**Queen Mary Academy HEA Teaching Recognition Programme**

**Application for Senior Fellowship (D3) of the Higher
Education Academy (Advance HE)**

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| **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 PSF 2023 and your drafting process, shared a draft to get feedback.** | **Yes☐ No ☐** **Name of mentor (if applicable)** |
| **Do you already hold fellowship of the HEA in either of these categories?**  | **Associate Fellow Yes☐ No ☐****Fellow Yes☐ No ☐** |
| **Queen Mary email address:** **(e.g., mail to:** [**xyz@qmul.ac.uk**](file://fs1.qm.ds.qmul.ac.uk/prs-tli/ACADEMIC%20PRACTICE/TEACHING%20RECOGNITION/APPLICATION%20TEMPLATES/NEW%20TEMPLATES/xyz%40qmul.ac.uk)**)** |  |
| **University username: (e.g., abc123)** |  |
| **Are you an employee of:**  |  |
| 1. **QMUL**
 |  |
| 1. **NHS**
 |  |
| **Please confirm that the application is within the +/- 10% margin of the 6000-word limit. The word limit does not include references.** | **Yes☐ No ☐** |
| **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☐ No ☐**  |
| **Are you happy for your name to be included on our website if your application is successful?** | **Yes**[ ]  **No** [ ]  |
| **Would you like your feedback letter to be copied to your mentor?** | **Yes☐ No ☐** |

**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**](https://www.advance-he.ac.uk/form/fellowship-decision-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**](https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0) 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**](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/Guide%20to%20the%20PSF%202023%20Dimensions%20-%20Senior%20Fellowship%20February%202023_1683716349.pdf) 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 2023** 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 qma.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.

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| 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**

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| Write your case study account here … |

**Case Study 2**

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| Write your case study account here …  |

**The criteria for Descriptor 3**

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 Dimensions of the Professional Standards Framework**

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