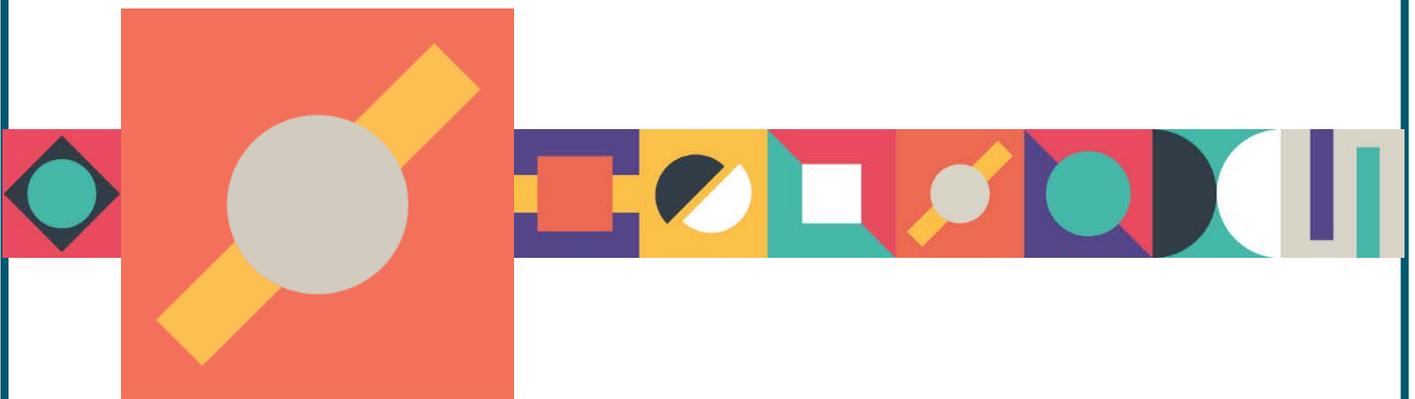


# Senior Fellowship

## Applicant guidance notes



## Contents

1. Introduction .....	3
2. The UK Professional Standards Framework 2011 (PSF).....	4
Higher Education and eligibility for Fellowship.....	5
3. Senior Fellowship and Descriptor 3 .....	6
4. Advance HE guidance available to support your application .....	7
5. Your Account of Professional Practice .....	8
5.1 Your Account of Professional Practice is a personal account.....	8
5.2 Context Statement.....	9
5.3 Structuring your Reflective Account of Practice (RAP) .....	11
5.4 RAP word limit .....	12
5.5 Reflect on your practice throughout your RAP .....	12
5.6 Refer to the evidence-base that informs and underpins your practice (D3.V) .....	13
5.7 Engagement in professional development activity related to teaching, learning, and assessment responsibilities (D1.VI).....	14
6. Evidencing the PSF Dimensions at D3.....	15
8. Two Case Studies .....	18
9. Supporting Statements .....	20
Guidance for referees .....	20
10. Submitting your Senior Fellowship application via MyAdvanceHE .....	21
Application submission process:.....	21
Payment for your application.....	22
If your institution is paying on your behalf .....	22
11. How will your application be reviewed? .....	23
How do the reviewers reach their judgement? .....	23
Possible review outcomes.....	23
How long will the review process take? .....	24
12. What if I have other questions? .....	25

# 1. Introduction

These guidance notes are for individuals wishing to make a **direct application to Advance HE for Senior Fellowship**. If you are applying for Senior Fellowship through an Advance HE accredited programme/scheme, then please refer to the guidance provided by your institution.

This document explains the requirements for Senior Fellowship and provides guidance to support you to develop your application.

By applying to become a Senior Fellow you will have the opportunity to:

- + Gain professional recognition for your higher education teaching and/or support for learning practice that is increasingly recognised by international institutions
- + Identify and celebrate your strengths and achievements through reflecting on your experience
- + Benchmark your practice against professional standards and sector expectations
- + Demonstrate your commitment to teaching, learning, and the student experience, through engagement in a practical process that encourages research, reflection and professional development
- + Model 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 educational context

We recommend that prior to starting your application you use our free **online Fellowship Category Tool (FCT)**. Answering the online questions about your work in teaching and learning should:

- + help you to check that Senior Fellowship is the best match for your current practice
- + prompt your thinking about different aspects of your practice as you plan your application.

The **fee** for a direct application for Senior Fellowship is on the Advance HE website and is subject to annual review.

## 2. The UK Professional Standards Framework 2011 (PSF)

The **UK Professional Standards Framework 2011 (PSF) for teaching and supporting learning in higher education** provides a general description of the main aspects of the role carried out by professionals that teach and/or support learning within the higher education environment. It is written from the perspective of the practitioner and can be used by individuals and institutions to recognise and benchmark teaching and learning support roles within higher education.

The PSF has two components: **Dimensions** and **Descriptors**.

The **Dimensions of the Framework** (p3, PSF) are a set of statements outlining the:

- + Five **Areas of Activity** that you undertake when teaching and/or supporting learning within higher education;
- + Six aspects of **Core Knowledge** that you need to carry out your learning and teaching activities at the appropriate higher education level;
- + Four **Professional Values** that should inform and underpin your teaching and/or support of learning practice.

The **PSF Descriptors (PSF, p4-7)** are a set of statements (referred to as Descriptor 'criteria') outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within higher education.

Advance HE operates the **Fellowship scheme** and aligns its fellowships to the PSF Descriptors as follows:

- + Descriptor 1 (D1) aligned to Associate Fellow
- + Descriptor 2 (D2) aligned to Fellow
- + **Descriptor 3 (D3) aligned to Senior Fellow**
- + Descriptor 4 (D4) aligned to Principal Fellow

An individual providing teaching and/or support for learning can be recognised by Advance HE depending on their professional practice and experience at one of four categories of fellowship. This guidance document is focussed on **Senior Fellowship (Descriptor 3)**.

## Higher Education and eligibility for Fellowship

The PSF sets out the professional standards for **higher education**. All the experience and evidence included in your application **must** relate to teaching and/or support for learning practice related to higher education provision such as:

- + level 4 or above within the **Framework for Higher Education Qualifications (FHEQ)** in England, Wales and Northern Ireland, or **equivalent**;
- + level 7 or above within the **Scottish Credit and Qualifications Framework (SCQF)** in Scotland on the Framework for Qualifications of Higher Education Institutions (FQHEIS) or **equivalent**;
- + first cycle or above of the **Qualifications Framework in the European Higher Education Area** (QF-EHEA);
- + level 5 or above of the **Australian Qualifications Framework (AQF)** or **equivalent**;
- + level 5 or above of the **New Zealand Qualification Framework** or **equivalent**
- + other equivalent higher education frameworks;
- + activity focused on supporting students within a Higher Education context, providing the student(s) are enrolled on a Higher Education Qualification may also be considered as evidence equivalent to the higher education frameworks above;
- + delivery of non-accredited continuing professional development for academic and learning support staff may also be considered as evidence equivalent to the higher education frameworks.

In defining what constitutes HE teaching and learning within different international contexts, in order to determine eligibility for Fellowship, Advance HE uses **UK NARIC** (National Recognition Information Centre) information about international education frameworks and qualifications. Programmes will be defined as HE for the purposes of staff teaching and supporting learning on the programme being eligible for Fellowship if they are an integral part of a programme defined as Higher Education within the context of the country of study. The definition of what constitutes HE has been further defined for staff in **UK and Australasia**. If you are unsure whether the examples of practice within your application meets the eligibility requirements above, contact [Fellowship@advance-he.ac.uk](mailto:Fellowship@advance-he.ac.uk)

### 3. Senior Fellowship and Descriptor 3

By applying to be a Senior Fellow you will present a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.

As explained above, Senior Fellowship is awarded to higher education (HE) teaching and learning professionals that can demonstrate they meet the requirements of Descriptor 3 (D3). You will need to keep referring to the PSF (see Section 2) as you progress with your application and make associations between your practice, **specific** PSF Dimensions and Descriptor 3 (**PSF**, p6).

To achieve Senior Fellowship, you need to evidence that your teaching and/or support of learning practice demonstrates the requirements of the seven **Descriptor 3 (D3)** criteria, which are as follows:

- D3.I** Successful engagement across all **five Areas of Activity**
- D3.II** Appropriate knowledge and understanding across **all aspects of Core Knowledge**
- D3.III** A commitment to **all the Professional Values**
- D3.IV** Successful engagement in appropriate teaching practices related to the Areas of Activity
- D3.V** Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- D3.VI** Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices
- D3.VII** **Successful coordination, support, supervision, management and/or mentoring of others** (whether individuals and/or teams) in relation to learning and teaching

Senior Fellowship is typically the appropriate category of Fellowship for Individuals able to provide evidence of a **sustained record of effectiveness** in relation to teaching and learning, incorporating for example, **the organisation, leadership and/or management of specific aspects of teaching and learning provision**. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:

- + 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 an institution

## 4. Advance HE guidance available to support your application

There are **two parts** to your direct application for Senior Fellowship:

- + **written Account of Professional Practice;** Reflective Account of Practice comprised of a reflective commentary and two Case Studies (see Sections 5-8)
- + **Supporting Statements from two referees** (see Section 9)

This Senior Fellowship applicant guidance document should be read and used in conjunction with other Advance HE guidance documents; you will find these in the applicant 'pack' you downloaded or by following the web links below:

- + **UK Professional Standards Framework 2011 (PSF)** for teaching and supporting learning in higher education (see Section 2);
- + **Dimensions of the Framework guidance** documents: a series of guidance documents written to suit individuals engaging with the PSF Dimensions in different contexts. These guidance documents provide examples to illustrate different ways in which individuals might evidence their engagement with the PSF Dimensions as appropriate to each PSF Descriptor (see Section 2). The guidance should help you to make meaningful links between your own practice and the different PSF Dimensions:
  - o Dimensions of the Framework
  - o Dimensions of the Framework: staff in learning support roles
  - o Dimensions of the Framework: doctoral supervisors
  - o Dimensions of the Framework: college-based higher education
  - o Dimensions of the Framework: music
  - o Dimensions of the Framework: Digital lens on the UKPSF

We recommend that you access the most appropriate version(s) to suit your professional context and use the guidance to help you plan what evidence of your practice you might include within your application to indicate where this practice aligns with different Dimensions;

- + **Senior Fellow Application Template (in the applicant pack you downloaded);** use this Word document template to **draft your application offline prior** to using our online application system to submit your application. The Senior Fellowship template also enables you to share the final version of your application with your referees.

## 5. Your Account of Professional Practice

Senior Fellowship is based on meeting Descriptor 3 (D3) of the PSF and your Account of Professional Practice is the core of your application. The Account of Professional Practice consists of a Context Statement (see Section 5.2), and a Reflective Account of Practice, comprising a reflective commentary and two Case Studies.

Your **Context Statement** provides a brief summary of your higher education roles, responsibilities and professional experience and your **Reflective Account of Practice (RAP)** should provide evidence that your professional practice meets the requirements of PSF **Descriptor 3**.

Higher education takes many forms and there is considerable variation in the different roles higher educational professionals carry out; for example, in experience, disciplinary background, job role, institutional context, etc. Your Account of Professional Practice is a personal account and its focus throughout should be on your own professional practice; make it personal to your specific, individual and distinctive practice. Your Supporting Statements will verify that what you write about in your Account of Professional Practice represents your practice in a genuine way (see Section 9).

It is important to note that you focus on evidencing your effective practice to date in your application. You might briefly mention future plans as part of identifying what has worked well and any changes you plan to make in future; however, your application will be judged on whether your evidence of current and recent practice meets the requirements of Descriptor 3.

In your **Reflective Account of Practice (RAP)**, you should include appropriate rationale for the approaches you take and evidence the success and effectiveness of your teaching and/or supporting learning practice. Your Reflective Account of Practice should be based around real examples from your practice and should make clear **what** you do, **why/how** you do it that way and **how you know** that this is **effective**.

Writing about 'why' you took each approach will enable you to include the 'evidence-base' that informs and underpins your practice within your RAP; (see Section 5.6). You also need to include the ways in which the professional development you have undertaken has influenced your personal practice (see Section 5.7).

Provide **selective** examples of practice in your RAP and ensure they have direct relevance to your claim for Senior Fellowship. The quality of the examples of evidence is much more important than the quantity of examples you provide. Examples should be drawn from **current and recent practice** (within the last 3-5 years) and must relate to higher education teaching and/or supporting learning. If you reflect on any historic professional practice as part of your evidence, ensure that you focus on how this now impacts on your or others' professional practice and on the wider learning and teaching context.

### 5.1 Your Account of Professional Practice is a personal account

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. Senior Fellowship is not linked to length

of service but the scope and range of your impact and influence on the teaching and learning practices of colleagues.

Your application will be reviewed by two experienced peer reviewers and you need to show these reviewers that there is a clear rationale behind the way you work and the choices you make in your practice.

Write in the first person (use 'I') so it makes clear what **you** do/ have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about you and your own personal practice and will not help your personal 'claim' against Descriptor 3. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.

Your application must be submitted in **English** (please refer to the Fellowship FAQ document for further information).

Please note that the Advance HE **online application system only accepts plain text**; it will remove any formatting from your text and **will not** accept diagrams, images, hyperlinks or any other documents/appendices such as curriculum vitae/resume.

## 5.2 Context Statement

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. 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 **brief** 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. Do not include details about the history and prestige of the institution(s), as your Account of Professional Practice is about you and your practice;
- + **Identify** the students/colleagues that you work with; for example, student 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. For Senior Fellowship, your work with students may be more indirect, as you may work more closely with colleagues/teams/external organisations/professional bodies, etc.; in which case identify these aspects of your work;
- + **Outline** your current and recent role(s)/experience related to coordination, support, supervision, management and/or mentoring of others related to teaching and learning (Descriptor 3.VII);
- + Focus on your **current or recent practice**, which should be able to demonstrate your sustained impact at Descriptor 3 over the last 3-5 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 2 for further information about eligibility for Senior Fellowship).

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

The two examples below illustrate the types of information that are useful to include in the Context Statement to set the background to your practice:

### Example 1

I am a Principal Lecturer at Y College of Art and Subject Leader of the postgraduate Graphic Design and Visual Communication Masters programmes. The College has 2,500 students, 150 FT staff, sessional lecturers and visiting artists.

I have been teaching in HE for 10 years, having previously worked as a graphic designer. I still freelance, which enriches my teaching.

I hold a PhD in Visual Communication, having entered HE as a mature learner via a Foundation Program and studied part-time as an undergraduate.

I have no formal line management responsibility for staff in my School but in my Subject Leader role, I co-ordinate the teaching of four academic staff, three sessional lecturers and two technicians that support the programmes. I lead on curriculum development. I am also a member of the College's Learning and Teaching Committee and have worked on a number of cross-institution teaching and learning initiatives.

I am active researcher and have published in several journals in relation to teaching in my discipline. I am a member of a national subject network involving 20 HE institutions and have led a collaborative teaching project, which I discuss in case study 1.

I completed my PG Certificate in Learning and Teaching in HE five years ago and since then have acted as a mentor to two members of staff undertaking that programme a year. I focus on my mentoring role in case study 2.

I normally supervise 2 or 3 PhD students and up to four undergraduate students undertaking final year projects.

I teach six modules on the Masters programmes and I still carry out some undergraduate teaching (2-3 modules a year).

### Example 2:

I am a Learning Skills Manager at a research-intensive university (25,000 students). I have worked in learning skills development for 8 years and now manage a team of six other tutors. Our team supports undergraduate and postgraduate students with the development of a range of skills to support their study on academic programmes. One big area of our work is with international students studying in their second language.

I developed and now manage a student peer-mentoring system, currently in its 5<sup>th</sup> year of operation, which is designed to support new international students to settle into university life, promoting first year transition and progression. I work closely in partnership with the Student Union to select and train mentors.

I also work with Heads of School to provide professional development for academic staff related to teaching international students and designing inclusive curricula. In addition to leading staff development sessions, I have developed a range of online resources to support colleagues.

I teach group workshops of 25-30 students and hold small group tutorials. I am an active researcher and regularly publish my work.

External to the University, I chair the Professional Development Committee of the XX Association; planning the annual cycle of CPD activities, organising the annual Symposium and delivering face to face and online CPD sessions to members.

## 5.3 Structuring your Reflective Account of Practice (RAP)

The written **Reflective Account of Practice (RAP)** is structured into two sections;

- + a **reflective commentary** on your higher education roles, responsibilities and professional experience;
- + **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 provisions.

As well as covering all five Areas of Activity, to address Descriptor 3 you also need to make sure that across the RAP you include evidence that you are effectively using all six aspects of **Core Knowledge** and that the four **Professional Values** inform your practice.

A key defining characteristic of Senior Fellowship is **influence and impact** you have had on the teaching and learning practices of your peers (Descriptor 3.VII). It is important that you address all the Dimensions of the UKPSF, but the evidence you provide will be distinctly different to that provided by Fellowship applicants at Descriptor 2. Senior Fellowship about having impact and influence on learning and teaching **beyond the level of the student**. You need to demonstrate that you are influencing the student learning experience by influencing the learning and teaching practices of colleagues; in this context, your 'learners' may be colleagues rather than students.

As you provide evidence against the Dimensions, you should highlight this where applicable. One way to do this is to refer to the Dimension in your text, e.g. (V2) or (K1) etc. 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.

When deciding which examples of practice you are going to use, it is important that you don't rely on the same examples as this is unlikely to provide *sufficient* evidence that your practice meets all the requirements of Descriptor 3. However, select your examples carefully as too many examples will restrict your ability to demonstrate your successful and effective practice in order to make a strong 'claim' against Descriptor 3.

Within the limited words available you will not be able to write about everything you do and must be selective about the examples you choose to write about. Select examples that best exemplify your work and which also allow you to demonstrate a thorough understanding of integrated academic practice and your sustained influence and impact on the practices of your peers, whilst evidencing the specific elements of the Areas of Activity, Core Knowledge and Professional Values required (see Section 5.4 below related to the RAP word limit).

## 5.4 RAP word limit

The overall word limit for the Senior Fellow RAP is **6,000 words plus citations (500 words); overall maximum 6,500 words**. Please note that the Advance HE online system will not exceed this limit.

Although you can choose how to spread the balance of the word limit across your reflective commentary and two case studies, we recommend that you should aim to use around 3,000 words in the reflective commentary and around 1,500 in each case study.

## 5.5 Reflect on your practice throughout your RAP

Developing your RAP requires you to identify/gather and consider evidence of your practice, reflecting on the impact you have made on student learning. When writing 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 – see Section 5.3);
- + **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 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 colleagues' practice and/or students' learning);

- + **What changes** you have made as a result of evaluating your effectiveness;
- + How you ensure that you **continue to develop and enhance** your practice; for example, engaging in peer review, developing your evidence-base, etc.

## 5.6 Refer to the evidence-base that informs and underpins your practice (D3.V)

You will need to refer to relevant professional practices, subject and pedagogic research and/or scholarship within your application (D3.V) 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, the ways in which you influence your peers' practice, the context/expectations of the institution in which you work, etc.

As you will be writing about your approaches to teaching and learning practice 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 literature related to pedagogic theory or academic leadership in journal papers (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 curriculum redevelopment in a certain way.

Where you cite in the text of your RAP, you need to include the full reference in a list at the end of the RAP. Your word limit includes up to 500 words for your reference list. We ask you to provide a full list of all the references you directly cite so that reviewers are clear about which sources have influenced your approach to learning and teaching and to provide appropriate credit to an author/organisation that has inspired any areas of your practice. Please note that the online application system can only accept plain text (i.e. footnotes will not be accepted).

This short excerpt from the reflective commentary of a Senior Fellowship application illustrates how the applicant **uses their evidence-base to inform their practice (D.V)**:

In my role as Associate Dean in the Department of Physics I noted a decrease in pass rates for first year undergraduate exams. Further analysis indicated that some poor conceptual understanding of theory might be a factor. I was interested in the literature around the use of flipped learning as a way to enhance the student learning experience on Physics programmes, allowing more session time to be allocated to applying the key concepts rather than to the delivery of theory (Deslauriers, Schelew and Wieman, 2011). Having encountered Communities of Practice (CoP) theory (Wenger, 1998) during my MA Academic Leadership, I decided to lead a CoP to bring together colleagues with a shared interest in flipped learning to collaborate and develop innovative approaches to the use of flipped learning on their courses (D3.vii), thus supporting Wenger's views on situated learning.

Positive feedback from students in small focus groups and data indicating good levels of engagement in pre-sessional activities indicated that this approach should be promoted more widely (K5). I therefore supported colleagues with previously traditional teaching approaches to include elements of flipped learning into their teaching (A5, V3, A4). Pass rates for year 1 exams have also increased (+3%) across the faculty.

### Reference list for excerpt:

Deslauriers, L., Schelew, E., & Wieman, C. (2011). *Improved learning in a large-enrollment physics class*. *Science*, 332(6031), 862-864.

Wenger, E. 1998. *Communities of practice: learning, meaning and identity*. Cambridge University Press.

## 5.7 Engagement in professional development activity related to teaching, learning, and assessment responsibilities (D3.VI)

Engagement in ongoing professional learning is integral to your role as an educator. Your RAP should reflect your engagement in ongoing professional development relevant to your teaching and learning role and responsibilities and make clear how the learning you have taken from this development has been applied to and/or enhanced your practice. Evidence of your engagement in professional development activities is required for addressing D3.VI and Dimensions V3 and A5 for example.

You may attend formal events such as courses/workshops/symposia/conferences but 'professional development' activities can also include formal/informal learning opportunities. For example, learning from colleagues (e.g. peer review/ mentoring/ curriculum development/ blogs, etc.), from students (students as partners work/ focus groups/ action research, etc.), from scholarly theory, experience in the profession/industry, etc.

### Example to illustrate how you might evidence your engagement in professional development (D3.VI)

As a Head of Department you set up a working group (A1, Design of an intervention) to look at departmental assessment and feedback practices (A3) in light of some negative student feedback. Your aim was to provide an enhanced approach to departmental assessment plans. Initially you researched current best practice in assessment within the discipline, also attending two conferences on assessment and feedback, and you also considered different leadership techniques you could utilise to persuade and motivate colleagues to change their assessment practices (A5/V3). You go on to explain the approach you took and the impact this had on your colleagues' practices and on the student learning experience as a result.

## 6. Evidencing the PSF Dimensions at D3

The Dimensions will be **inter-dependent and integrated** within your professional practice; put simply, the Areas of Activity are what you do, the Core Knowledge is what you need to know to effectively carry out this work and the Professional Values should inform and underpin your work.

Across the 6000 words of your RAP, as well as evidencing all five Areas of Activity, you need to ensure that you evidence all six Core Knowledge and all four Professional Values as required for Descriptor 3.

Applications for Senior Fellow differ from those of Fellow (Descriptor 2) by requiring you to demonstrate how your practice is having an **influence and impact** on the practice of others through your educational leadership; the evidence of your engagement with the PSF Dimensions will be different and you will need to demonstrate how you are taking greater responsibility for the educational development and management of teaching, and supporting others' teaching practice.

Keep referring to the Advance HE **Dimensions of the Framework** as this guidance should really help you to make appropriate links between your practice and the PSF Dimensions and to identify relevant evidence to include in your application for Senior Fellowship. Given the **complex and integrative nature of professional practice** for Senior Fellow, avoid a mechanistic or tick-box mapping approach to ensure full coverage of the Dimensions.

# 7. 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, 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:

- + **Roles, responsibilities and experience** related to teaching and supporting learning;
- + **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;
  - impact of your own ongoing professional learning on your practice.
- + **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;
  - working with colleagues to develop inclusive practice and ensure accessibility of learning for all students;
  - contributing to academic collaborations with partner HEI(s);
- + **Educational and staff development activity**
  - providing advice or coaching to staff on different pedagogic practices or learning development and support practices
  - mentor roles in professional development programmes for new and inexperienced staff;
  - learning and teaching workshops/seminars;

- related publications/documents;
  - supervising the development of teaching assistants and research students in their learning support or teaching roles;
  - creating and sharing relevant CPD or learning resources and materials internally and externally;
- + **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;
  - contributing to the development of strategy related to supporting learning and teaching;
  - leading projects/initiatives which have contributed to enhanced student learning or support;

This is not an exhaustive list; the Advance HE [Dimensions of the Framework](#) documents contain many more different examples of the types of practice that Senior Fellowship applicants typically use in applications.

## 8. Two Case Studies

In this section of your application, provide reflective accounts of two particular contributions or experiences which:

- + have had a significant impact upon the co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams), in relation to learning and teaching
- + demonstrate your sustained effectiveness in relation to learning and teaching and that you meet the criteria for Senior Fellowship

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 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.

In choosing your Case Study themes, you might choose to focus on particular aspects of your work. Some ideas to prompt thinking include:

### **Developing quality enhancement**

- + 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 enriched by disciplinary and pedagogic research, scholarship and professional practice (your own and that of others);
- + ways you have fostered dynamic approaches to learning and teaching through creativity and innovation.

### **Supporting other colleagues**

- + how you have supported other colleagues to enhance their practices;
- + specific examples of how you have enhanced academic practice through coordinating/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**

- + staff development activities you have facilitated (informal and formal) that enhance your colleagues' abilities to meet the requirements of the UKPSF;
- + 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.

## 9. Supporting Statements

Your application for Senior Fellowship must be endorsed by Supporting Statements from **two referees**. These will be used to confirm that your application presents a fair and accurate reflection of your Higher Education practice.

The **two Supporting Statements endorse** your claim and will not contribute towards the outcome of the review process; i.e. the reviewers will need to see sufficient evidence of effective practice in your Account of Professional practice to meet Descriptor 3 for them to award Senior Fellowship.

Your two referees should work, or have recently worked, closely with you and have first-hand knowledge of your practice so that they are in a position to comment on and endorse your application. Please note that Supporting Statements should reflect professional relationships; i.e. not be from family members or based on personal friendships.

Referees 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. All referees need to be familiar with the PSF.

It is important that you read the Supporting Statements your referees provide as they may refer to aspects of your practice that could strengthen your application; if this is the case then you could revise parts of your application and ask your referees to check that they are happy to endorse the changes you have made before you submit. When you have received your Supporting Statements, save them so that they are ready for uploading in [MyAdvanceHE](#).

### Guidance for referees

Provide your referees with a copy of the **Senior Fellow Supporting Statement Guidance** and the **Supporting Statement template**; both of these documents will be in the [applicant pack](#) you downloaded.

In their Supporting Statement, each referee will need to confirm that you have represented your practice accurately and fairly. Therefore, your referees need to **be provided with the final version of your application** to enable them to provide an effective reference. In their Supporting Statement each referee will confirm that in their professional opinion, you demonstrate the requirements of Descriptor 3 and should be awarded Senior Fellowship.

Referees will be asked to confirm that they have written the supporting statement themselves and that the information they provide has been written specifically for your application. They are asked to save their Supporting Statement as a **pdf file** and send it to you so that you can upload these with your application.

Advance HE reserves the right to contact your referees for clarification so please ensure that both Supporting Statements include verifiable contact details (e.g. name, job title, email address, institution). As part of Advance HE's ongoing quality assurance process, Advance HE routinely checks references for individual authenticity by means of textual review in Turnitin.com. In addition to the use of anti-plagiarism software, some referees will be contacted to confirm that the Supporting Statement submitted by the applicant through the online [MyAdvanceHE](#) application is the same statement that they have prepared and completed. If the professional integrity of the Supporting Statement is in question, the statement will not be accepted which may result in the application being unsuccessful.

# 10. Submitting your Senior Fellowship application via MyAdvanceHE

Once you have finalised your application offline using the Senior Fellowship application template and you have your two Supporting Statements, you are ready to submit your application.

Your application is submitted via the **Advance HE online submission process** in your **MyAdvanceHE** account. The screens in the online system guide you through the process and your application will be saved as you progress so you can save sections and return to finally submit it at a later date. Full guidance with screenshots is available on the Fellowship Applications page of **MyAdvanceHE**.

## Application submission process:

1. Check you can sign into your Advance HE's **MyAdvanceHE** account/create an account ready to apply;
2. Prepare and write your APP in the Senior Fellowship application template offline;
3. Obtain two Supporting Statements from appropriate referees; have these ready to upload as pdf files;
4. When you have all your application documents and payment arrangements ready to progress, follow these steps to submit your application for review:
  - 4.1 Sign in to your **MyAdvanceHE** account;
  - 4.2 Choose the tab for 'Fellowship';
  - 4.3 Click on the link to 'Fellowship applications';
5. Select '**new Senior Fellow application**' from the menu and follow the instructions which will take you through to the online template to complete;
6. Choose how your application will be paid for from the options:
  - 6.1 I'll pay myself;
  - 6.2 My Organisation is paying;
  - 6.3 My Organisation has paid in advance (this is only for applicants who have been notified by their institution that they have been include in the pre-payment of a number of applications purchased as part of a contract with Advance HE).
7. Copy and paste the text from the final version of your offline application template onto this online application template;
8. Upload your Supporting Statements;
9. Pay the fee requested.

## Payment for your application

When you upload your application and choose to submit, you will be asked to pay the application fee. Once the fee is paid, your application will be allocated to the next available review panel.

Payment is required by debit or credit card when you submit your application in **MyAdvanceHE**. You can pay this yourself at the time you submit or, if you are receiving financial support from your institution, there is an option for someone else to pay on your behalf (please see below).

The **fee** for a direct application for Senior Fellowship is on the Advance HE website and is subject to annual review. Employees of **Advance HE Member institutions** will be charged a subsidised rate. If you are unsure of your institution's Advance HE membership status, please check the list of Advance HE member institutions on the **Advance HE website**. If you are still unsure, please contact Advance HE's fellowship team, [fellowship@advance-he.ac.uk](mailto:fellowship@advance-he.ac.uk)

Please note that if an Advance HE Member institution chooses to make participation in an institutional Advance HE accredited programme or scheme contractual, any individual wishing to apply directly to Advance HE should choose 'self-employment' as their employment status and use a personal email address. They will be required to pay a full fee for the application; i.e. the fee will not be subsidised by the institutional membership.

## If your institution is paying on your behalf

If your institution is paying for your application, you will need to have selected that option when you started to complete the online application form. You can copy a payment link from **MyAdvanceHE** and forward it to the individual at your organisation responsible for making the payment. They simply follow the link to pay online with a credit or debit card.

If your organisation is unable to pay by card, Advance HE can raise an invoice for them to pay by bank transfer. For payment by this method your organisation will need to provide you with an electronic copy of a Purchase Order, which you upload to **MyAdvanceHE**, in the Invoices area of the My Profile section.

Some institutions pre-pay for multiple applications in advance. If your institution has pre-paid for your application in this way, the contact at your institution should notify Advance HE when you are ready to submit. This will enable the Advance HE team to confirm payment and allocate your application for review.

# 11. How will your application be reviewed?

Your application will be reviewed by two independent reviewers (called a 'panel') as part of a peer review process.

Reviewers are selected for their experience of external review and their understanding of the PSF, as well as for their knowledge and experience of learning and teaching in higher education, including in international settings. The Advance HE reviewer pool includes education specialists and practitioners from a range of disciplines across the higher education sector; all are Senior or Principal Fellows.

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 fellowship.

## How do the reviewers reach their judgement?

The reviewers will be looking for evidence that your practice meets the requirements of Descriptor 3 across your RAP and will check that the two Supporting Statements provide appropriate endorsement for your application. They will assess your application against each of the Descriptor 3 criteria.

Each reviewer will read your application and will apply the Descriptor 3 criteria to reach an initial independent judgement. The two reviewers then reach a combined consensus judgement. Should the first two reviewers not be able to reach a consensus decision, a third reviewer will be used to moderate and agree an outcome.

**Guidance notes** and review grids for our reviewers are provided, explaining how they are expected to make professional judgements on Senior Fellowship applications.

## Possible review outcomes

### Award

If the reviewers' consensus judgement is that your application meets the requirements of Descriptor 3 then you will be awarded Senior Fellowship. You will receive a congratulatory email which 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.

### Refer

Should your application be judged as providing insufficient evidence for meeting Descriptor 3, then you will be provided with feedback from the reviewers in a **Panel Outcome and Feedback template**. This feedback will indicate which of the seven Descriptor 3 criteria your application has met and explain how your application needs to be strengthened to provide the evidence of the remaining Descriptor 3 criteria.

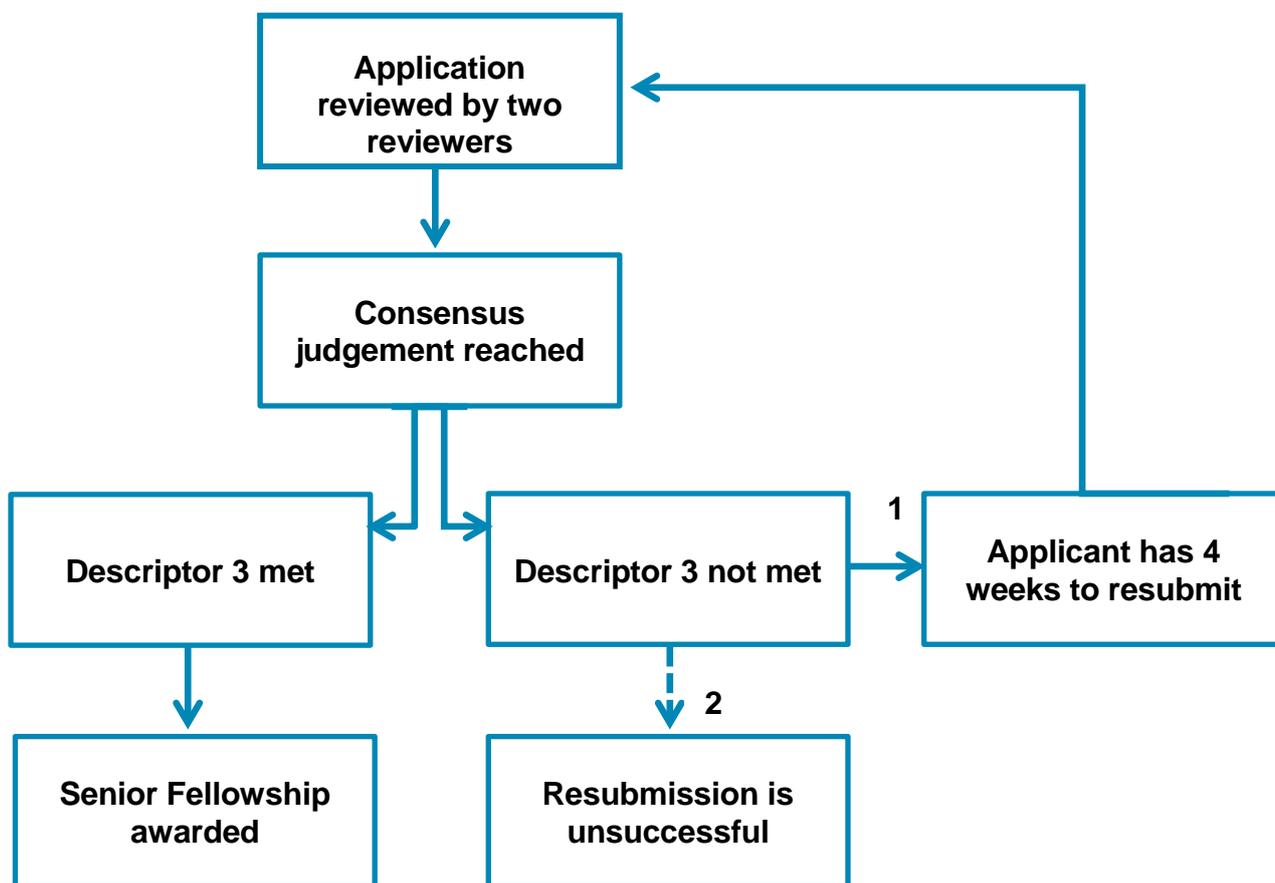
You will be offered **one** opportunity to resubmit within four weeks, without further charge. In this instance, you will be provided with a template for your resubmission and asked to highlight

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.

### Unsuccessful

If the reviewers judge that despite revisions, the resubmission does not fully meet the requirements of Descriptor 3 then the final judgement is 'unsuccessful'. In this instance, further feedback in **Section 4 of the Panel Outcome and Feedback template** will explain the unsuccessful judgement. This is the end of the review process; any future application would incur a full fee. Please note that any appeal would need to be related to Advance HE process not being adhered to and not the review outcome.

Figure 2: Senior Fellowship application review process. '1' indicates first resubmission process; '2' indicates 'unsuccessful' outcome for resubmission



### How long will the review process take?

An application for Senior Fellowship can be made at any time during the year. The length of time it will take to process your application is dependent on the dates of our review panels. Advance HE holds regular review panels each month to accommodate demand and typically you will be notified about the outcome of your application within 10-12 weeks. You can check the status of your application by logging into "Fellowship" in [MyAdvanceHE](#).

## 12. What if I have other questions?

If you have further questions or require further assistance, in the first instance please see our Frequently Asked Questions in your Information Pack. Alternatively, please email [fellowship@advance-he.ac.uk](mailto:fellowship@advance-he.ac.uk) and one of our team will be able to assist you. You can also call us on (+44) 01904 717500.

## Contact us

[fellowship@advance-he.ac.uk](mailto:fellowship@advance-he.ac.uk)

+44 (0)1904 717683 or +44 (0)1904 717664

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

 **in f** @AdvanceHE

Advance HE enables excellence in higher education, helping it shape its future. Within the UK and globally, Advance HE supports institutions in the areas of excellence in education, transformative leadership, equity and inclusion and effective governance. This is delivered through membership benefits (including accreditation of teaching, equality charters, research, knowledge and resources), programmes and events, Fellowships, awards, consultancy and enhancement services and student surveys.

©2020 Advance HE. All rights reserved.

No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the prior written permission of the copyright owner. It is solely for use by Advance HE's accredited member institutions and direct fellowship applicants. As such, provided that due acknowledgment is given to Advance HE:

1. Advance HE's accredited member institutions are permitted to use and adapt this document solely for the use of their Advance HE accredited provision; and
2. Direct Fellowship applicants may download this document for the purpose of making and submitting an application for Fellowship to Advance HE

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Registered as a charity in England and Wales no.1101607. Registered as a charity in Scotland no. SC043946. Advance HE words and logo should not be used without our permission. VAT registered no. GB 152 121950

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE:

+44 (0) 3300 416201 or [publications@advance-he.ac.uk](mailto:publications@advance-he.ac.uk)