**Application for HEA Senior Fellow (SFHEA)**

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| Name:  Job Title: Department: Email: Telephone:Name of Your Mentor: |

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| Your teaching/supporting learning context:Please describe the context of your practice and why you have chosen the Senior Fellow category of fellowship (300 words or less - not included in overall word count). |

**Statement** Please check the box below to indicate that you certify and agree to the following statements:

*All personal information shared in this application will be held confidential, secured, and accessed only by authorized staff for assessment and evaluation purposes, including Advance HE staff. There will be no public sharing of information contained in this application without my written permission.*

*The information I have provided is true and correct and meets all standards of academic integrity. If I am successful in this application, I will commit to remain in good standing with HEA by continuing my professional development and enhancement of my teaching/supporting learning skills, knowledge and practice.* [*HEA Code of Practice*](https://www.heacademy.ac.uk/system/files/downloads/Code_Of_Practice_0.pdf)

* I have read and understood the above statement. Date:\_\_\_\_\_\_\_\_\_\_\_

Guidance Notes

This form has three Parts – A, B and C. You should refer to the guidance provided in the section. You should refer to the guidance provided in the section “Applying through the Experiential Program” in the Senior *Fellow Handbook* when you write your application.

**Part A – Your Fellowship Claim**

Your Senior Fellowship Claim for Section A comprises three components:

1. **Account of Professional Practice** which demonstrates how your practice aligns to the requirements for Descriptor 3.
2. **Case Study One** which provides an example of how you lead, manage and enhance the curriculum of programmes in your subject and/or discipline area demonstrating influence and impact.
3. **Case Study** **Two** which provides an example of your successful coordination, support, supervision or mentoring of other staff.

**Part B – Your supporting documents**

Please attach the following:

* Your CV

**Part C – Identify Your Referees**

Applicants should name their referees and provide their contact details. In this part of the application, you will also be advised how to submit your claim including your referees’ statements.

Descriptor for Senior Fellow (D3)

Individuals will demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

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

Dimensions of the Professional Standards Framework (UKPSF)

Intersperse within your narrative evidence of all Core Knowledge and Professional Values dimensions according to the figure below. Throughout the narrative, include examples of relevant professional practice, subject and pedagogic research and/or scholarship related to the above activities, and involvement in professional development related to teaching and learning.

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# Part A

**Account of Professional Practice**

Your **Account of Professional Practice (APP)** should demonstrate how your practice aligns to the requirements for Descriptor 3. It should outline the philosophy that underpins your teaching practice and how this impacts your students' learning. You can draw on relevant literature and on experience/knowledge gained through engaging in professional development activities. When referring to specific methodologies and/or approaches to teaching, you will need to present a rationale and indicate how you measure their effectiveness and their impact on students’ learning.

This account can also include your education, training, employment, roles and experience which have contributed to your professional development as a teacher, mentor, facilitator of learning and academic leader.

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| Your Account of Professional Practice (~ 3000 words start typing here) |

**Case Study One**

In this section, you should provide an example of a particular contribution or experience which has had sustained effectiveness in relation to learning and teaching.

Elements to consider in this case study include:

* Examples of leading, managing and enhancing the curriculum in your subject and/or discipline area.
* The ways in which you liaise 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);
* The ways you have fostered dynamic approaches to learning and teaching through creativity and innovation;
* How you support, encourage and implement evaluation processes designed to enhance the student learning experience;
* Your roles in learning and teaching projects and initiatives at departmental, institutional or in the wider HE context;
* Course and program development, review and revalidation.

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| **Case Study One (~1500 - start typing here)** |

**Case Study Two**

You should provide an example of successful coordination, support, supervision or mentoring of others.

Elements to consider in this case study include:

* How you have supported other colleagues to enhance their practices;
* Specific examples of how you have enhanced academic practice through coordinating/managing others
* Faculty development activities you have facilitated (informal and formal) that enhance your colleagues’ abilities to meet the dimensions of the UKPSF
* How your contributions have promoted the student learning experience through professional development of faculty 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
* 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.

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| **Case Study Two (~ 1500 - start typing here)** |

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|  **Reference List** (start typing here)              |

# Part B

# Your Account of Professional Practice (APP) must include your CV. You will ***be asked to upload a copy of your CV*** when you click on the “Apply for HEA Fellowship” box on the [OTL/HEA webpage](https://www.uvu.edu/otl/faculty/hea.html). If you have any questions about the submission process, contact otl@uvu.edu.

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#  Part C

## **Referee**

## Your APP must include two reference letters that support your claim from an experienced colleague or senior staff who works directly with you and can comment, from first-hand experience, on your teaching and professional activities related to student learning. Your referee should comment on the effectiveness and quality of your teaching practices, appropriate to the requirements for Descriptor 3.

## Specific examples should be included rather than vague statements such as “so-and-so is a great asset to our department.” Guidance for referees is supplied in the guidance document found on the website.

## Please complete the following table:

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|  |  |  |
| --- | --- | --- |
|   | Referee 1 | Referee 2 |
| Name of Referee: |   |  |
| Job Title: |   |  |
| Department: |   |  |
| Email: |   |  |

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# Submitting Your Application

A complete application includes your CV, APP, and two reference letters. You will submit your application by clicking the “Apply for HEA Fellowship” box on the [OTL/HEA webpage](https://www.uvu.edu/otl/faculty/hea.html). If you have any questions about the submission process, contact otl@uvu.edu.

Your application will be reviewed by two assessors and an external reviewer who hold at least SFHEA fellowship and who have completed an annual calibration exercise. They will individually score your application, then collaborate in summarizing their feedback to you.

# Appendix 1

## Senior Fellow Descriptor (D3)

Senior Fellow of the HEA (FHEA) is an advanced category of professional recognition for those with a sustained record of effectiveness in relation to learning and teaching. SFHEA requires you to meet PSF Descriptor 3 (D3).

You may be ready to apply for SFHEA if you are:

* An academic (full time, part time or sessional) who is highly experienced in teaching and has significant teaching responsibilities, including, for example, leading or coordinating courses or units, and/or managing teams of tutors or academic peers;
* An experienced staff member who specifically supports colleagues new to teaching at OTL;
* Highly experienced professional staff supporters of academic development and student learning with substantive experience (e.g. you could be a learning technologist, educational designer, librarian, technician in a teaching laboratory, or provider of learning support through academic skills or student services);
* A research-intensive academic with significant academic supervision and mentoring responsibilities and/or convening responsibilities for research-focused teaching programs; or
* An experienced staff member who supports, supervises, manages and/or mentors other staff members involved in learning and teaching.

The HEA offers [specific guidance](https://www.heacademy.ac.uk/download/dimensions-framework) to the dimensions of the PSF for staff involved in learning support roles.

# Appendix 2

Evidencing the UKPSF Dimensions

## **A1. Evidencing Area of Activity 1: Design and plan learning activities and/or programmes of study**

This Area of Activity refers to all your professional educational activities where you are preparing for engagement with learners in any mode of delivery. This is not the actual teaching. It is focused on the preparation for teaching. The activity in this element may vary depending on your role and discipline and may include activities such as creating a module, course, or an academic program of study; preparing materials for teaching or assessment; redesign a course or learning activity based on feedback from students or peers; or redesigning programs or curricula based on feedback from advisory boards or accreditation standards. The design of your learning activities should reflect a developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions.

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## **A2.** **Evidencing Area of Activity 2: Teach and/or support learning**

This Area of Activity relates to the direct engagement and interaction with learners in any mode of delivery and the strategies used to assist student learning. Engagement and interaction with students is the focus of this element. These interactions may take place in a wide range of environments, such as teaching rooms, seminar rooms, lecture theatres, labs, learning support centres, Activities that evidence this activity may include leading students through lectures, discussions, demonstrations, tutorials, seminar work, projects and teamwork, studio, laboratory, supervision, workplace-based teaching.

In demonstrating the activities of teaching and supporting learning, ensure your evidence demonstrates a current and ongoing awareness of different approaches to and methods of teaching and supporting learning, as well as a growing ability to choose the most appropriate approach for the achievement of learning aims.

## **A3. Evidencing Area of Activity 3: Assess and give feedback to learners**

A3 relates to demonstrating an increasing awareness of different methods of, and approaches to, assessment and feedback/feed-forward approaches in the context of your work with learners, as well as a growing ability to choose the most appropriate approach for the achievement of your learning outcomes. to providing feedback to learners and assessment of their learning, and progress toward learning outcomes. This may include any formative or summative assessment techniques; how you give feedback on learning progress including feedback-feedforward strategies, criterion-referenced rubrics, or dialogue with students; reflective journals; or observations.

## **A4. Evidencing Area of Activity 4: Develop effective learning environments and approaches to student support and guidance**

This Area of Activity is about how you make effective use of both the formal and informal learning environment to facilitate learning and how you meet the needs of your learners in terms of educational support and guidance. It includes how you:

* utilise and manage a range of physical or virtual learning environments so that they are appropriate to your learners’ needs;
* work with learners and service providers to ensure that your learners can access and use a broad range of learning opportunities. Learner support might include such activities as personal and academic tutoring, one-to-one advice, counselling, developing practice to meet the learning implications of widening access and supporting learners with disabilities.

## **A5. Evidencing Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices**

The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your teaching and learning support roles. It includes:

* how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning;
* how you gather and utilise information from your own activities.

## **Evidencing Core Knowledge and Professional Values**

Your narrative should also show evidence of the following:

Core Knowledge related to:

* K1 The subject material (of your discipline)
* K2 Appropriate methods for teaching and learning in the subject area and at the level of academic program
* K3 How students learn, both generally and within their discipline 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

Commitment to appropriate Professional Values in facilitating learning:

* 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 recognising the implications for professional practice.