryacademy/educators/teaching-recognition/>

You will need to **continue to refer to the guidance and the PSF** as you draft your application to ensure that you are writing to meet the requirements of PSF Descriptor 3.

Your application should make explicit reference to specific dimensions of the Professional Standards Framework. These are included at the end of this form.

A Context Statement (up to 300 words) is the first part of your Account of Professional Practice and you should briefly introduce yourself and outline your role(s) and responsibilities in teaching and/or supporting learning in higher education. **This section provides the background to your APP and is not 'assessed' against Descriptor 3 and does not contribute to your word count.**

Further guidance on applying for Fellowship can be obtained by contacting gma.trp@qmul.ac.uk

Context statement:

As the Context Statement is not an assessed part of your application, you do not need to link this information to the PSF. Focus on your current or recent practice, which should be within the last 5 years. The reviewers will not take account of the information in the Context Statement when they assess your application; therefore, it cannot be used to provide supplementary information that would add evidence of effective practice to your 'claim' for Senior Fellowship in your APP (i.e. it cannot be used to extend the word limit of your APP).

Write your Context statement here:

Reflective Commentary

This section should focus on the education, training, employment, roles, and experience which have contributed to your professional development as a teacher, mentor, facilitator of learning and leader in relation to teaching and learning.

Write your commentary here ...

Case Studies

Two reflective case studies focusing on particular contributions or experiences where you have:

- demonstrated your sustained effectiveness in relation to learning and teaching
- And had a significant impact upon the coordination, support, supervision, management and/or mentoring of others, in relation to learning and teaching.

Case Study 1

Write your case study account here ...

Case Study 2

Write your case study account here ...

The criteria for Descriptor 3

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

The Dimensions of the Professional Standards Framework

Areas of Activity

A1 Design and plan learning activities and/or programmes

A2 Teach and/or support learning through appropriate approaches and environments

A3 Assess and give feedback for learning

A4 Support and guide learners

A5 Enhance practice through own continuing professional development

Core Knowledge

K1 How learners learn, generally and within specific subjects

K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K3 Critical evaluation as a basis for effective practice

K4 Appropriate use of digital and/or other technologies, and resources for learning
K5 Requirements for quality assurance and enhancement, and their implications for practice
Professional Values
V1 Respect individual learners and diverse groups of learners
V2 Promote engagement in learning and equity of opportunity for all to reach their potential
V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
V4 Respond to the wider context in which higher education operates, recognising implications for practice
V5 Collaborate with others to enhance practice

Appendix D – Supporting Statement Guidance/Template

Queen Mary Academy HEA Teaching Recognition Programme Supporting Statement for Senior Fellowship (D3) Application

Thank you for agreeing to provide a supporting statement for a colleague who is applying for recognition of the quality of their teaching and/or support of learning against the criteria of the Professional Standards Framework ([PSF](#)) at Senior Fellowship category. This guidance and the associated template have been designed to help you structure your supporting statement to provide the information required by the Teaching Recognition Programme (TRP). A template is provided for you at the end of this document to complete your supporting statement.

What is the function of the supporting statement?

Please note that the statement supporting an application for Senior Fellowship is not the same as a job application reference. The award of Senior Fellowship is based on peer recognition of professional practice and as such you are being asked to support this application as a valued peer who has expertise in teaching and learning in higher education (HE).

During the Fellowship review process the two independent supporting statements provided by the referees will be used to confirm that the submission presents a fair and accurate reflection of the applicant's higher education practice.

Are you the right person to provide a supporting statement for the applicant?

You will be expected to have current or recent experience of working in higher education and will normally hold one of the four categories of Fellowship, although this is not essential.

You will have worked closely with the applicant, have first-hand knowledge of their HE professional practice and will be in a position to comment on and substantiate the applicant's record of effectiveness within the context in which they teach and/or support learning. You should be able to confirm that the applicant has represented their practice accurately and provide your opinion that they demonstrate the requirements Descriptor 3 criteria of the **Professional Standards Framework** (PSF).

The application for Senior Fellowship (SFHEA) is based on current and recent HE practice (usually within the last 3-5 years). If you no longer work with the applicant, it is important that you are familiar with their recent practice. You are required in the template to indicate how long you have worked together.

Please note that supporting statements for applications for Fellow should reflect professional relationships; i.e. not be from family members or based on personal friendships. The statement will be your independent and authentic account in support of the application.

What is required of the applicant?

The applicant needs to provide two supporting statements together with their Account of Professional Practice (APP) which you should have read. The two statements differ and should provide the following information:

1. A supporting statement from their Head of School or Institute, or their nominee. This reference should confirm the basic facts of the application and that there are no issues or concerns about the applicant's role in relation to teaching or support of students' learning, ranging from module evaluation to general issues. It should support the applicant's recognition for Senior Fellowship.
2. A supporting statement from someone who has observed them in their leadership or support of other colleagues in relation to teaching, but not their School Academic Development Mentor. This reference should confirm the quality of the observed teaching and confirm the statements made in the application about the applicant's teaching. In addition, where possible, the reference should confirm that the statements align with the D3 dimensions and criteria. This reference should say that the applicant's teaching accords to all the elements of D3 of the [PSF](#).

Requirements of Descriptor 3 (Senior Fellowship) of the Professional Standards Framework

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:

D3.1 a sustained record of leading or influencing the practice of those who teach and/or support high quality learning.

D3.2 practice that is effective, inclusive and integrates all Dimensions

Areas of Activity

A1 Design and plan learning activities and/or programmes

A2 Teach and/or support learning through appropriate approaches and environments

A3 Assess and give feedback for learning

A4 Support and guide learners

A5 Enhance practice through own continuing professional development

Core Knowledge

K1 How learners learn, generally and within specific subjects

K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K3 Critical evaluation as a basis for effective practice

K4 Appropriate use of digital and/or other technologies, and resources for learning

K5 Requirements for quality assurance and enhancement, and their implications for practice

Professional Values

V1 Respect individual learners and diverse groups of learners
V2 Promote engagement in learning and equity of opportunity for all to reach their potential
V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
V4 Respond to the wider context in which higher education operates, recognising implications for practice
V5 Collaborate with others to enhance practice

D3.3 practice that extends significantly beyond direct teaching and/or direct support for learning.

Therefore, for the award of Senior Fellow, the applicant must demonstrate that their HE practice evidences all Areas of Activity, aspects of Core Knowledge and Professional Values of the PSF.

Format of the supporting statement

A template is provided below for you to complete your supporting statement. There is no specified format for the statement, and we are not expecting it to be long (we suggest approx. 400 words). Its main purpose is to confirm and support the application.

It would be helpful if you could link your comments to aspects of the PSF in your supporting statement. In addition, it is important that you comment on the following in your supporting statement:

- your own experience of the applicant's recent (within the past five years) Higher Education (HE) practice
- if you have been involved in peer observation of the applicant's co-ordination, support, supervision, management and/ or mentoring of others, please draw on examples from this
- any good or innovative practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their discipline as appropriate
- your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow

If you are providing the second supporting statement, your statement must clearly state that you have seen the applicant's co-ordination, support, supervision, management and/or mentoring of others in relation to teaching.

After completing your supporting statement

Once you have completed the supporting statement template, please return it to the applicant. The applicant will submit the two supporting statements together with their APP.

Quality Assurance Process

As part of the process you will be asked to confirm that you have written the supporting statement yourself and that the information you have provided has been written specifically for this applicant.

As part of ongoing quality assurance processes, the TRP may check the references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some individuals may be contacted to confirm that the supporting statement submitted by the applicant is the statement that they have prepared and completed. If the professional integrity of the supporting statement is in question, the statement will not be accepted.

Again, thank you for providing this supporting statement. The template starts on the next page.

Supporting Statement Template – Senior Fellow

Name of applicant	
Your name (Referee)	
Your Institute/School/other	
Your Job Title	
Your email address	
Your HEA Fellowship Status (if appropriate)	
Your relationship to Applicant	
How long have you worked with the applicant? (insert dates)	
Declaration	<p>Please check the box below to indicate that you have read and agree to the following statement:</p> <p><i>In submitting your supporting statement you are confirming that the applicant's submission relates to their Higher Education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted.</i></p> <p><input type="checkbox"/> I have read and understood the declaration</p> <p>Date:</p>

Supporting Statement

Please provide your statement to support the applicant's submission for Senior Fellowship of the HEA in the following section. We suggest approximately 400 words. One side of A4 will normally be sufficient for this category of Fellowship.

Contact us

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Web: <https://www.qmul.ac.uk/queenmaryacademy/>