

HEA Fellowship Applicant Support pack

Senior Fellow (SFHEA, category D3) Experiential route

The BCU Fellowship Scheme, aligned to the
UK Professional Standards Framework
(UKPSF)



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1. UK Professional Standards Framework (UKPSF)

1.1 UKPSF overview

The [UKPSF](#) is a nationally recognised framework for benchmarking success within HE teaching and learning support, implemented to drive improvement and raise the profile of learning and teaching in HE. This comprehensive set of professional standards and guidelines are for everyone involved in teaching and supporting learning in HE, aimed at improving teaching quality. The UKPSF is overseen by [AdvanceHE](#) (previously HEA, the Higher Education Academy).

The Framework identifies the diverse range of teaching and support roles and environments within HE. These are reflected and expressed through three dimensions, referred to as the Dimensions of Professional Practice. The UKPSF clearly outlines the Dimensions of Professional Practice as:

- [Areas of activity](#) undertaken by teachers and support staff
- [Core knowledge](#) needed to carry out those activities at the appropriate level
- [Professional values](#) that individuals performing these activities should exemplify

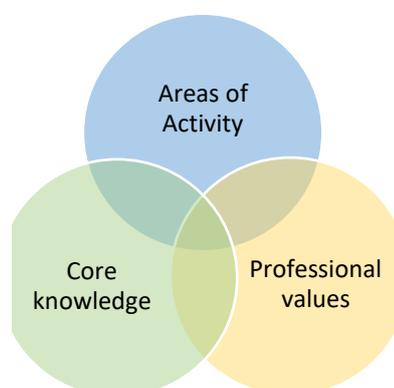
Achieving HEA Fellowship demonstrates a personal and institutional commitment to professionalism in HE learning and teaching and provides individuals with recognition of their practice. Fellowship may be gained in the Categories of Associate (AFHEA), Fellow (FHEA), Senior (SFHEA) and Principal (PFHEA), which are reviewed on a range of Dimensions (D1-D4).

This candidate support pack is aimed at colleagues applying for the Category of Senior Fellow (SFHEA), which is assessed at Dimension 3 (D3) of the UKPSF.

1.2 Dimensions of Professional Practice

The UKPSF has three Dimensions of Professional Practice - Areas of Activity, Core Knowledge and Professional Values; these Dimensions form the foundation of your reflection on your practice.

[Areas of Activity](#) (A) – describe what a professional in teaching/supporting learners *does*
[Core Knowledge](#) (K) dimension – states what a professional needs to *know*
[Professional Values](#) (V) dimension – explains *how* a professional should carry out their activities



Within each Dimension, there are specific areas of practice (as set out below) that will be referred to in this handbook as, for example, 'A1', 'K3', etc. You should familiarise yourself with these designations/descriptions, as you will use these when writing your own reflection.

Areas of Activity	Core Knowledge	Professional Values
<ul style="list-style-type: none"> • A1 Design and plan learning activities and/or programmes of study • A2 Teach and/or support learning • A3 Assess and give feedback to learners <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • K4 The use and value of appropriate learning technologies • 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 	<ul style="list-style-type: none"> • V1 Respect individual learners and diverse learning communities • V2 Promote participation in higher education and equality of opportunity for learners • V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development • V4 Acknowledge the wider context in which higher education operates recognizing the implications for professional practice

For Senior Fellowship (SFHEA, D3), you are required to submit a written reflection, of no more than 6000 words, that provides evidence of successful engagement with all the Areas of Activity. Your examples will show how your practice is underpinned by all of the Core Knowledge Dimensions and demonstrate your commitment to all of the Professional Values and, importantly, provide evidence of the successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

2. BCU Fellowship Scheme and processes

2.1. Overview

The University is committed to excellence in learning and teaching and is therefore dedicated to supporting and enabling colleagues to demonstrate their contribution to, and professionalism in, higher education practices.

The BCU Fellowship Scheme is aligned to the [UKPSF](#) and [AdvanceHE](#) have accredited this Scheme to be able to award D1-D3 Categories of Fellowship. This Continuous Professional Development (CPD) framework provides a means for you to achieve a recognition award for your role in teaching and/or supporting learning. While the Scheme offers recognition through taught courses (such as the PGCert), this pack aims to support you in gaining Fellowship recognition through the experiential route.

A key necessity in applying for Fellowship is that the range and extent of your contribution to HE teaching and/or supporting learning is sufficient to meet the criteria for the Category of Fellowship for which you are applying. Individual job titles do not necessarily have any bearing on the Category that is most appropriate for a candidate. The focus of Fellowship is on academic practice, supporting the learning process, learning, teaching and assessment rather than discipline/subject knowledge.

The BCU Fellowship Scheme is overseen by the [Education Development Service](#) (EDS) and External Reviewers and an External Adviser also contribute to maintaining the Scheme's overall quality and reliability. EDS hold an Advisory Board twice each year, to discuss, review and plan enhancement of the Scheme. Feedback is considered from internal and the external reviewers and other stakeholders, in relation to applications, judgements, CPD requirements and BCU PSF processes. You are welcome to offer feedback on any aspect of the Scheme, to psf@bcu.ac.uk.

The Scheme is open to any member of BCU staff who teach and/or support learning, such as academic staff, postgraduate researchers who teach, technicians, lab demonstrators, visiting lecturers, library staff and student services; also included are colleagues from partner and franchise provision, who teach and support BCU students.

For staff employed by BCU, the costs are covered by EDS as part of our service to the University, including the final accreditation costs to Advanced HE. For staff at partner institutions, costs of accreditation must be met by individual staff or their sponsoring institution. The current cost for Senior Fellow (SFHEA, D3) is £300.

2.2 Candidate process

Candidates should firstly review the [BCU Scheme](#) on the EDS website and look at the information on the [Advance HE](#) website. We recommend using the [Fellowship Category Tool](#) provided by AdvanceHE if you are unsure of which Category is most appropriate for you to apply for. If you have any general questions at this stage, you may wish to attend an [introductory workshop](#) and/or contact your School/ [Faculty Lead](#).

You should next complete an Evidence of Professional Practice (EPA – see Appendix 1) or make your own notes on the examples of practice that you are considering using for your application. Arrange to discuss this with your School/Faculty Lead, who can provide any additional advice and allocate a mentor or advise you of mentoring arrangements within your School. You should also agree on your planned submission date (shown on the [iCity page](#)).

Consider who you might ask to be a Referee - see Appendix 3 for what the Referee will be asked to comment on. Contact your Referees at an early stage, sending them the Referee statement and guidance document (Appendix 3) and advise them of your intended submission date.

Work on your application and maintain agreed contact with your mentor.

Once you've completed your application, send this to your Referees and ask for their supporting statements in good time to meet the submission date. See the 'Completing your Application' section of this Pack before submitting your work.

2.3 Review process

Colleagues who are Fellowship holders act as Reviewers and are allocated to appropriate Panels by EDS, for each review cycle. Reviewers are advised/reminded of the Review Panel timeline and process, sent the Reviewer guidance (Appendix 4) and directed to [website resources](#), such as this Support pack and the Review form (Appendix 5).

EDS send Panels the application(s) for review and ask if there are conflicts of interest with any candidate(s). The expected return date for the decision from the Panel is also confirmed at this stage, normally providing around 4 weeks for consideration of the applications and for making their judgements.

Your application will be reviewed by two colleagues who have previously achieved Senior Fellow or Principle Fellow. This Review Panel will comprise colleagues who work in a different School or Department; at times an External Reviewer may be attached to the Review Panel, as part of the Scheme's quality assurance process.

Reviewers independently review an application and judge how you have presented your practices in relation to the D3 Descriptors (below):

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

On completion of individual decisions, the Panel will discuss their judgements. One Panel member is allocated the role of Lead Reviewer and will co-ordinate any discussions between Panel members and collate feedback. The Lead Reviewer will record feedback and the Panel's decision on the Review form and return this to EDS by an agreed date. If the Panel is unable to agree, the Lead Reviewer will raise this with EDS, stating the areas of concern. The Scheme Convenor will discuss the application with colleagues, reach a decision and advise the Panel of this. EDS will advise candidates of decisions.

3. Working on your application

3.1 Overview

There are a number of elements that comprise a Senior Fellowship (SF) application and these are set out as separate sections on the application form (see Appendix 2). The total word count for the whole application should not exceed 6000 words. The sections are: a brief Context statement, an Account of Professional Practice (APP), two case studies of your professional practice and a CPD reflective review and action plan (CPD). You also require supporting statements from two referees (REFs), who are to use the appropriate Referee statement and guidance document (Appendix 3). You need to draw on the [UKPSF Dimensions](#) and link your narrative to [BCU Values](#), throughout your reflections.

The Context offers an opportunity to briefly introduce yourself and your role(s) (in around 500 words), set out the underpinning philosophy for your teaching practice and indicate how this impacts on the student learning experience. Importantly, this should strongly indicate why Senior Fellowship is appropriate in this context.

The APP is of a reflective commentary on your HE role(s), responsibilities and professional experience, framed around D3.VII (successful co-ordination, support, supervision, management and/or mentoring of others) and providing evidence of this (as should your case studies which follow). This section should be around 2000 words.

The two case studies – around 1500 words for each – are an opportunity to reflect on your actions and provide an explicit rationale for why you are applying for SF recognition. To support you in covering all of the dimensions through the case studies, the application form indicates two areas to consider - sustained effectiveness in relation to teaching and/or supporting learning and a specific example of successful co-ordination, support, supervision or mentoring of others in relation to learning and teaching and/or supporting learners.

The CPD (to meet A5) comprises a review of what you have most recently done, relevant to your teaching and learning practice, and a plan of what you aim to do to develop and enhance your professional practice in teaching, learning and supporting learners. In aiming for around 500 words for this section, consider how you might use the word allowance effectively, providing some reflective narrative as well as using the planning grid (see Application form Appendix 2).

As you need to submit your entire application, including REFs, at the same time, it's recommended that you contact your selected Referees at an early stage to advise them of when they will receive your application and the date you will require their REFs to be returned by. You should direct them to the Referee statement and guidance; either attach the document from the [website](#) or signpost colleagues to that page. We'd recommend providing at least two weeks for colleagues to return your application with their REFs.

3.2 Constructing your Account of Professional Practice (APP)

The APP is a reflective commentary of the roles and experiences that have contributed to your professional development as a teacher, a mentor, a facilitator of learning and/or a leader within an academic setting. This could, for example, discuss your involvement in teaching and learning initiatives, collaboration on educational interventions or enhancements, staff development activity or specific leadership, management and/or organisation roles within BCU or wider HE context. Ensure that all of the UKPSF Dimensions (Area of Activity, Core Knowledge, and Professional Values) are drawn on.

You should highlight the primary influences on your own development, focusing on the progressive attainment of your professional capabilities and how you and others have benefited from the continuous learning and development process involved. Your application should therefore focus on the processes of CPD, including appropriate pedagogic research and scholarly activity and the leadership, management and administration of academic provision and support. The CPD may include informal undertakings - individual, collaborative or team-based - that have had a significant impact on your academic practice, as well as on the practice of colleagues.

You should draw on the relevant literature and your own CPD activities, in order to present your rationale for the approaches that you have taken. There should also be discussion of the strategies employed for evaluation and analysis of the effectiveness of your teaching and reference to impact of this on others and on student outcomes.

3.3 Identifying and using your case studies

You should use the Evidence of Professional Activity (EPA, Appendix 1) or your own notes to consider your choice of case studies. When you are selecting your case studies, it makes sense to opt for those which clearly align to the UKPSF Dimensions - the Areas of Activity, Core Knowledge and Professional Values – and that all Dimensions are covered across the two cases (though not necessarily in both). The case studies should reflect on and provide evidence of your impact and include evidence of meeting D3.VII, with examples of effectiveness in your leadership role in relation to teaching and learning. You should link your reflections to the relevant literature, pedagogic research and/or scholarship and wider HE influences/priorities and, additionally, demonstrate how BCU Values are demonstrated within the cases.

For each case study, you should discuss, in a reflective way, two particular contributions or roles which have had a significant impact on the co-ordination, support, supervision, management and/or mentoring of others (individuals or teams) in relation to teaching and learning, demonstrating your sustained effectiveness in relation to teaching and learning. Appropriate evidence to supplement your reflection might be screenshots, survey results or comments from others; these should enhance your discussion and corroborate what you have done.

To support you in covering all of the Dimensions through the case studies, the application form indicates two areas to consider. For Case Study 1, your focus is on sustained

effectiveness in relation to teaching and/or supporting learning; for example, in leading, managing and enhancing the curriculum of a course in your school, where influence and impact can be demonstrated. For Case Study 2, use a specific example of successful co-ordination, support, supervision or mentoring of others in relation to learning and teaching and/or supporting learners; for example, in leading a peer observation Scheme and supporting new colleagues in developing their practice.

3.4 Working with a Mentor

As you start your HEA Fellowship journey, your School/Faculty Lead will allocate a BCU colleague to act as your Mentor, or you will be advised of the mentoring arrangements within your School. Colleagues acting as Mentors will have Fellowship recognition and have knowledge and experience of teaching and learning in HE, the UKPSF and the BCU Fellowship Scheme. You will have opportunities to meet with your Mentor to discuss your progress, who will offer practical advice and be an independent voice while developing your application.

You should contact your Mentor as soon as possible to arrange an initial meeting (alternatively, you may be invited to join other colleagues as part of a peer mentoring support group, where this is available). At your first meeting with your Mentor you will be able to discuss plans and expectations, so that both parties are clear on the contract. Generally, the mentor will offer advice to the mentee throughout the application process and discuss evidence, development and presentation, of the application.

Please remember that your Mentor is a colleague who – like you – will have many other commitments, challenges and workloads to manage, and takes on this role in a voluntary capacity, to support others in their professional development. Your Mentor will therefore appreciate it if any meeting arrangements are made or if you have agreed any completion dates for tasks, that these are adhered to where possible.

The overall time commitment available from your Mentor may vary, but would likely be at least three hours over the whole period you are working towards recognition. Together you will discuss the mentor-mentee agreement that will work for you both, identifying specific meeting times and tasks; in most cases this would include reviewing one written draft of your application, as this nears completion. This mentor-mentee agreement ends once you have submitted your application. If your application is judged as a Refer, you will be provided with feedback from the Review Panel and may then consult with your School/Faculty Lead prior to re-submission (or with your line manager, if appropriate).

Please note that your Mentor in this Scheme would be unable to act as a Reviewer for your Fellowship application.

3.5 Writing reflectively

Throughout your application, the quality of reflection on your professional practice should be the focus of your narrative, rather than a description of your activity. Be concise in your descriptions – if the detail of an example is not central to your reflection on teaching and learning, you are probably not making most effective use of the word allowance. If your narrative comprises more description than reflection, you may have ‘gone off track’ and should think about these types of questions, in relation to your examples:

- Why did you do something in a particular way?
- What were you expecting to happen?
- Was there a specific outcome that you hoped to achieve?
- Why was doing this activity important?
- What was the impact on others?
- What are your professional values and how do these influence your practice?
- What is your approach to teaching and learning and how did this develop?

Thinking in this way may help you to write more reflectively and you can then link these ideas to the relevant UKPSF Descriptors. Like most things, spending time at the planning stage is effective use of time – be clear where the Dimensions and the BCU Values align with your APP and the case studies. It can be useful to have the list of Dimensions to hand, as you plan, as well as when you are actively writing.

Candidates sometimes ask for examples of applications and find it useful to view others’ previous submissions; to address this some of our colleagues have kindly permitted us to share excerpts from their successful applications [here](#).

If you have not previously written in a reflective style, or it is some time since you have done this, you may wish to consider a [model of reflection](#) or advice on [writing skills](#) for this particular style.

3.6 Practical matters

Throughout your work, you should insert the Dimension that is being evidenced, using a short designation, for example [A4], [K2] or [V3]. There may of course be a number of Dimensions that could align with what you have written, but there is no need to list all of these; you should be selective and consider which Dimension aligns most strongly with what you have said. There is no ‘rule’ on the number of designations to be inserted, but if there is one every couple of sentences, that is probably too many and will impact of your word count. Again, you may find it helpful to view the excerpts from successful applications [here](#). We all make spelling and grammatical errors at times and this is not an exercise in written English, but do remember to use a word processor with a spell checker, and make amendments if required. Also review your APP as a whole, to sense-check this – does it ‘tell a story’ and is it written in a reflective style?

As this is not an academic paper, few references would be expected; again, no 'rule' on this, but one or two for each example would likely suffice. Any in-text citations to publications, journals, etc., will need to be accommodated within your overall word count (although the reference list at the end is not included in the word count). Where you use a reference, it should be in relation to what you have actually applied in your practice and incorporated within your reflection.

4. Completing your Application

4.1 What you need to do

It is your responsibility to check that all of the correct documents (completed application, any required evidence/appendices, and two referee statements) are submitted. Submit your application in good time to meet your chosen submission date. (It might be a good idea to check with your Referees, the week before, that they are still able to return your REFs on time).

On the application form you are asked to complete your name and position details, as well as your submission date (date you sent application) and date started (if you do not know a specific date, please enter the 1st of the most likely month, as this is required by AdvanceHE, to register for your Award). Please answer Yes or No to the question of any previous application for this Award; again, this is required by AdvanceHE for their refer rate data.

Your application is to be submitted as **one** document or as **one** file; if you have multiple documents, create one zipped file for submission. Name your document or file by surname, Category of application and Faculty/Department - e.g. 'SMITH_D3_EDS'.

Send the completed application as one document or as one zipped file to psf@bcu.ac.uk.

You will receive an acknowledgement of receipt for your application and be advised of the expected date by which that you should receive a decision; this is usually around 6 weeks from the submission date.

4.2 What happens next

When Panels have completed their discussions and reached a decision on your application, this will be recorded as Award, Refer or Award Pending Conditions (APC) on the Review form, along with any feedback from the Panel.

You will be advised of the decision by email, from EDS, with the completed Review form attached.

If you have received an **Award** – congratulations! Your name will be added as Award for the appropriate Category of Fellowship, on the Advance HE website. You will receive an email (normally within a week) from Advance HE to confirm this, which will provide a link to enable you to download your certificate.

If you have received an **APC**, this means that the Award is pending, awaiting some conditions to be met: there will be one or more aspects of your reflection that require clarification before a final decision can be made. You are asked to review the feedback on this aspect(s) and prepare to justify how you have met the requirements of the Dimension(s). This process is carried out via dialogue with one or more members of the Panel and will last no longer than 20 minutes. It is your responsibility to contact the Lead reviewer (or nominated person) from the Panel, to arrange this dialogue; the email from EDS will advise you who the Panel contact is and the date by which the dialogue should take place. You will be advised of the final decision, normally within one week of the dialogue.

If you have received a **Refer** decision on this occasion, this means that one or more Dimensions were insufficiently covered in your reflection. You will be provided with feedback and may wish to discuss this with your School/Faculty Lead (or line manager, if appropriate) before re-submitting your application for the next review cycle.

5. To remain in good standing

Once you have been awarded your HEA Fellowship, you have a commitment to remain in good standing as an HE practitioner.

5.1 Advance HE statements

It is implicit within the UKPSF that all Fellows remain in good standing. A person or organisation is said to be in good standing if they have fulfilled their obligations. It's the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard and the Fellowship of the HEA [Code of Practice](#).

Proof of good standing:

We expect all HEA Fellows to be able to demonstrate compliance with (at least) their awarded level at any given time. Fellows should record their professional development activity to ensure that they remain in good standing.

<https://www.heacademy.ac.uk/ukpsf#section-5>

5.2 BCU expectations

The HEA Code of Practice fully aligns to the University's [Core Values](#), Strategic Plan and Academic Plan. Once you have achieved a Fellowship through the Scheme you will be expected to abide by the Code of Practice and BCU's Values.

The University expects you to remain in good standing as a Fellow and is committed to developing reflective practitioners. It is for this reason that part of your application is a CPD review and action plan which links to our appraisal Scheme for appropriate teaching and/or supporting learning roles, particularly in relation to remaining in good standing. Fellowship recognition will be an expectation for internal promotion to appropriate roles.

As part of your commitment to remaining in good standing, the University expects you to support colleagues on their Fellowship journey and contribute to BCU's Fellowship Scheme; this can be demonstrated by acting as a Mentor and/or a Reviewer. Please see the EDS [website](#) for further information on these roles; any available training opportunities for these roles will be shown on the [iCity site](#).

If you would like to Mentor/Review at the earliest opportunity, do contact your School/Faculty Lead; otherwise, you will be contacted when your assistance as a Mentor and/or Reviewer is required. This is to support your commitment to remain in good standing and to ensure there is an equitable distribution of Fellowship Scheme duties from across our academic community.

Appendices

These Appendices are available for download from the website, as individual documents.

1. Evidence of Professional Activity (EPA)

Evidence of Professional Activity/Impact - Senior Fellow (SFHEA, D3)

Examples of Activity /Impact	Sustained engagement with each Dimension		D3 criteria		How does it demonstrate <i>...organisation/ leadership/ management of specific aspects of teaching and learning provision? ...successful coordination / support / supervision / management / mentorship of others?</i>	Specific links to BCU Values	Date / time-frame
	A (1-5)	K (1-6)	V (1-4)	(I.-VII.)			

From the completed record, select examples that offer you the opportunity to demonstrate how you meet the criteria for Senior Fellow. Use your examples to complete your commentary and two case studies, critically reflecting on the effectiveness of activities and the impact on the quality of student learning and/or the student experience.

For example:

Leadership in the development of the re-approval of BA (Hons) xxx	A1, A4	K1, K2, K6	V1, V2, V4	D3:V D3:VII	Leadership and co-ordination of module leaders, curriculum development and delivery; team coordination across several modules; liaison with internal and external stakeholders	all	12/2018 08/2019
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2. Application form



Application form – Senior Fellow (SFHEA, D3)

Submit this application as **one** document or **one** zipped file (to include referee statements and any other relevant evidence). Label the document or file as 'YOUR SURNAME_D3_SCHOOL/DEPT' and email to psf@bcu.ac.uk.

Name		Date started	
Role/job title		Date submitted	
Faculty/School or Department		Have you previously applied for SFHEA?	

The application is to be within the allocated word count - please state your word count here: **382** (either by selecting 'Update Field' or insert your own count; this should not exceed 6382 words (6000 for D3, plus existing text on this document). Do use a good standard of English and ensure that you have permission to name any individual referred to, otherwise the Panel may return your application. If you have any questions on these requirements, please contact your School/Faculty Lead (Fellowship).

Context (around 500 words)

Provide a brief contextual introduction to yourself and your role(s), setting out the underpinning philosophy for your teaching practice and how this impacts on the student learning experience –

Account of Professional Practice (APP) (around 2000 words)

This should be a reflective commentary of your professional practice as a teacher and/or supporter of learning, focusing on evidence to meet the D.3. VII. Criteria of 'Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning'.

Case study 1 (around 1500 words)

This should demonstrate your **sustained effectiveness** in relation to teaching and/or supporting learning, to meet the D3 criteria. This could focus on an example of leading, managing and enhancing the curriculum of a course in your school, where influence and impact can be demonstrated.

Case study 2 (around 1500 words)

This should provide a specific example of **successful co-ordination, support, supervision or mentoring of others** in relation to learning and teaching and/or supporting learners.

CPD reflective review and action plan (around 500 words)

This section provides evidence of engagement with A5 and your intention to remain in good standing.

Write a brief reflective review of your most recent and relevant CPD, in relation learning, teaching and your academic practice, focusing on how this has impacted and/or influenced the student learning experience.

CPD reflection

(To outline your plans for the coming year, use the template below or continue as a narrative in the textbox above)

CPD Action Plan Template

There are usually five stages in a professional development cycle, as indicated below. Please outline your planned CPD activities to develop your learning and teaching practice for the year ahead.

Continuous Professional Development Action Plan				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Objective/goal/identified need e.g. leadership/professional development; competencies	Individual steps needed to achieve objective e.g. on-job, short course, shadowing	By: state date	Comments e.g. funding, resources	Evaluation: reflections on learning and the impact/potential use in practice

3. Referee statement and guidance

Referee statement and guidance – D3, Senior Fellow

Two sides of A4 will normally suffice for this Fellowship category. This statement is in support of the following applicant:

Applicant name	
Referee details	
Name	
Job Title	
Department	
Email Address	
Capacity in which offering statement	
Fellowship category (AFHEA, FHEA, SFHEA, PFHEA)	

Please comment on the validity of the evidence claimed by the applicant, in relation to evidence of their commitment to teaching and/or supporting learning.
Please refer to the following, providing practical examples to support your comments
<ul style="list-style-type: none">• applicant's experience and achievements in teaching, learning and assessment practice• contribution the applicant makes to the student experience within their area of practice (refer to research only if this directly informs their teaching)• applicant's contribution to faculty or school objectives in teaching and learning and engagement in processes that support the enhancement of learning and teaching
<i>Any further comments</i>

Signature: (electronic acceptable)

Date:

Writing the supporting statement - advice for referees

Thank you for agreeing to act as a referee and offering to provide a statement for an applicant seeking a claim for Senior Fellow through BCU's Professional Standards Framework (PSF). The aim of the statement is to provide a review of the applicant's experience and to support and supplement the applicant's information. If possible, please comment on the applicant's most recent role and responsibilities. When the applicant has sent you their completed application, please review this and provide your statement on this form. It is the applicant's responsibility to collect the statement from you and advise you of the expected return date, to ensure this is submitted by the applicant on time. You should send this as an electronic copy to the applicant.

Your statement should primarily refer to the applicant's experience and achievements in teaching and learning and to the applicant's research record only where this directly informs their teaching. Base your statement on how the applicant meets the dimensions of the [UK Professional Standards Framework \(UKPSF\)](#) at the relevant descriptor, using your knowledge of their work, their professional practice in teaching and supporting learning, and the context in which the applicant works. We recognise that this is a different kind of reference from one that is normally required for promotion or job appointment, as we are looking for evidence of commitment to and effectiveness of teaching and/or supporting learning rather than general academic achievement. We may wish to contact you to clarify points in your reference.

Please provide practical examples to support your comments, for example, peer observation evidence of the applicant, innovative practices, and contribution to developments in teaching and learning and/or within the discipline. It is expected that the core knowledge and professional values of the UKPSF underpin the practice of those seeking recognition, so please provide examples of these, where appropriate.

Applicants for **Senior Fellow (SFHEA, D3)** should be able to provide evidence of:

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

The UKPSF Dimensions of Professional Practice

Areas of Activity	Core Knowledge	Professional Values
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 effectiveness of teaching• K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	<ul style="list-style-type: none">• V1 Respect individual learners and diverse learning communities• V2 Promote participation in higher education and equality of opportunity for learners• V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development• V4 Acknowledge the wider context in which higher education operates recognizing the implications for professional practice

4. Reviewer guidance

Reviewer guidance: Senior Fellow (SFHEA, D3)

1. The Review process

You will be provided with no more than three applications to review and be allocated to a Panel; for D3, this will be with two colleagues, although others may participate for quality assurance purposes. You should firstly independently assess the application, considering the Areas of Activity, Core Knowledge and Professional Values, as appropriate for this category, as set out overleaf and considering the guidance below. Using the Review form, select Award, Award Pending Condition (APC) or Refer for each Descriptor and, considering all of the Descriptors together, select an overall decision. You may also wish to make your own notes on why you have reached this decision, to discuss with Panel members.

One colleague will act as Lead Reviewer for the Panel and is responsible for arranging and facilitating any discussions about the application (face-to-face, email, phone-call). The Panel should agree an overall decision; if the Panel is unable to agree a decision, the Lead Reviewer will raise this with EDS, stating the area(s) of concern. The Convenor will discuss the application with EDS colleagues, reach a decision and advise the Panel of this. The Lead Reviewer will complete and return the Panel's completed Review form to EDS, by the required date, and this should include any comments/feedback for the candidate that the Panel have agreed on.

Whether as a Lead reviewer or Panel member, your feedback on the review process, the overall standard of applications or any suggestions for enhancement to the PSF Scheme is always welcome and will be taken forward to our Advisory Board, which meets twice each year. You may pass any comments to the Lead Reviewer, who can return with the completed Review forms, or do contact us directly at psf@bcu.ac.uk. If you would like to attend the Advisory Board, do let us know. It would be useful if you could highlight any application, or part of an application, that is seen as excellent, in order that we can liaise with the applicant for potential future use of their application as an example for colleagues.

EDS will advise candidates of the Panel's decision and attach the completed Review form. If the decision is APC, the applicant will be advised to review the dimension(s) judged as requiring more evidence to achieve Award and to prepare for a professional dialogue with one or more Panel members; the Panel may agree that this can be conducted by one Panel member only. It is the candidate's responsibility to contact the Panel Lead to arrange a date for this dialogue, to allow the Panel to return their decision by the agreed APC date.

In the case of both Refer and APC, candidates are advised to contact their Faculty/School Lead (Fellowship) for advice, although EDS may contact one of more Panel members to clarify any feedback on the Review form, should the candidate request this.

2. Reviewing applications

The heart of the judgement process is to use the APP to make a judgement about the actual teaching and learning support practice of the candidate. The case studies and Account of Professional Practice (APP) should summarise the candidate's practice and be judged holistically.

Candidates should be able to provide evidence of fulfilling the requirements of ALL UKPSF Descriptors for D3:

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, and, where appropriate, related academic or professional practices
- VII. Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

Making your judgement – considering the Dimensions

D3.I Successful engagement with all five areas of Activity, D3.IV Successful engagement in appropriate teaching practices related to the Areas of Activity:

D3.I and 3.IV are closely linked and are considered together. Applications should provide evidence of successful engagement with all five Areas of Activity. The evidence should be found across both the case studies and the reflective account of practice and will give descriptions of specific examples of when candidates have engaged with the Areas of Activity. It is important that the candidate clearly indicates their role in relation to the examples given and the impact and influence of their work on others. For instance, if they reflect on their education, training, employment and roles they should explain what their contribution was in each of these.

The depth of coverage of the Descriptors will vary according to the particular context and role of the candidate – the reflective account of practice and case studies do not necessarily have to be of the same length.

If you 'refer' *any* of the following then this is an automatic referral for Senior Fellowship:

- any Area of Activity
- the descriptor relating to Professional Values
- any of the descriptors relating to Core Knowledge
- the descriptor relating to the whole claim (D3.VII)

The evidence for successful engagement with D3 should be reflective and this should be based directly on all the Dimensions of Framework - that is, on the Areas of Activity, Core Knowledge and Professional Values.

D3.II Appropriate knowledge and understanding across all aspects of Core Knowledge, D3.V Successful incorporation of subject and pedagogic research and/or scholarship within activities, as part of an integrated approach to academic practice, D3.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, where appropriate, related professional practices:

D3.II, D3.V and D3.VI are closely linked and are treated together and evidence of fulfilling these Descriptors may be found in all sections of the APP.

D3.II The chosen examples of engagement must be accompanied by a discussion of the rationale of the candidate's approach in terms of their acquisition and application of Core Knowledge. You are expected to use your professional judgement in relation to the overall depth and adequacy of coverage of each element of Core Knowledge. If some elements are dealt with in more depth and others more superficially then compensation is acceptable. The term 'appropriate' should also be used to inform your judgement about evidence of Core Knowledge. All the elements should be interpreted in the light of the professional context of the applicant and what is appropriate for them given that context. For example, the methods they choose to evaluate the effectiveness of teaching will be heavily dependent on the disciplinary and situational context in which they are teaching and/or supporting learning.

D3.V It is essential that Senior Fellows provide evidence of having accessed and utilised external advice and guidance based on educational scholarship and likely that they themselves will be undertaking some kind of research which may well (though this is not essential) include research for publication in peer review journals.

D3.VI A real and practical commitment to CPD is central to the Framework and no candidate should gain Senior Fellowship who has not clearly and explicitly evidenced such a commitment. This emphasis is stated explicitly in the Framework in A5, but is also reaffirmed in K5, K6 and V3.

D3.VII Successful coordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning:

This is the overarching element of the descriptor and evidence for this should be found across the application. It is the essential distinguishing characteristic of the Senior Fellow.

Completing the Review form

Insert the candidate’s name, the names of all Panel members and date the decision was agreed.

For ‘Overall decision’ insert **Award, APC or Refer**, as appropriate:

Award: all criteria have been met; comment if there are substantial strengths which it would be good to share with the applicant

APC: one or more Dimensions require clarification before a final decision can be made. The candidate will be invited to consider Reviewers’ feedback and prepare to justify how they have met the requirements of the Dimension(s). This process is carried out via dialogue with one or more members of the Panel and lasts no longer than 20 minutes. It is the candidate’s responsibility to contact the Lead reviewer to arrange this dialogue and the EDS will advise the date by which the dialogue should take place. The Lead Reviewer should advise EDS of the final decision, no later than one week of the dialogue taking place.

Refer: one or more Dimensions were insufficiently covered. The candidate will be directed to use Reviewers’ feedback in preparing for a re-submission and should therefore indicate what the applicant needs to do to achieve Award.

Please label the Review form ‘**NAME_CATEGORY_DECISION**’ e.g. ‘SMITH_D3_REFER’ and return the form to psf@bcu.ac.uk, by the agreed date.

Areas of Activity
<ul style="list-style-type: none"> • 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

Core Knowledge
<ul style="list-style-type: none"> • 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 effectiveness of teaching • K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values
<ul style="list-style-type: none"> • V1 Respect individual learners and diverse learning communities • V2 Promote participation in higher education and equality of opportunity for learners • V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development • V4 Acknowledge the wider context in which higher education operates recognizing the implications for professional practice

5. Review form

Review form - Senior Fellow (SFHEA, D3)



Applicant:

Review Panel:



Date agreed:

Overall decision: (Please insert Award, APC or Refer here)

Being a Senior Fellow of the HEA recognises sustained effectiveness and academic leadership in teaching and enhancing the student learning experience, combined with scholarship, research and/or other professional activities. It is awarded to professionals who demonstrate meeting the criteria of Descriptor 3 of the UK Professional Standards Framework for teaching and supporting learning in higher education.

Comments: If Award, comment only if there are substantial strengths which it would be good to share with the applicant; if APC or Refer, indicate what the applicant needs to do to achieve Award.

Descriptors relating to Areas of Activity	Award	APC	Refer
I. Successful engagement across all five Areas of Activity			
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity			
Comments:			

Descriptors relating to Core Knowledge	Award	APC	Refer
II. Appropriate knowledge and understanding across all aspects of Core Knowledge			
V. Successful incorporation of subject and pedagogic research and/or scholarship within activities, as part of an integrated approach to academic practice			
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices			
Comments:			

Descriptor relating to Professional Values	Award	APC	Refer
III. A commitment to all the Professional Values			
Comments:			

Descriptor relating to whole claim	Award	APC	Refer
VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning			
Comments:			

Referee statements: Do the referees broadly corroborate the applicant's account? Y / N
Comments:
Summary remarks: If Award, provide any constructive feedback that would be valuable for the applicant in terms of their claim and/or future development and comment if there are substantial strengths which would be good to share more widely. If Refer, list recommendations for what the applicant needs to do to receive Award.