**HEAR4U – Quick Guide to Senior Fellowship (D3)**

*Please note this documentation provides general, informal guidance only. Please refer to Advance HE and your own institution for direct support and up to date guidance.*

1. *Is Senior Fellow right for me?*

If you are an experienced member of staff involved in mentoring, coordinating, or engaging with institutional initiatives on teaching and learning then yes! To double check, use this [Fellowship Category Tool](https://www.advance-he.ac.uk/form/fellowship-decision-tool).

1. *What do I have to do?*

**First**, you should get in touch with your own institutional accreditation community. **Second**, take a look at all of the guidance documentation available on [Advance HE](https://www.advance-he.ac.uk/fellowship/senior-fellowship). **Third**, get cracking with your application and start collecting evidence and supporting statements!

1. *What does the application involve?*

You must write an **Account of Professional Practice** (APA) which is a reflective evidence-based narrative of your own teaching and learning journey. This is the supported by **two case studies** (it is suggested that one reflects on your impact on colleagues and the other reflects on the impact on students). You should reflect on your sustained and successful impact over the **past 5 years as well as your** influence on current practice.

1. *How long is it?*

The entire application should be no longer than **6,000 words** (excluding references and citations). It is your choice how you arrange your application, but it is suggested that the APA constitutes 3,000 words and each case study, 1,500 words. Please contact your own institutional accreditation community to retrieve an application template or equivalent.

1. *What type of things do I need to include for the APA?*

Every application will be very different, it is personal to you and your own journey in and around Higher Education. You should refer to your education, training, and employment, as well as your experience around continuing professional development (as teacher, mentor, facilitator of learning, and/or academic leader). You may wish to refer to the following:

* 1. Career milestones (roles and responsibilities)
  2. Areas of research, scholarship and/or professional practice (how have you used your own outputs to influence?)
  3. Involvement in teaching and learning initiatives (what have you done which has had wide impact? (e.g. funded projects, work with professional bodies, dissemination of teaching and learning expertise)
  4. Recognitions and rewards (what awesome stuff have you been recognised and rewarded for?)
  5. Collaborating with others (what have you done to support, advise and coordinate others in connection to teaching and learning?)
  6. Educational and staff development activity (what mentoring or facilitating roles and/or initiatives have you lead?)
  7. Leadership, management and organisational roles within an institutional or wider higher education context (what have you been involved in to shape and managed learning and teaching, quality assurance, programme development and such like?)

1. *What should the case studies focus on?*

This is your chance to discuss your practice in detail by choosing two case studies to demonstrate your **impact on others** and also your **sustained effectiveness** in the teaching and learning environment. How have you used your skills, knowledge, awareness, and experiences to lead change and make impact? This *can* be done by focusing on your influence on other colleagues (case study 1) and impact on students (case study 2). You case studies must still provide **reflective approaches** to your teaching and learning practice. Think about the following themes to inform your case studies: developing quality enhancement, supporting other colleagues, sustained engagement with educational and staff development and evaluation of academic practice.

1. *Where and when do these As, Ks and Vs come in?*

The UK Professional Standards Framework (UKPSF) is the device used to map your application against the requirements of Senior Fellow. The framework can be found at the end of this document. It involves **five Areas of Activity** (A1-A5), **six elements of Core Knowledge** (K1-K6) **and four Professional Values** (V1-V4). It is your job to demonstrate your connection with every single A, K and V (at least once) in your application. You should state the appropriate As, Ks and/or Vs in brackets at the end of the relevant sentence or section of your application (for example (A1, K2)). It is not a good idea to cite lots of these in one go at the end of a paragraph because this would not clearly demonstrate your specific contribution(s). Refer to them meaningfully throughout the APA and case studies.

1. *What style should the application be written in?*

This process is all about you and your story. Make it a personal, thoughtful, and a focused reflection on you and your practice. Use ‘I’ to take ownership of what you have done and make sure you use strong descriptions to demonstrate your impact and leadership. Think about this type of sequence when you are reflecting:

I noticed there was a gap/problem/issue with x, y and z and therefore I led the following initiative/project/scheme to implement this change. This was needed because of x, y and z and I was well placed/experienced/knowledgeable because of my previous work/publications/experience with x, y and z. The impact of this was x, y and z and which has then helped to inform x, y and z more widely. On reflection, I would have created/done/changed x, y, and z.

It is also important to reference pedagogic research and best practice throughout the application to inform and guide your reflection. Remember though, this is not an academic paper so use supporting sources to complement your work rather than dominate it. A consistent referencing style should be used.

1. *What type of evidence do I need to include in the application?*

It is a good idea to collect quotes from colleagues, students, and key collaborators who you have positively impacted. You may also want to complement this qualitative data with statistical analysis where appropriate to evidence impact and effective leadership.

1. What supporting statements do I need?

You need to get two supporting statements from two people who are familiar with you and your professional work and have current or recent experience of working in Higher Education.

1. How do I submit my application?

Please follow your own institutional guidance on submitting applications and adhere to the deadline provided.

**The UK Professional Standards Framework (UKPSF)**

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| --- | --- | --- |
| **Areas of activity** | **Core Knowledge** | **Professional Values** |
| **(A1)** Design and plan learning activities and/or programmes of study | **(K1)** The subject material | **(V1)** Respect individual learners and diverse learning communities |
| **(A2)** Teach and/or support learning | **(K2)** Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | **(V2)** Promote participation in higher education and equality of opportunity for learners |
| **(A3)** Assess and give feedback to learners | **(K3)** How students learn, both generally and within their subject/ disciplinary area(s) | **(V3)** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |
| **(A4)** Develop effective learning environments and approaches to student support and guidance | **(K4)** The use and value of appropriate learning technologies | **(V4)** Acknowledge the wider context in which higher education operates recognising the implications for professional practice |
| **(A5)** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices | **(K5)** Methods for evaluating the effectiveness of teaching |
| **(K6)** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |
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Source: [Advance HE](https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf) - The UK Professional Standards Framework: for teaching and supporting learning in higher education (2011, p.3)



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| --- | --- | --- | --- | --- | --- | --- |
| **Help Matrix** | **K1**  The subject material | **K2**  Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | **K3**  How students learn, both generally and within their subject / disciplinary area(s) | **K4**  The use and value of appropriate learning technologies | **K5**  Methods for evaluating the effective-ness of teaching | **K6**  The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |
| **V1**  Respect individual learners and diverse learning communities | Write an example here which relates to K1 and V1 |  |  |  |  |  |
| **V2**  Promote participation in higher education and equality of opportunity for learners |  | Use colour to block each box when an example relates to an Area of Activity |  |  |  |  |
| **V3**  Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |  |  |  |  |  | Write an example here which relates to K6 and V3 |
| **V4**  Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |  |  |  |  |  |



**Area of Activities**

(A1) Design and plan learning activities and/or programmes of study

(A2) Teach and/or support learning

(A3) Assess and give feedback to learners

(A4) Develop effective learning environments and approaches to student support and guidance

(A5) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**HEAR4U References Help Grid**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Examination** | **Full Reference** | **Summary of Source** | **Useful Direct Quote(s) and Page Number** | **Relation to Vs and Ks** |
| General Pedagogic Approach |  |  |  |  |
|  |  |  |  |
| (A1) Design and plan learning activities and/or programmes of study |  |  |  |  |
|  |  |  |  |
| (A2) Teach and/or support learning |  |  |  |  |
|  |  |  |  |
| (A3) Assess and give feedback to learners |  |  |  |  |
|  |  |  |  |
| (A4) Develop effective learning environments and approaches to student support and guidance |  |  |  |  |
|  |  |  |  |
| (A5) Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  |  |  |  |
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